



Rankin & Associates, Consulting

Assessment • Planning • Interventions

# Saginaw Valley State University

## Campus Climate Project Final Report

April 2015



Rankin & Associates, Consulting

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## Executive Summary

### Introduction

Saginaw Valley State University (SVSU) aims to foster a healthy and inclusive environment for all members of the university community. In the words of President Donald J. Bachand, a welcoming and inclusive campus for all students, staff, and faculty “happens in a climate that is grounded in mutual respect, nurtured by honest dialogue, and evidenced by a pattern of civil interaction.”<sup>1</sup>

SVSU is dedicated to creating and maintaining a community environment that respects individual needs, abilities, and potentials. As part of an ongoing effort to foster a healthy and inclusive environment for all members of the university community, SVSU has focused on campus climate and its influence across faculty, staff, and student experiences. Campus climate is defined as “the current attitudes, behaviors, and standards of faculty, staff, administrators, and students concerning the level of respect for individual needs, abilities, and potential.”<sup>2</sup> In order to better understand the campus climate, various constituents at SVSU (including students, faculty, administrators and staff) recognized the need for a comprehensive tool that would provide campus climate metrics for students, faculty, and staff across the university.

To that end, a few members of the SVSU community formed the Campus Climate Survey team in fall 2013. In 2014, the Campus Climate Survey team expanded to include faculty, staff, students, and administrators. Ultimately, SVSU contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study, entitled the “SVSU Assessment of Climate for Learning, Living, and Working.” Goals for the project include “identifying successful initiatives, uncovering any challenges facing members of [the SVSU] community, and developing strategic initiatives to build on the successes and address the challenges.”<sup>3</sup> Based on findings, the Campus Climate Survey team will

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<sup>1</sup><http://www.svsu.edu/climatesurvey/messagefromthepresident/>

<sup>2</sup><http://www.svsu.edu/climatesurvey/whyitmatters/>

<sup>3</sup><http://www.svsu.edu/climatesurvey/supportfromsupportstaffassociation/>

develop strategic actions in fall 2015, and initial implementation of actions will occur in 2015–2016.

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

The Campus Climate Survey team collaborated with R&A to develop the survey instrument. SVSU's survey contained 101 items (17 qualitative and 84 quantitative) and was available via a secure online portal from November 4 through December 5, 2014. Confidential paper surveys were distributed to those individuals who did not have access to an Internet-connected computer or who preferred a paper survey.

### **SVSU Participants**

SVSU community members completed 2,358 surveys for an overall response rate of 21%. Only surveys that were at least 50% completed were included in the final data set for analyses.<sup>4</sup> Response rates by constituent group varied: 17% ( $n = 1,537$ ) for Undergraduate Students, 5% ( $n = 46$ ) for Graduate Students, 51% ( $n = 384$ ) for Faculty, 93% ( $n = 173$ ) for Staff, and 55% ( $n = 218$ ) for Administrative Professionals. Table 1 provides a summary of selected demographic characteristics of survey respondents. The percentages offered in Table 1 are based on the numbers of respondents in the sample ( $n$ ) for the specific demographic characteristic.<sup>5</sup>

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<sup>4</sup>Twenty-four respondents were removed because they did not complete at least 50% of the survey.

<sup>5</sup>The total  $n$  for each demographic characteristic differs as a result of missing data.

**Table 1. SVSU Sample Demographics**

<b>Characteristic</b>	<b>Subgroup</b>	<b><i>n</i></b>	<b>% of Sample</b>
<b>Position Status</b>	Undergraduate Student	1,537	65.2
	Graduate Student	46	2.0
	Faculty	384	16.3
	Staff	173	7.3
	Administrative Professional	218	9.2
<b>Gender Identity</b>	Man	709	30.3
	Woman	1,612	68.8
	Transgender	< 5	--
	Genderqueer	7	0.3
	Gender not listed	13	0.6
<b>Racial Identity</b>	White	1,964	83.3
	Person of Color	240	10.2
	Multiracial – POC/White	99	4.2
<b>Sexual Identity</b>	LGBQ	180	7.6
	Heterosexual	1,940	82.3
	Asexual/Other	161	6.8
<b>Citizenship Status</b>	U.S. Citizen	2,166	91.9
	Non-U.S. Citizen	145	6.1
	Undocumented	< 5	--
	Multiple Citizenships	33	1.4
<b>Disability Status</b>	No Disability	1,940	82.3
	Single Disability	180	7.6
	Multiple Disabilities	161	6.8
<b>Religious/Spiritual Affiliation</b>	Christian Affiliation	1,566	66.4
	Other Faith-Based Affiliation	46	2.0
	No Affiliation	583	24.7
	Multiple Affiliations	97	4.1
	Other	77	3.3

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

### **1. High levels of comfort with the climate at SVSU**

Climate is defined as “the current attitudes, behaviors, and standards of faculty, staff, administrators, and students concerning the level of respect for individual needs, abilities, and potential.”<sup>6</sup> The level of comfort experienced by faculty, staff, and students is one indicator of campus climate.

- 82% ( $n = 1,931$ ) of the survey respondents were “comfortable” or “very comfortable” with the climate at SVSU.
- 72% ( $n = 554$ ) of Faculty, Staff, and Administrative Professional respondents were “comfortable” or “very comfortable” with the climate in their departments/work units.
- 85% ( $n = 1,663$ ) of Undergraduate Student, Graduate Student, and Faculty respondents were “comfortable” or “very comfortable” with the climate in their classes.

### **2. Faculty, Staff, and Administrative Professionals – Positive attitudes about work-life issues**

Campus climate<sup>7</sup> is constituted in part by perceptions of work, sense of balance between work and home life, and opportunities for personal and professional development throughout the span of one’s career. Work-life balance is one indicator of campus climate.

- 67% ( $n = 508$ ) of Faculty, Staff, and Administrative Professional respondents found SVSU supportive of flexible work schedules.
- 60% ( $n = 457$ ) of Faculty, Staff, and Administrative Professional respondents indicated that they had supervisors at SVSU who gave them career advice or guidance when they needed it.
- 64% ( $n = 483$ ) of Faculty, Staff, and Administrative Professional respondents indicated that their supervisors provide them with resources to pursue professional development opportunities.

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<sup>6</sup><http://www.svsu.edu/climatesurvey/whyitmatters/>

<sup>7</sup>Settles, Cortina, Malley, & Stewart, 2006

- 62% ( $n = 473$ ) of Faculty, Staff, and Administrative Professional respondents agreed that their supervisors provide ongoing feedback to help improve their performance.

### **3. Faculty Respondents – Positive attitudes about faculty work**

- More than half of Faculty respondents “agreed” or “strongly agreed” that the tenure/promotion process was clear (51%,  $n = 192$ ) and reasonable (53%,  $n = 198$ ).
- 56% ( $n = 210$ ) of Faculty respondents felt that their service contributions were important to tenure/promotion at SVSU.
- Few (14%,  $n = 50$ ) Faculty respondents felt pressured to change their research agendas to achieve tenure or be promoted at SVSU.
- More than half (63%,  $n = 233$ ) of Faculty respondents felt that their colleagues include them in opportunities that will help their career as much as they do others in their position.

### **4. Students – Positive attitudes about academic experiences**

The way students perceive and experience their campus climate influences their performance and success in college.<sup>8</sup> Research also supports the pedagogical value of a diverse student body and faculty for improving learning outcomes.<sup>9</sup> Attitudes toward academic pursuits are one indicator of campus climate.

- 84% ( $n = 1,295$ ) of Student respondents indicated that many of their courses this year have been intellectually stimulating.
- 81% ( $n = 1,283$ ) of Student respondents indicated that they were satisfied with the extent of their intellectual development since they enrolled at SVSU.
- 80% ( $n = 1,259$ ) of Student respondents indicated that their interest in ideas and intellectual matters has increased since they enrolled at SVSU.

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<sup>8</sup>Pascarella & Terenzini, 2005

<sup>9</sup>Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004

## 5. Students – Academic Success and Intent to Persist

A confirmatory factor analysis was conducted on two scales; “Academic Success” and “Intent to Persist.” The scales were derived from Question 12 on the survey.

Analyses using these scales revealed:

- Women Undergraduate Student respondents perceived greater academic success than Men Undergraduate Student respondents.
- White Undergraduate Student respondents perceived greater academic success than Undergraduate Student Respondents of Color.
- Heterosexual Undergraduate Student respondents perceived greater academic success than Asexual/Other Undergraduate Student respondents.
- Undergraduate Student respondents with No Disability perceived greater academic success than Undergraduate Student respondents with a Single Disability.

## Key Findings – Opportunities for Improvement

### 1. Members of several constituent groups were differentially affected by 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>10</sup> Research also underscores the relationship between workplace discrimination and subsequent productivity.<sup>11</sup> The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

- 24% ( $n = 555$ ) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.<sup>12</sup>

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<sup>10</sup>Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Pascarella & Terenzini, 2005; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001

<sup>11</sup>Silverschanz, Cortina, Konik, & Magley, 2008; Waldo, 1999

<sup>12</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, Smith, Ceja, & Solórzano, 2009).

- 11% ( $n = 60$ ) of respondents who reported having experienced the conduct said that it was “very often”/“often” based on their ethnicity, and 11% ( $n = 59$ ) felt that it was based on their major field of study. Others said that they “very often”/“often” experienced such conduct based on their physical characteristics (10%,  $n = 55$ ) and on their age (19%,  $n = 103$ ).
- Differences emerged based on various demographic characteristics, including gender identity, ethnic identity, and age. For example:
  - A higher percentage of Women respondents (25%,  $n = 395$ ) than Men respondents (20%,  $n = 140$ ) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct.
  - In terms of racial identity, 22% ( $n = 428$ ) of White respondents, 20% ( $n = 20$ ) of Multiracial respondents, and 35% ( $n = 82$ ) of People of Color respondents indicated that they had experienced this conduct.
  - A greater percentage of respondents aged 40–49 indicated that they had experienced exclusionary conduct than did other respondents. However, a greater percentage of respondents aged 24–39, as compared to other age groups felt that the conduct was based on their age.

Respondents were offered the opportunity to elaborate on their experiences of exclusionary, intimidating, offensive, and/or hostile conduct. One hundred-ninety respondents elaborated on their experiences regarding how they personally had experienced exclusionary, intimidating, offensive, and/or hostile behavior at SVSU. The themes included: (1) *Bullying*, several respondents offered that the exclusionary behavior they experienced was in the form of bullying. The experiences of being bullied were shared by both Faculty/Staff and Student respondents; (2) *Hostile environment*, respondents felt that their environments were very hostile (e.g., source of conduct was staff, supervisors). Such conduct left respondents feeling a variety of negative feelings. The themes and selected comments that support each theme are provided in the full report.

**2. Several constituent groups indicated that they were less comfortable with the overall campus climate, workplace climate, and classroom climate.**

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, veterans, etc.).<sup>13</sup> Several groups indicated that they were less comfortable than their majority counterparts with the climates of the campus, workplace, and classroom.

- Differences by Position Status:
  - Staff respondents were less comfortable (“very uncomfortable”) with the overall climate at SVSU than were Undergraduate Student respondents, Graduate Student respondents, Faculty respondents, and Administrative Professional respondents.
  - A slightly higher percentage of Faculty respondents (39%) than Staff respondents (30%) or Administrative Professional respondents (36%) were “very comfortable” with the climate in their departments/work units at SVSU.
- Differences by Gender Identity:
  - Women respondents were significantly less likely than Men respondents to feel “very comfortable” with the overall campus climate and the climate in their departments/work units.
  - A significantly greater percentage of Men Faculty and Student respondents (34%) than Women Faculty and Student respondents (26%) felt “very comfortable” in their courses.
- Differences by Racial Identity:
  - A lower percentage of Respondents of Color (22%) than White respondents (31%) and Multiple Race respondents (28%) were “very comfortable” with the overall climate at SVSU.

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<sup>13</sup>Harper & Hurtado, 2007; Hart & Fellabaum, 2008; Norris, 1992; Rankin, 2003; Rankin & Reason, 2005; Worthington, Navarro, Loewy, & Hart, 2008

- Employee Respondents of Color were less comfortable with the climate in their departments/work units than were Multiple Race respondents and White respondents.
- Faculty and Student Respondents of Color were significantly less comfortable with the climate in their classes than were other respondents.
- Differences by Sexual Identity
  - LGBQ respondents were less comfortable with the overall climate than were Heterosexual respondents and Asexual/Other respondents.
  - Heterosexual Faculty and Student respondents were more comfortable with the climate in their courses than were other respondents.
- Differences by Military Status
  - 71% of respondents with Military Service and 83% of respondents with No Military Service were “very comfortable” or “comfortable” with the overall climate at SVSU.
- Differences by Ability Status
  - Respondents with a Single Disability or with Multiple Disabilities were less comfortable with the overall climate than were respondents with No Disabilities.
  - Faculty, Staff, and Administrative Professional respondents with Multiple Disabilities were less comfortable with the climate in their departments/work units than were Faculty, Staff, and Administrative Professional respondents with Single Disabilities or No Disabilities.
  - Faculty and Student respondents with a Single Disability and with Multiple Disabilities were less comfortable with classroom climate than were Faculty and Student respondents with No Disabilities.

### 3. Staff, Faculty, and Administrator Respondents – Challenges with work-life issues

- 45% ( $n = 351$ ) of all respondents had seriously considered leaving SVSU.
  - Forty-one percent of those Faculty, Staff, and Administrative Professional respondents who seriously considered leaving did so because they saw limited opportunities for advancement at SVSU ( $n = 145$ ) or for financial reasons ( $n = 143$ ).
- 32% ( $n = 243$ ) of employee respondents felt that they had to work harder than their colleagues/coworkers did to achieve the same recognition.
- 31% ( $n = 238$ ) of employee respondents strongly agreed or agreed that they were reluctant to bring up issues that concerned them for fear it would affect their performance evaluations or tenure/merit/promotion decisions.
- 22% ( $n = 168$ ) of employee respondents strongly agreed or agreed that their colleagues/coworkers expect them to represent “the point of view” of their identities.
- 21% ( $n = 120$ ) of Faculty, Staff, and Administrative Professional respondents indicated that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children.

Faculty, Staff, and Administrator respondents were provided the opportunity to elaborate on their experiences with work-life issues. One hundred-seventy respondents provided written commentary. The themes included: (1) *Lack of salary clarity*, respondents indicated that the process for determining salary increases were unclear and inconsistent across colleges and departments; and, (2) *Ability to take leave*, respondents noted that they were not completely comfortable taking leave because of others’ reactions. The themes and selected comments that support each theme are provided in the full report.

#### **4. Faculty Respondents – Challenges with faculty work**

- 34% ( $n = 125$ ) of Faculty respondents believed that they performed more work to help students than did their colleagues.
- 22% ( $n = 82$ ) of Faculty respondents reported feeling that tenure standards/promotion standards were not applied equally to all SVSU faculty.
- 17% ( $n = 66$ ) of Faculty respondents felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations.
- Less than one-third (28%,  $n = 104$ ) of Faculty respondents felt that their diversity-related contributions have been/will be valued for promotion or tenure.

Faculty respondents were provided the opportunity to elaborate on their experiences regarding faculty work. More than eighty Faculty respondents elaborated on their experience of work life related to tenure and advancement processes. The major theme that emerged from responses was not related to a specific statement, but instead to a specific identity. The theme included: (1) *Adjunct status*, many respondents indicated that this section did not apply to them because adjunct faculty don't receive any of the benefits listed. The themes and selected comments that support each theme are provided in the full report.

#### **3. A small but meaningful percentage of respondents experienced unwanted physical sexual contact.**

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 significant 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.

- 2% ( $n = 54$ ) of respondents indicated in the survey that they had experienced unwanted physical sexual contact while at SVSU.

## Conclusion

SVSU's campus climate findings<sup>14</sup> are consistent with those found in higher education institutions across the country based on the work of R&A Consulting.<sup>15</sup> For example, 70% to 80% of all respondents in similar reports found the campus climate to be "comfortable" or "very comfortable." A slightly higher percentage of all SVSU respondents reported that they were "comfortable" or "very comfortable" with the climate at SVSU. Likewise, 20% to 25% in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At SVSU, 24% of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. The results also paralleled the findings of other climate studies of specific constituent groups offered in the literature.<sup>16</sup>

SVSU's climate assessment report provides baseline data on diversity and inclusion, addressing the university's mission for creating and maintaining a community environment that respects individual needs, abilities, and potentials. While the findings in and of themselves may guide decision-making in regard to policies and practices at SVSU, it is important to note that the cultural fabric of an institution and unique aspects of each campus's environment must be taken into consideration when considering additional action items based on these findings. The climate assessment findings do provide the SVSU community with an opportunity to build upon its strengths but also develop a deeper awareness of the challenges ahead. SVSU, with the support from senior administrators and collaborative leadership, is in a prime position to actualize its commitment to an inclusive campus and to institute organizational structures that respond to the needs of its dynamic campus community.

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<sup>14</sup>Additional findings disaggregated by position and other selected demographic characteristics are provided in the full report.

<sup>15</sup>[Rankin & Associates Consulting, 2015](#)

<sup>16</sup>Guiffrida, Gouveia, Wall, & Seward, 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles et al., 2006; Silverschanz et al., 2008; Yosso et al., 2009

## Introduction

### History of the Project

Saginaw Valley State University (SVSU) aims to foster a healthy and inclusive environment for all members of the university community. In the words of President Donald J. Bachand, a welcoming and inclusive campus for all students, staff, and faculty “happens in a climate that is grounded in mutual respect, nurtured by honest dialogue, and evidenced by a pattern of civil interaction.”<sup>17</sup>

SVSU is dedicated to creating and maintaining a community environment that respects individual needs, abilities, and potentials. As part of an ongoing effort to foster a healthy and inclusive environment for all members of the university community, SVSU has focused on campus climate and its influence across faculty, staff, and student experiences. Campus climate is defined as “the current attitudes, behaviors, and standards of faculty, staff, administrators, and students concerning the level of respect for individual needs, abilities, and potential.”<sup>18</sup> In order to better understand the campus climate, various constituents at SVSU (including students, faculty, and staff) recognized the need for a comprehensive tool that would provide campus climate metrics for students, faculty, and staff across the university.

To that end, a few members of the SVSU community formed the Campus Climate Survey team in fall 2013. In 2014, the Campus Climate Survey team expanded to include faculty, staff, students, and administrators. Ultimately, SVSU contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study, entitled the “Cardinal Climate Survey.” Goals for the project include “identifying successful initiatives, uncovering any challenges facing members of [the SVSU] community, and developing strategic initiatives to build on the successes and address the challenges.”<sup>19</sup> Based on findings, the Campus Climate Survey team will develop strategic actions in fall 2015, and initial implementation of actions will occur in 2015–2016.

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<sup>17</sup><http://www.svsu.edu/climatesurvey/messagefromthepresident/>

<sup>18</sup><http://www.svsu.edu/climatesurvey/whyitmatters/>

<sup>19</sup><http://www.svsu.edu/climatesurvey/supportfromsupportstaffassociation/>

## **Review of the Literature: Campus Climate’s Influence on Academic and Professional Success**

Climate at SVSU is defined as “the current attitudes, behaviors, and standards of faculty, staff, administrators, and students concerning the level of respect for individual needs, abilities, and potential.”<sup>20</sup> This includes the perceptions and experiences of individuals and groups on a campus. For the purposes of this study, climate also includes an analysis of the perceptions and experiences individuals and groups have of others on campus.

More than two decades ago, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) suggested that in order to build a vital community of learning, a college or university must provide a climate where

...intellectual life is central and where faculty and students work together to strengthen teaching and learning, where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed, where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued, and where the well-being of each member is sensitively supported (Boyer, 1990).

Not long afterward, the Association of American Colleges and Universities (AAC&U) (1995) challenged higher education institutions “to affirm and enact a commitment to equality, fairness, and inclusion” (p. xvi). AAC&U proposed that colleges and universities commit to “the task of creating...inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard” (p. xxi). The report suggested that, in order to provide a foundation for a vital community of learning, a primary duty of the academy is to create a climate grounded in the principles of diversity, equity, and an ethic of justice for all groups.

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<sup>20</sup><http://www.svsu.edu/climatesurvey/whyitmatters/>

In the ensuing years, many campuses instituted initiatives to address the challenges presented in the reports. Milem, Chang, and Antonio (2005) proposed that, “Diversity must be carried out in intentional ways in order to accrue the educational benefits for students and the institution. Diversity is a process toward better learning rather than an outcome” (p. iv). Milem et al. further suggested that in order for “diversity initiatives to be successful they must engage the entire campus community” (p. v). In an exhaustive review of the literature on diversity in higher education, Smith (2009) offered that diversity, like technology, was central to institutional effectiveness, excellence, and viability. Smith also maintained that building deep capacity for diversity requires the commitment of senior leadership and support of all members of the academic community. Ingle (2005) recommended that “good intentions be matched with thoughtful planning and deliberate follow-through” for diversity initiatives to be successful (p. 13).

Campus environments are “complex social systems defined by the relationships between the people, bureaucratic procedures, structural arrangements, institutional goals and values, traditions, and larger socio-historical environments” (Hurtado, Milem, Clayton-Pedersen, & Allen, 1998, p. 296). Smith (2009) encouraged readers to examine critically their positions and responsibilities regarding underserved populations in higher education. A guiding question Smith posed was, are special-purpose groups [e.g., Black Faculty Caucus] and locations [e.g., GLBTIQ and Multicultural Student Retention Services] perceived as “‘problems’ or are they valued as contributing to the diversity of the institution and its educational missions” (p. 225)?

Campus climate influences students’ academic success and employees’ professional success, in addition to the social well-being of both groups. The literature also suggests that various identity groups perceive the campus climate differently and that their perceptions may affect working and learning outcomes adversely (Rankin & Reason, 2005). A summary of this literature follows.

Hurtado and Ponjuan (2005) found that when stereotypes “pervade the learning environment for minority students...student academic performance can be undermined”

(p. 236). The literature also suggests that students of color who perceive their campus environment as hostile have higher rates of attrition, and have problems with adjustment (Guiffrida et al., 2008; Hurtado & Ponjuan, 2005). Johnson et al. (2007) found that perceptions of the campus racial climate continue to strongly influence minority college students' sense of belonging. Several other empirical studies reinforce the importance of the perception of non-discriminatory environments to positive learning and developmental outcomes (Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Pascarella & Terenzini, 2005; Whitt et al., 2001). Finally, research supports the pedagogical value of a diverse student body and faculty on enhancing learning outcomes (Hale, 2004; Harper & Hurtado, 2007; Harper & Quayle, 2004).

Gurin, Dey, Hurtado, & Gurin (2002) found that students in colleges or universities with more inclusive campus environments felt more equipped to participate in an increasingly multicultural society. When the campus climate was healthy and students had the opportunity to interact with a variety of peers, positive learning occurred and democratic skills developed (Hurtado & Ponjuan, 2005). Racial and ethnic diversity in the campus environment, coupled with the institution's efforts to foster opportunities for quality interactions and learning, promoted "active thinking and personal development" (Gurin et al., 2002, p. 338).

The personal and professional development of faculty, administrators, and staff are impacted by the complex nature of the campus climate. In a study by Settles et al. (2006), sexual harassment and gender discrimination were found to have a substantial negative effect on the overall attitudes toward employment for women faculty in the academic sciences. Sears (2002) noted that lesbian, gay, and bisexual (LGB) faculty members who judged their campus climate more positively also felt more personally supported and perceived their work unit as more supportive of personnel decisions (i.e., hiring and promoting LGB faculty members). Research that underscores the relationships between workplace discrimination and negative job and career attitudes, as well as between workplace encounters with prejudice and lower health and well-being (i.e., anxiety, depression, and lower life satisfaction and physical health) and greater occupation

dysfunction (i.e., organizational withdrawal, and lower satisfaction with work, coworkers, and supervisors), further substantiates the influence of campus climate on employee satisfaction and subsequent productivity (Silverschanz et al., 2008; Waldo, 1999).

### **SVSU's Campus-wide Climate Assessment Project Structure and Process**

The Campus Climate Survey team collaborated with R&A to develop the survey instrument. The final survey instrument was completed in October 2014.

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. The SVSU Campus Climate Survey team implemented participatory and community-based processes to generate survey questions as a means to capture the various dimensions of power and privilege that shape the campus experience. In this way, the SVSU assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate, with a specific focus on the distribution of power and privilege among differing social groups.

SVSU's survey contained 101 items (17 qualitative and 84 quantitative) and was available via a secure online portal from November 4 through December 5, 2014. Confidential paper surveys were distributed to those individuals who did not have access to an Internet-connected computer or who preferred a paper survey. This report provides an overview of the results of the campus-wide survey.

## **Methodology**

### **Conceptual Framework**

Diversity is defined by R&A and in this project 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>21</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 questions were constructed based on the work of Rankin (2003). The Campus Climate Survey team reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be more contextually appropriate for the SVSU population. The final SVSU campus-wide survey contained 101 questions,<sup>22</sup> including open-ended questions for respondents to provide commentary. The survey was designed so that 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. All survey responses were input into a secure-site database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis.

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

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<sup>21</sup>[Rankin & Associates Consulting \(2015\)](#), adapted from AAC&U (1995).

<sup>22</sup>To ensure reliability, evaluators must ensure that instruments are properly structured (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. The instrument was revised numerous times, defined critical terms, underwent expert evaluation of items, and checked for internal consistency.

to assess campus climate within the university and to inform SVSU's strategic quality improvement initiatives. The IRB director acknowledged that the data collected from this quality improvement activity also could be used for research. The IRB approved the project on October 6, 2014.

Prospective participants received an invitation from President 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 describing the purpose of the study, explaining the survey instrument, and assuring the respondents of anonymity. Only surveys that were at least 50% completed were included in the final data set.

Completed online surveys were submitted directly to a secure server, where any computer identification that might identify participants was deleted. Any comments provided by participants also were separated from identifying information at submission so that comments were not attributed to any individual demographic characteristics.

**Limitations.** Two limitations to the generalizability of the data existed. The first limitation was that respondents "self-selected" to participate. 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% (see Table 2). 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 (version 22.0). Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to SVSU in a separate document. Descriptive statistics were calculated by salient group

memberships (e.g., by 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>23</sup> Actual percentages<sup>24</sup> with missing or “no response” information may be found in the survey data tables in Appendix B. The purpose for this discrepancy in reporting is to note the missing or “no response” data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations.

**Factor Analysis Methodology.** A confirmatory factor analysis was conducted on two scales embedded in Question 12 of the survey. The first scale, termed “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 undergraduate student success. The first seven items in Question 12 of the survey reflect the questions on this scale. The second scale, termed “Intent to Persist” for this project, was based on the *Persistence at the Institution* subscale of *The Undergraduate Persistence Intentions Measure (UPI)* (Gloria & Kurpius, 1996; Robinson, 2003). This scale has been used in several studies to examine undergraduate student persistence. Survey items Q12.8 and Q12.9 were used to create this scale. Q12.9 was reverse-coded before it was included in the analysis.

The questions in each scale were answered on a Likert-type scale 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 nine items and/or who answered “Not Applicable” to any of the items were not included in the analysis. The factor analyses were conducted utilizing principal axis factoring with a Promax rotation.<sup>25</sup> Both scree plots and eigenvalues<sup>26</sup> were used to determine the number of factors.

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<sup>23</sup>Valid percentages were derived using the total number of respondents to a particular item (i.e., missing data were excluded).

<sup>24</sup>Actual percentages were derived using the total number of survey respondents.

<sup>25</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

**Factor Analysis Results.** Results of the factor analysis supported the a priori categorization of the nine items into two factors, *Academic Success* and *Intent to Persist*. The first seven items (Q12.1 through Q12.7) formed the *Academic Success* factor, while the final two items (Q12.8 and Q12.9) formed the *Intent to Persist* factor.

**Factor Scores.** Factor scores were created by taking the average of the scores for all the questions in the factor. Each respondent who answered all (i.e., did not skip or answer “Not Applicable” to any) of the questions included in the given factor was given a score for *Academic Success* and a score for *Intent to Persist* on a five-point scale.

Lower scores on the *Academic Success* factor suggest that a student or constituent group is more academically successful; lower scores on the *Intent to Persist* factor suggest that a student or constituent group is more likely to persist.

**Means Testing Methodology.** After creating the two factor scores for respondents based on the factor analysis, means were calculated for all Student respondents.

#### *Academic Success*

Analyses were conducted to determine whether the means for the *Academic Success* factor were different for first-level categories in the following demographic areas separately for Undergraduate and Graduate Student respondents:

- Gender Identity (Man; Woman; Transgender; Genderqueer)
- Racial Identity (White; Person of Color; Multiracial – Person of Color/White)
- Sexual Identity (LGBQ; Heterosexual; Asexual/Other; Multiple Identities)
- Disability Status (No Disability; Single Disability; Multiple Disabilities)

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answer those questions. Promax rotation is one method of rotation used to facilitate factor interpretation. It is an oblique rotation method that is faster than the direct oblimin method and often used in larger data sets.

<sup>26</sup>Two common methods for determining the number of factors to use in a factor analysis are (1) eigenvalues of 1.00 or higher and (2) examining a scree plot of eigenvalues plotted against the factor numbers.

- First-Generation/ Income Status (First-Generation and Low-Income; Not First-Generation and/or Not Low-Income)

When only two categories existed for the specified demographic variable (i.e., student status, first-generation/income status), a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d* and any moderate-to-large effects were noted.

When the specific variable of interest had more than two categories (i.e., gender identity, racial identity, sexual identity, disability status), 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.

#### *Intent to Persist*

Figure 1 depicts the distribution of the scores for the *Intent to Persist* factor. Because the responses were not normally distributed, the scores did not satisfy the assumptions for means testing using any of the methods mentioned above. Means are included in the narrative to allow for comparisons, but statistical significance is not reported.

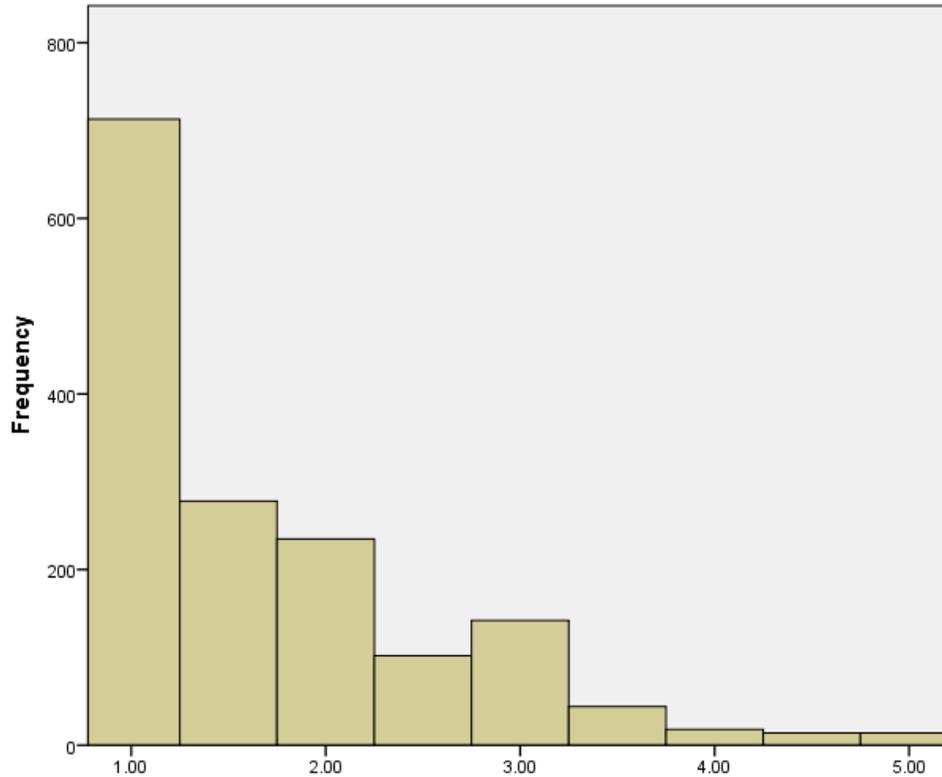


Figure 1. Distribution of Scores for *Intent to Persist* Factor<sup>27</sup>

### Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences on the SVSU campus, elaborate upon their survey responses, and append additional thoughts. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the quantitative items of the survey. These open-ended comments were reviewed<sup>28</sup> using standard methods of thematic analysis. R&A reviewers read all comments, and a list of common themes was generated based on their analysis. Most themes reflected the issues addressed in the survey questions and revealed in the quantitative data. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

<sup>27</sup> Factor scores (x-axis) were created by taking the average of the scores for all the questions in the factor. Each respondent who answered all (i.e., did not skip or answer “Not Applicable” to any) of the questions included in the given factor was given a score for Intent to Persist on a five-point scale.

<sup>28</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. This section also presents the results per the project design, which called for examining respondents' personal campus experiences, their perceptions of the campus climate, and their perceptions of SVSU's institutional actions, including administrative policies and academic initiatives regarding climate.

Several analyses were conducted to determine whether significant differences existed in the responses between participants from various demographic categories. Where significant differences occurred, endnotes (denoted by lowercase Roman numeral superscripts) at the end of each section of this report provide the results of the significance testing. The narrative also provides results from descriptive analyses that were not statistically significant, yet were determined to be meaningful to the climate at SVSU.

### Description of the Sample<sup>29</sup>

Two thousand three hundred fifty-eight (2,358) surveys were returned, for a 21% overall response rate. The sample and population figures, chi-square analyses,<sup>30</sup> and response rates are presented in Table 2. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by SVSU.

- Women were significantly over-represented in the sample.
- White, Asian/Asian American, and Multiracial individuals were significantly over-represented in the sample.

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<sup>29</sup>All frequency tables are provided in Appendix B.

<sup>30</sup>Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by SVSU.

- Individuals who identified as African American/Black, Hispanic/Latino/Chicano, Native Hawaiian/Pacific Islander, and Other/Unknown/No Response were under-represented. Middle Eastern individuals were not indicated in the population but appeared in the sample.
- Both Undergraduate and Graduate Students were significantly under-represented in the sample; Faculty, Staff, and Administrative Professionals were over-represented.

**Table 2. Demographics of Population and Sample**

Characteristic	Subgroup	Population		Sample		Response Rate
		N	%	n	%	
Gender <sup>a</sup>	<b>Man</b>	4,649	41.6	709	30.3	15.3
	<b>Woman</b>	6,523	58.4	1,612	68.8	24.7
	<b>Transgender</b>	--	--	< 5	--	--
	<b>Genderqueer</b>	--	--	7	0.3	--
	<b>Gender not listed</b>	--	--	13	0.6	--
Race/Ethnicity <sup>1,b</sup>	<b>American Indian/Alaskan Native</b>	34	0.3	< 5	--	--
	<b>Asian/Asian American</b>	121	1.1	38	1.6	31.4
	<b>African American//Black</b>	1,001	9.5	137	5.8	13.7
	<b>Hispanic/Latino(a)/Chicano(a)</b>	384	3.6	42	1.8	10.9
	<b>Middle Eastern</b>	--	--	9	0.4	> 100.00
	<b>Native Hawaiian/Pacific Islander</b>	171	1.6	< 5	0.1	--
	<b>White</b>	7,993	75.5	1,964	83.3	24.6
	<b>Multi-Racial</b>	239	2.3	107	4.5	44.8
	<b>Other/Unknown/Not Reported</b>	642	6.1	55	2.3	8.6
Position <sup>c</sup>	<b>Undergraduate Student</b>	8,930	78.9	1,537	65.2	17.2
	<b>Graduate Student</b>	899	8.0	46	2.0	5.1
	<b>Faculty</b>	759	6.8	384	16.3	50.6
	<b>Staff</b>	186	1.7	173	7.3	93.0
	<b>Administrative Professional</b>	398	3.6	218	9.2	54.8

<sup>1</sup> Respondents were instructed to indicate all categories that apply.

Note: In some cases, the sample, *n*, is greater than the population, *N*, because respondents self-identify their racial identity and may not have indicated their identity in the information originally collected by SVSU.

<sup>a</sup>  $\chi^2(1, N = 2,321) = 116.25, p < .001$

<sup>b</sup>  $\chi^2(7, N = 2,349) = 222.22, p < .001$

<sup>c</sup>  $\chi^2(4, N = 2,358) = 1,113.19, p < .001$

**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. (1998) 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, as well as higher education survey research methodology experts, reviewed the bank of items available for the survey, as did the members of SVSU's Campus Climate Survey team.

Content validity was ensured given that the items and response choices arose from literature reviews, previous surveys, and input from SVSU's Campus Climate Survey team. Construct validity—the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors—should be evaluated by examining the correlations of measures being evaluated with variables known to be related to the construct. For this investigation, correlations ideally ought to exist between item responses and known instances of exclusionary conduct, for example. However, no reliable data to that effect were available. As such, attention was given to the manner in which questions were asked and response choices given. Items were constructed to be non-biased, non-leading, and non-judgmental, and to preclude individuals from providing “socially acceptable” responses.

**Reliability—Internal Consistency of Responses.**<sup>31</sup> Correlations between the responses to questions about overall campus climate for various groups (Question 84) and those that rated overall campus climate on various scales (Question 85) were 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>32</sup> are provided in Table 3.

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<sup>31</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>32</sup>Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

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

A strong relationship (between .5 and .7) exists for all five pairs of variables: between Positive for People of Color and Not Racist; between Positive for Lesbian, Gay, Bisexual People and Not Homophobic; between Positive for Women and Not Sexist; between Positive for People of Low Socioeconomic Status and Not Classist; and between Positive for People with Disabilities and Disability Friendly.

**Table 3. Pearson Correlations Between Ratings of Acceptance and Campus Climate for Selected Groups**

	Climate Characteristics <sup>33</sup>				
	Not Racist	Not Homophobic	Not Sexist	Not Classist (SES)	Disability Friendly
Positive for People of Color	.544 <sup>1</sup>				
Positive for Lesbian, Gay, Bisexual People		.564 <sup>1</sup>			
Positive for Women			.512 <sup>1</sup>		
Positive for People of Low Socioeconomic Status (SES)				.596 <sup>1</sup>	
Positive for People with Disabilities					.622 <sup>1</sup>

<sup>1</sup>*p* < 0.01

<sup>33</sup> Climate Characteristics codes were coded on 5 point scales (e.g., Non-Racist = 1; Racist = 5 and Positive for People of Color = 1; Negative for People of Color = 5).

## Sample Characteristics<sup>34</sup>

For the purposes of several analyses, demographic responses were collapsed into categories established by the Campus Climate Survey team 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 particular category totaled fewer than five ( $n < 5$ ).

Primary position status data for respondents were collapsed into Undergraduate Student respondents, Graduate Student respondents, Faculty respondents, Staff respondents, and Administrative Professional respondents. Of all respondents, 65% ( $n = 1,537$ ) were Undergraduate Students, 2% ( $n = 46$ ) were Graduate Students, 16% ( $n = 384$ ) were Faculty, 7% ( $n = 173$ ) were Staff, and 9% ( $n = 218$ ) were Administrative Professionals (Figure 2). Fifty-five percent ( $n = 1,298$ ) of all respondents were full-time in their primary positions. Additional analyses indicated that 65% ( $n = 724$ ) of Undergraduate Student respondents, 53% ( $n = 18$ ) of Graduate Student respondents, 55% ( $n = 210$ ) of Faculty respondents, 84% ( $n = 142$ ) of Staff respondents, and 94% ( $n = 204$ ) of Administrative Professional respondents were full-time in their primary positions.

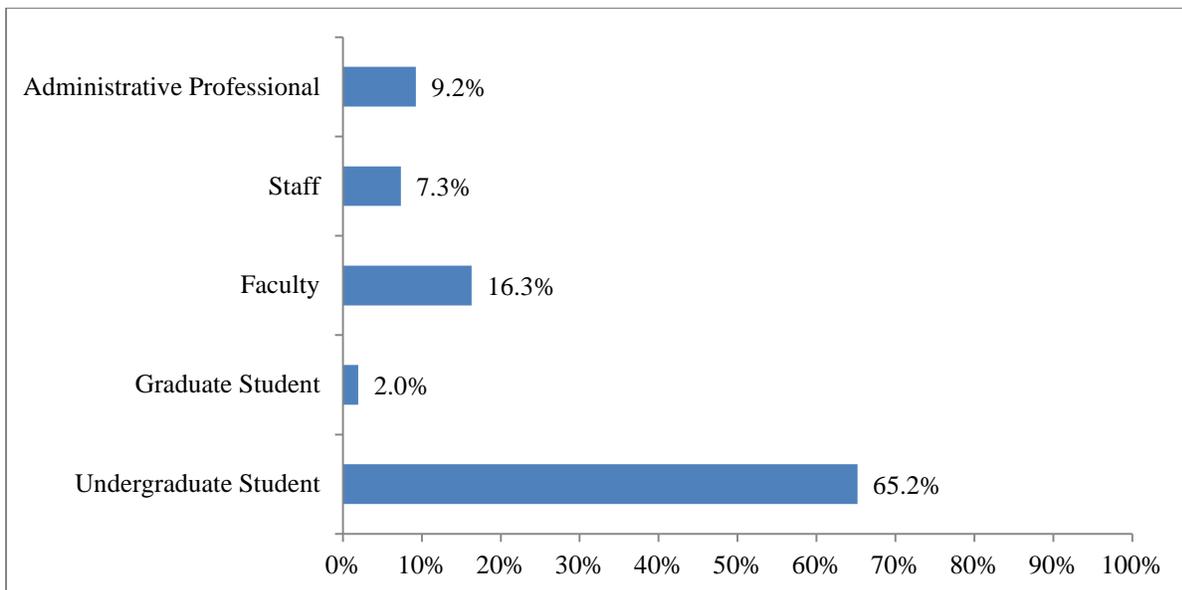


Figure 2. Respondents' Collapsed Position Status (%)

<sup>34</sup>All percentages presented in the "Sample Characteristics" section of the report are actual percentages.

With regard to respondents' work-unit affiliations, Table 4 indicates that Staff and Administrative Professional respondents represented various work units across campus. Of Staff and Administrative Professional respondents, 41% ( $n = 161$ ) were affiliated with Academic Affairs, 44% ( $n = 173$ ) were affiliated with Administration and Business Affairs, and 7% ( $n = 27$ ) were affiliated with the President's Office.

**Table 4. Staff and Administrative Professional Respondents' Primary Work-Unit Affiliations**

<b>Work Unit</b>	<b><i>n</i></b>	<b>%</b>
Academic Affairs	161	41.2
Administration & Business Affairs	173	44.2
President's Office	27	6.9
Missing	30	7.7

Note: Table includes responses from Staff and Administrative Professionals ( $n = 391$ ) only.

Note: Owing to the small numbers involved and the large number of respondents who did not answer the sub-questions, percentages are not provided for affiliation subcategories.

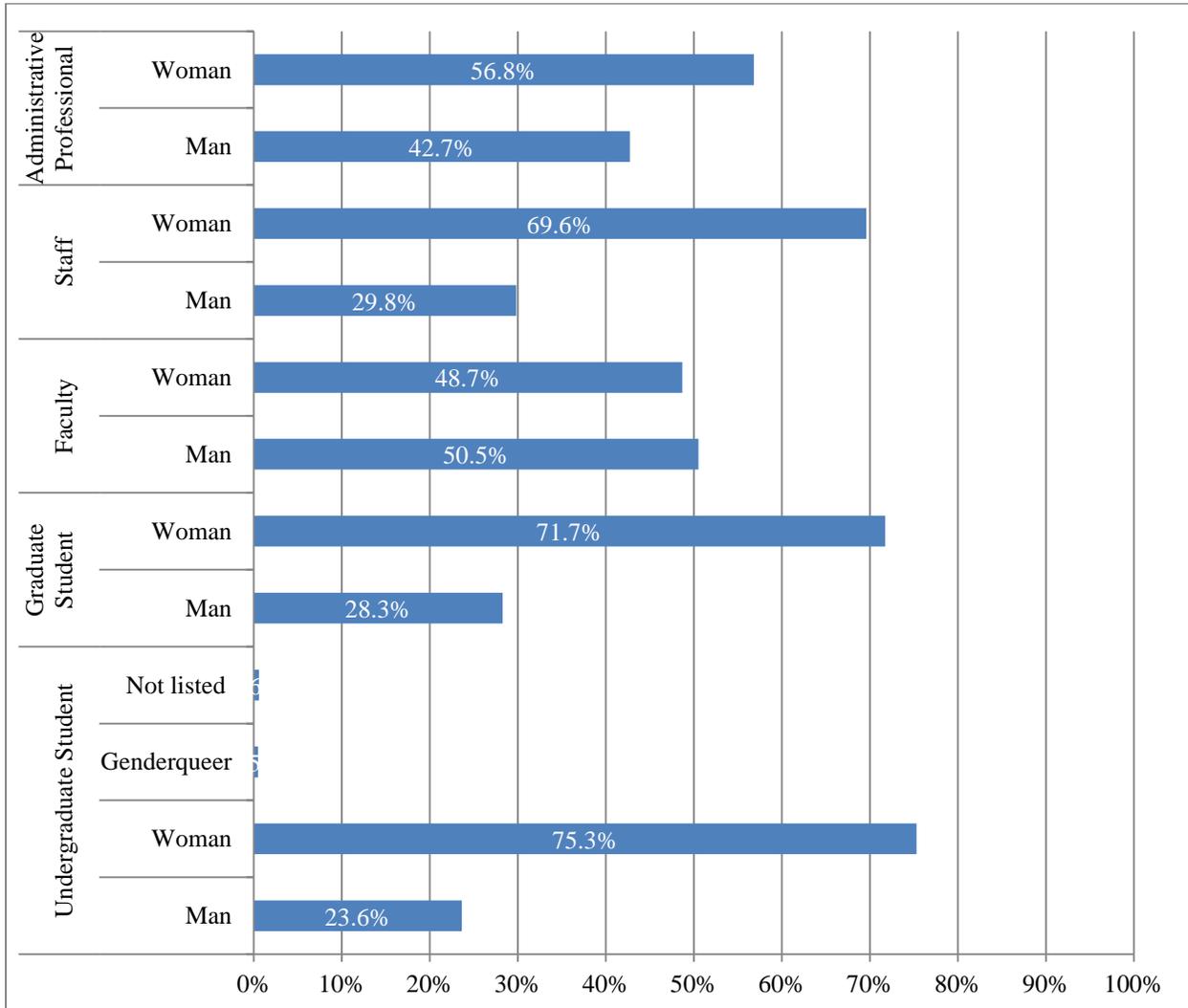
Of Faculty respondents, 45% ( $n = 174$ ) were affiliated with the College of Arts and Behavioral Science, and 23% ( $n = 90$ ) were affiliated with the College of Science, Engineering and Technology (Table 5).

**Table 5. Faculty Respondents' Primary Work-Unit Affiliations**

<b>Academic division</b>	<b><i>n</i></b>	<b>%</b>
College of Arts & Behavioral Science	174	45.3
College of Business and Management	24	6.3
College of Education	26	6.8
College of Health and Human Services	51	13.3
College of Science, Engineering and Technology	90	23.4
Missing	19	4.9

Note: Table includes responses from Faculty ( $n = 384$ ) only.

Two-thirds of the sample (70%,  $n = 1,612$ ) were Women, and 31% ( $n = 709$ ) were Men.<sup>35</sup> Less than one percent ( $n = 7$ ) identified as Genderqueer. Less than one percent ( $n < 5$ ) of the respondents identified as transgender (Figure 3).<sup>36</sup> Thirteen respondents ( $< 1\%$ ) marked “A gender not listed above” in terms of their gender identity and offered identities such as “gender fluid,” “bigender,” and “agender.”



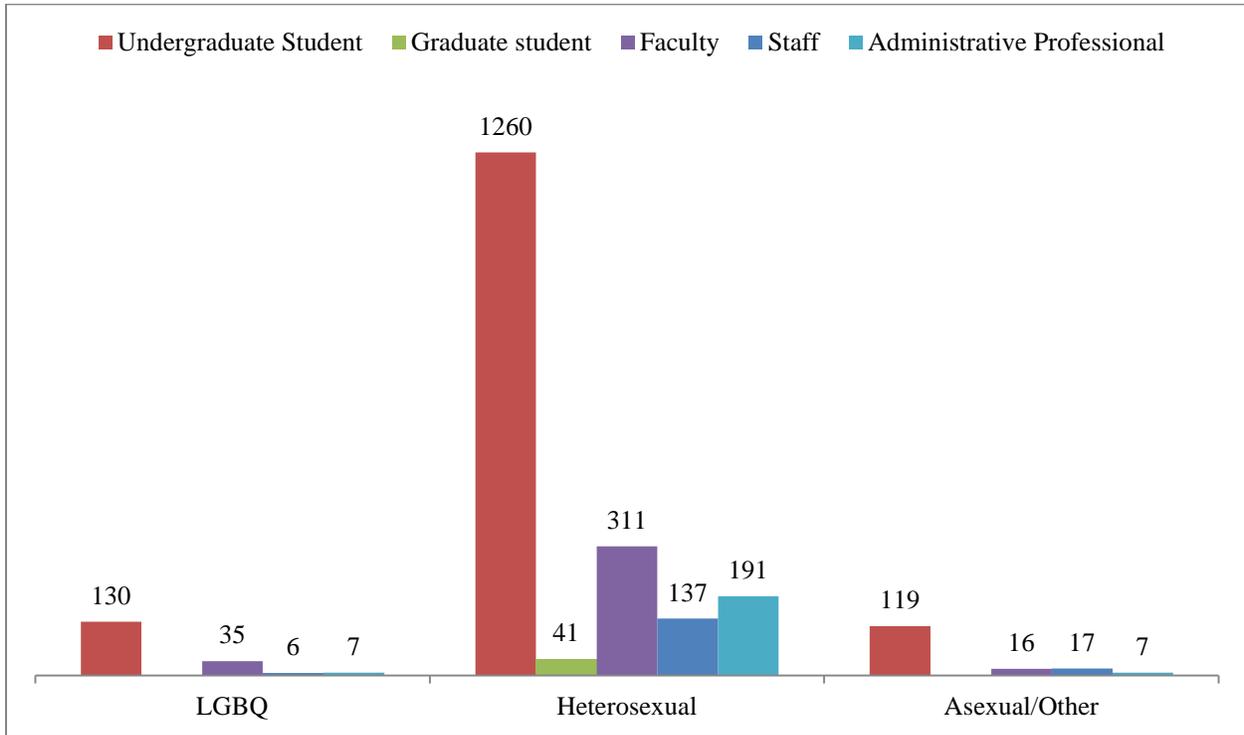
Note: Responses with  $n < 5$  are not presented in the figure.

<sup>35</sup> Additionally, the sex of the majority of respondents was female (69%,  $n = 1,630$ ), while 30% ( $n = 714$ ) of respondents were male, and none identified as intersex.

<sup>36</sup> Self-identification as transgender does not preclude identification as male or female, 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 in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked. Because transgender respondents numbered fewer than five, no analyses were conducted or included in the report in order to maintain the respondents’ confidentiality.

Figure 3. Respondents by Gender Identity & Position Status (%)

The majority of respondents were Heterosexual<sup>37</sup> (85%,  $n = 1,940$ ); 8% ( $n = 180$ ) were LGBQ (lesbian, gay, bisexual, pansexual, queer, or questioning) (Figure 4). Seven percent ( $n = 161$ ) of respondents identified as Asexual/Other.

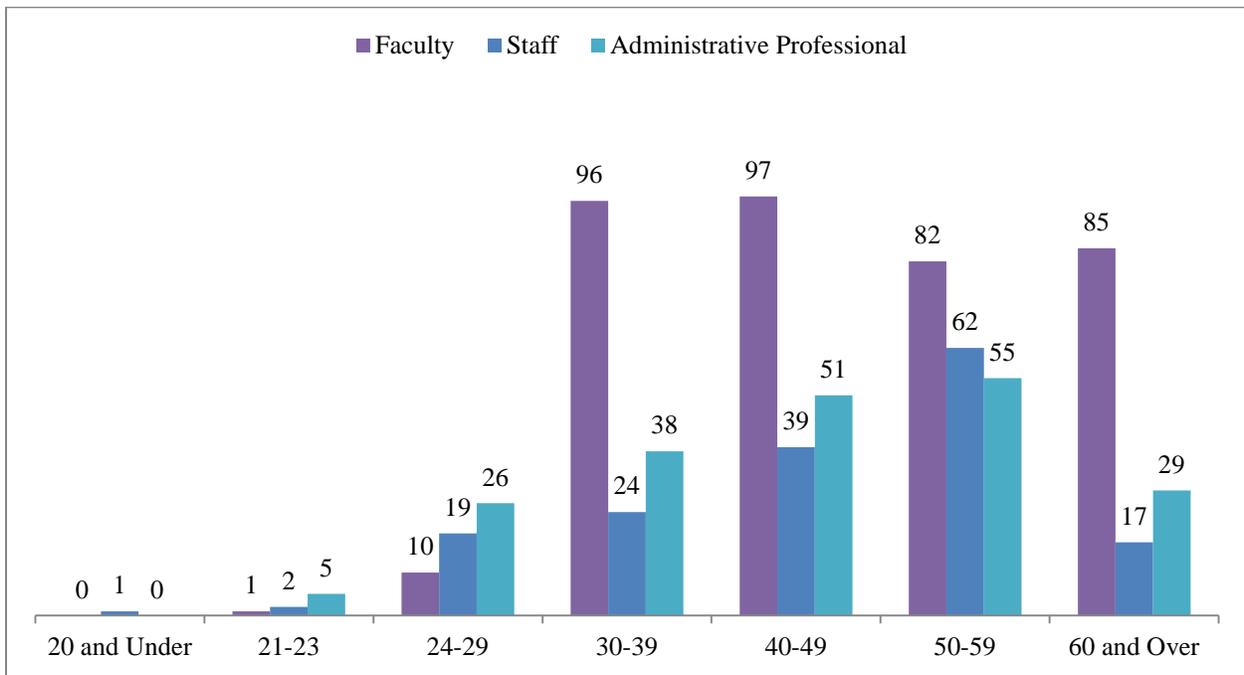


Note: Responses with  $n < 5$  are not presented in the figure.

Figure 4. Respondents by Sexual Identity & Position Status ( $n$ )

<sup>37</sup> Respondents who answered “Other” in response to the question about their sexual identity and wrote “straight” or “heterosexual” in the adjoining text box were recoded as Heterosexual. Additionally, this report uses the terms “LGBQ” and “sexual minorities” to denote individuals who self-identified as lesbian, gay, bisexual, pansexual, queer, and questioning, and those who wrote in “other” terms, such as “homoflexible” and “fluid.”

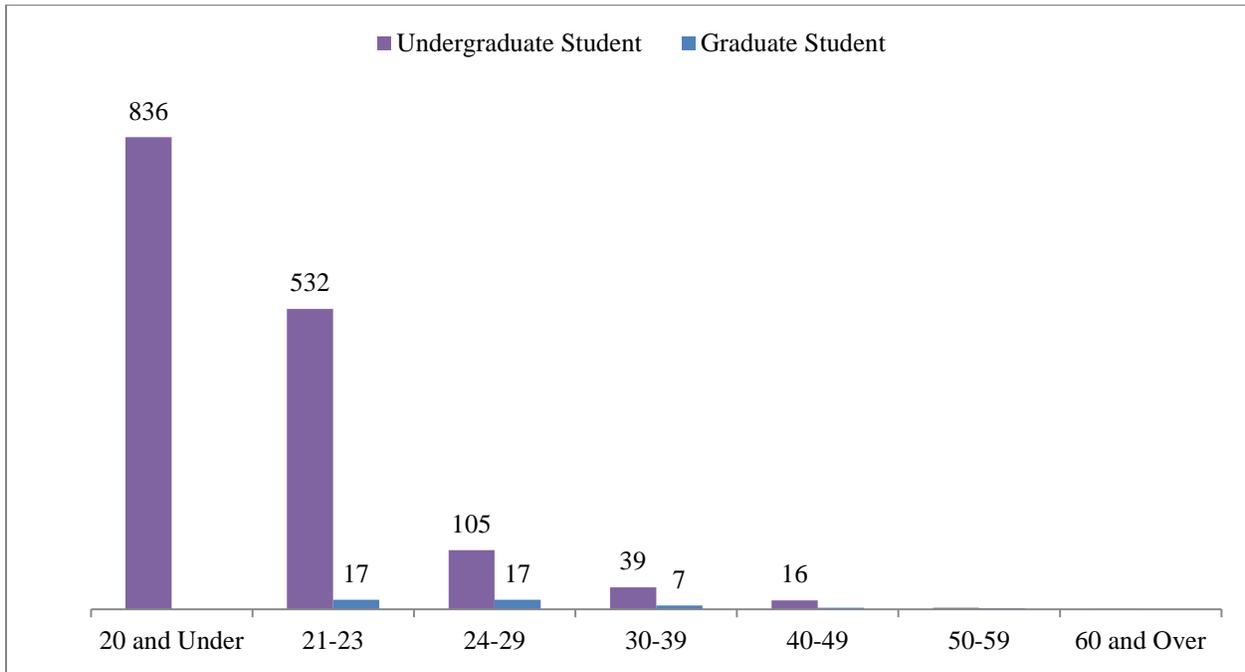
Of Staff respondents, 15% ( $n = 24$ ) were between 30 and 39 years old and 38% ( $n = 62$ ) were between 50 and 59 years old. Of Administrative Professional respondents, 19% ( $n = 38$ ) were between 30 and 39 years old, and 27% ( $n = 55$ ) were between 50 and 59 years old. Of Faculty respondents, 26% ( $n = 96$ ) were between 30 and 39 years old, 26% ( $n = 97$ ) were between 40 and 49 years old, and 22% ( $n = 82$ ) were between 50 and 59 years old (Figure 5).



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

Figure 5. Employee Respondents by Age & Position Status ( $n$ )

Of responding Undergraduate Students, 55% ( $n = 836$ ) were 20 years old or younger, and 35% ( $n = 532$ ) were between 21 and 23 years old. Thirty-seven percent ( $n = 17$ ) of responding Graduate Students were between 24 and 29 years old (Figure 6).



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

*Figure 6. Student Respondents by Age (n)*

With regard to racial identity, 88% ( $n = 2,063$ ) of respondents identified as White (Figure 7).<sup>38</sup> Three percent ( $n = 80$ ) were Latino(a)/Chicano(a)/Hispanic, 2% ( $n = 47$ ) were Asian/Asian American, 7% ( $n = 166$ ) were Black/African/African American, 2% ( $n = 37$ ) were American Indian, and < 1% ( $n = 16$ ) were Middle Eastern. Some individuals marked the response category “A racial identity not listed above” and offered identities such as “Askenasic Jewish,” “Bangladeshi,” and “First Nation.”

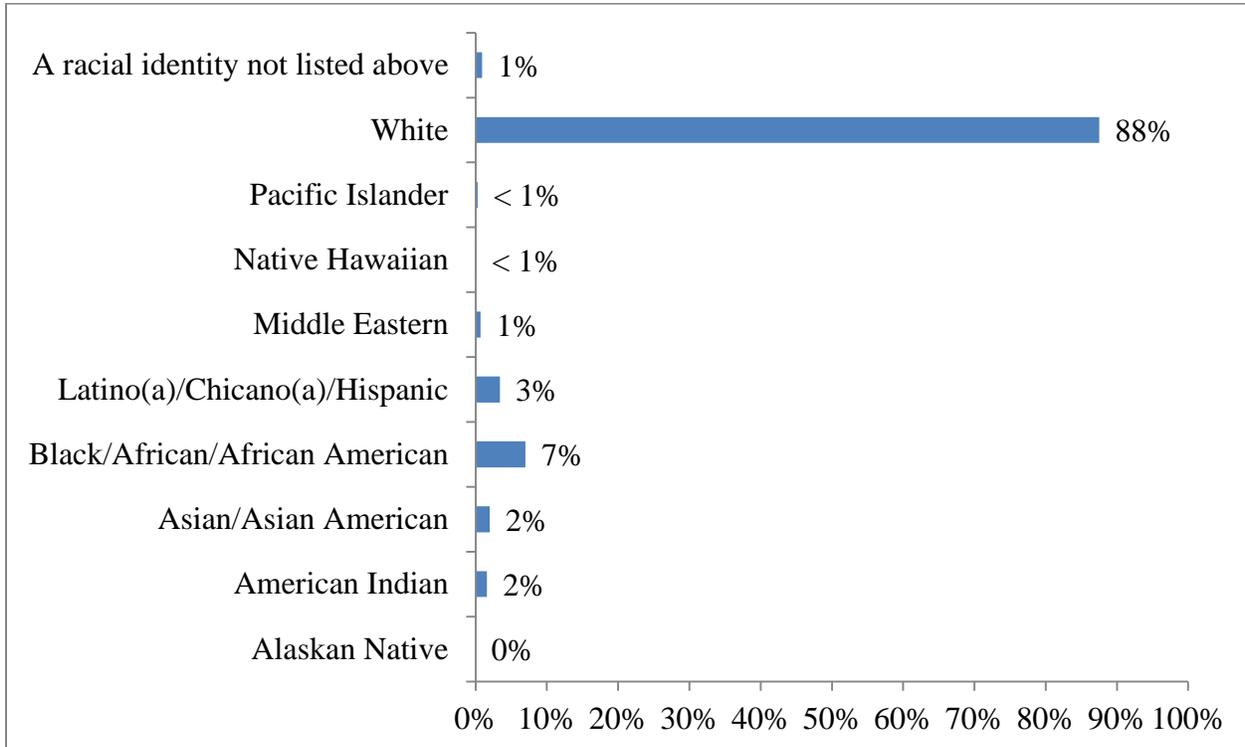


Figure 7. Respondents by Racial Identity (%), inclusive of multi-racial and/or multi-ethnic

<sup>38</sup>Figure 7 illustrates the duplicated total of responses ( $n = 99$ ) for the question, “What is your race/ethnicity (If you are of a multiracial/multiethnic identity, mark all that apply)?”

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,<sup>39</sup> allowing them to identify as bi-racial or multi-racial. For the purposes of some analyses, the Campus Climate Survey team created three racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White (83%,  $n = 1,964$ ) as their identity (Figure 8).<sup>40</sup> Other respondents identified as a Person of Color (10%,  $n = 240$ ) or as Multiracial<sup>41</sup> (4%,  $n = 99$ ). A substantial percentage of respondents did not indicate their racial identity and were recoded to Other/Missing/Unknown (2%,  $n = 55$ ).

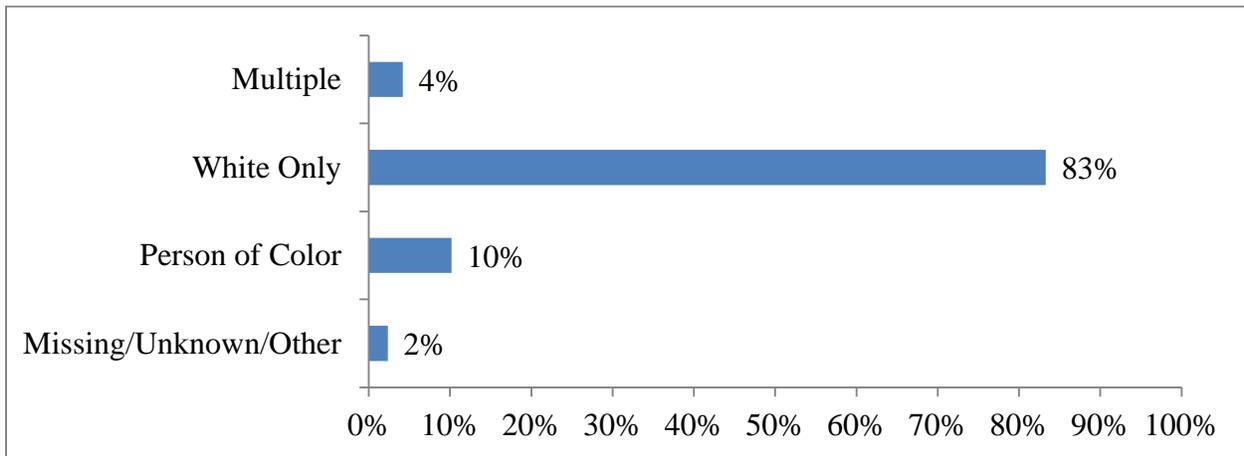


Figure 8. Respondents by Collapsed Categories of Racial Identity (%)

<sup>39</sup>While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) 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>40</sup>Figure 8 illustrates the unduplicated total of responses ( $n = 99$ ) for the question, “What is your race/ethnicity (If you are of a multiracial/multiethnic identity, mark all that apply)?”

<sup>41</sup>Per the Campus Climate Survey team, respondents who identified as more than one racial identity were recoded as Multiracial.

Sixty-six percent ( $n = 1,566$ ) of respondents reported a Christian religious/spiritual affiliation. Twenty-five percent ( $n = 583$ ) of respondents reported No Faith-Based Affiliation. Four percent ( $n = 97$ ) indicated Multiple Faith-Based Affiliations, and 2% ( $n = 46$ ) of respondents chose Other Faith-Based Affiliations (Figure 9).

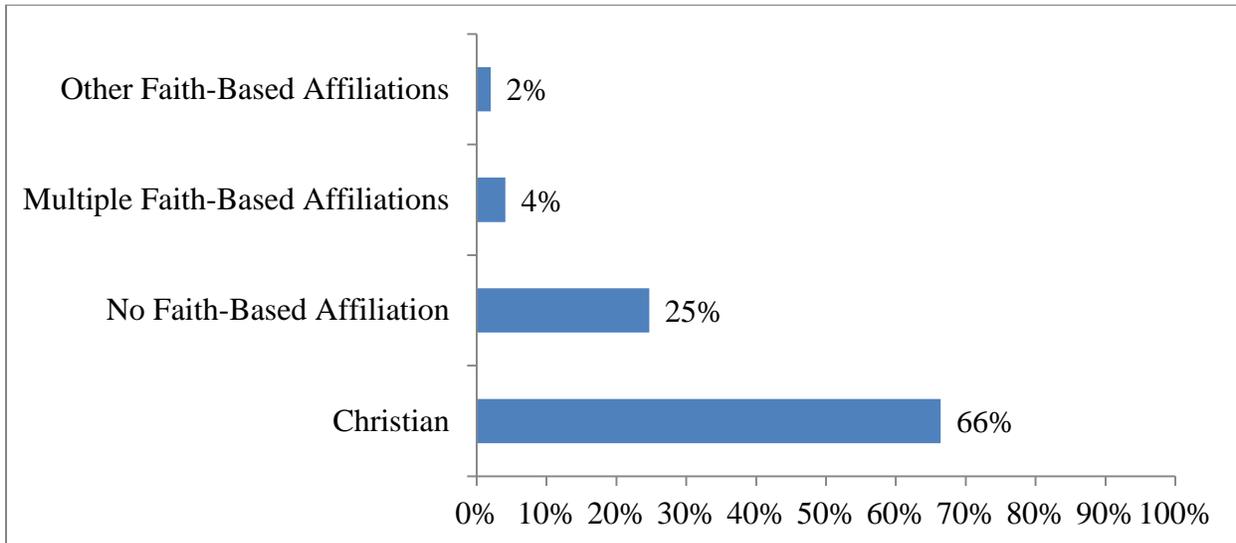


Figure 9. Respondents by Religious/Spiritual Affiliation (%)

Additional analyses revealed that 82% ( $n = 1,257$ ) of Undergraduate Student respondents were single, never married, and 4% ( $n = 63$ ) were married or remarried. Fifty-nine percent ( $n = 27$ ) of Graduate Student respondents were single, never married, and 24% ( $n = 11$ ) were married or remarried.

Among Faculty, 70% ( $n = 260$ ) of respondents were married or remarried; 12% ( $n = 45$ ) were single, never married; and 8% ( $n = 28$ ) were single (divorced or widowed). Seventy-four percent ( $n = 125$ ) of Staff respondents were married or remarried; 14% ( $n = 24$ ) were single, never married; and 5% ( $n = 9$ ) were single (divorced or widowed). Among Administrative Professional respondents, 74% ( $n = 155$ ) were married or remarried; 13% ( $n = 27$ ) were single, never married; and 6% ( $n = 13$ ) were single (divorced or widowed).

Three respondents (< 1%) were partnered in a civil union or registered domestic partnership.

Eighty-one percent ( $n = 1,901$ ) of respondents had no parenting or caregiving responsibilities. Ninety-five percent ( $n = 1,453$ ) of Undergraduate Student respondents and 76% ( $n = 35$ ) of Graduate Student respondents had no dependent care responsibilities (Figure 10).

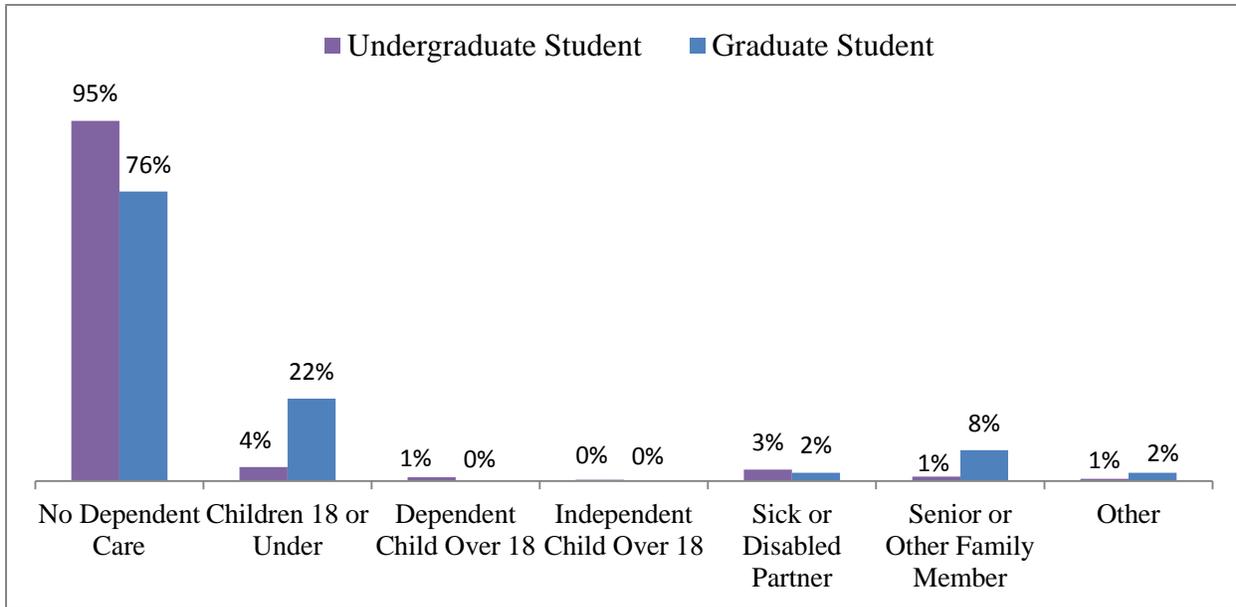
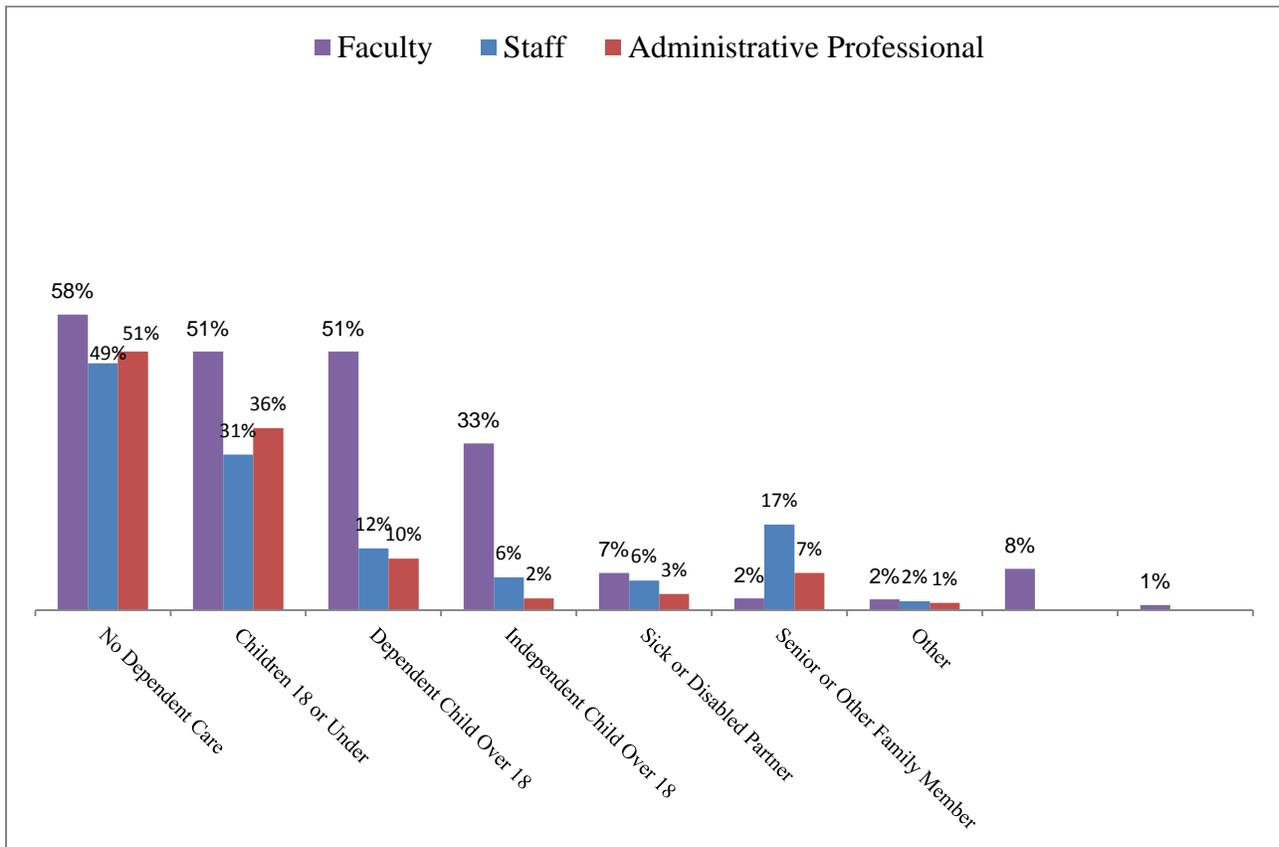


Figure 10. Student Respondents' Dependent Care Responsibilities by Position Status (%)

Forty-nine percent ( $n = 84$ ) of Staff respondents, 51% ( $n = 109$ ) of Administrative Professional respondents, and 58% ( $n = 220$ ) of Faculty respondents had no substantial parenting or caregiving responsibilities (Figure 11). Thirty-one percent ( $n = 53$ ) of Staff respondents, 36% ( $n = 78$ ) of Administrative Professional respondents, and 33% ( $n = 126$ ) of Faculty respondents were caring for children under the age of 18 years. Seventeen percent ( $n = 29$ ) of Staff respondents, 8% ( $n = 31$ ) of Administrative Professional respondents, and 7% ( $n = 16$ ) of Faculty respondents were responsible for senior or other family members.



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

Figure 11. Employee Respondents' Dependent Care Responsibilities by Position Status (%)

Additional analyses revealed that 96% ( $n = 2,271$ ) of all respondents had never served in the military; 2% ( $n = 47$ ) of respondents were veterans. Five respondents ( $< 1\%$ ) were reservists/National Guard and  $< 1\%$  were in ROTC.

Twenty-four percent ( $n = 575$ ) of respondents<sup>42</sup> had disabilities that substantially affected learning, working, or living activities. Seven percent ( $n = 162$ ) of respondents had a mental health/psychological condition, 5% ( $n = 117$ ) had a mental learning disability, and 4% ( $n = 97$ ) had a cognitive diagnosis or medical condition (Table 6).

**Table 6. Respondents' Disability Status**

Disability	<i>n</i>	%
I have none of the listed conditions	1,782	75.6
Mental health/psychological condition	162	6.9
Mental learning disability	107	5.0
Chronic diagnosis or medical condition	97	4.1
Visually impaired or complete loss of vision	46	2.0
Physical/mobility condition that affects walking	39	1.7
Hearing impaired or complete loss of hearing	38	1.6
Other	20	0.8
Physical/mobility condition that does not affect walking	17	0.7
Speech/communication condition	15	0.6
Physical learning disability	7	0.3
Acquired/traumatic brain injury	5	0.2

Note: Percentages may not sum to 100% as a result of multiple responses.

<sup>42</sup>Some respondents indicated that they had multiple disabilities or conditions that substantially affected major life activities. The unduplicated total number of respondents with documented disabilities is 575 (24%). The duplicated total ( $n = 583$ ; 25%) is reflected in Table 6 in this report and in Appendix B, Table B20.

Table 7 depicts how respondents answered the survey item, “What is your citizenship status? Mark all that apply.” For the purpose of analyses, the Campus Climate Survey team created three citizenship categories:<sup>43</sup> 94% ( $n = 2,166$ ) of respondents were U.S. Citizens, 6% ( $n = 145$ ) were Non-U.S. Citizens, and less than 1% ( $n < 5$ ) were Undocumented Residents. Subsequent analyses revealed that 7% ( $n = 109$ ) of Undergraduate Student respondents, 17% ( $n = 8$ ) of Graduate Student respondents, 10% ( $n = 40$ ) of Faculty respondents, 6% ( $n = 10$ ) of Staff respondents, and 8% ( $n = 11$ ) of Administrative Professional respondents were Non-U.S. Citizens.

**Table 7. Respondents’ Citizenship Status (Duplicated Totals)**

Citizenship status	<i>n</i>	%
U.S. citizen	2,199	93.3
Permanent resident	150	6.4
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN visas)	27	1.1
Other legally documented status	< 5	--
Undocumented resident	< 5	--

Ninety-three percent ( $n = 2,194$ ) of respondents reported that only English was spoken in their homes. One percent ( $n = 19$ ) indicated that only a language other than English was spoken in their homes, while 6% ( $n = 134$ ) indicated that English and at least one other language were spoken in their homes. Some primary languages that respondents indicated that they spoke at home were American Sign Language, Arabic, French, German, Greek, Hebrew, Korean, Polish, Russian, Spanish, Tagalog/Filipino, and Vietnamese.

Thirty-seven percent ( $n = 144$ ) of Staff and Administrative Professional respondents indicated that the highest level of education they had completed was a master’s degree; 21% ( $n = 82$ ) had

<sup>43</sup>For the purpose of analyses, the collapsed categories for citizenship status are U.S. citizen, Non-U.S. citizen (includes permanent residents and visa holders [F-1, J-1, H1-B, A, L, G, E, or TN]), and Undocumented Resident.

finished a bachelor’s degree, and 11% ( $n = 43$ ) had finished some college. Seven percent of respondents indicated that they completed a doctoral professional degree ( $n = 29$ ).<sup>44</sup>

Table 8 illustrates the level of education completed by Student respondents’ parents or legal guardians. Additional analyses indicated that 17% ( $n = 264$ ) of all Undergraduate Student respondents and 13% ( $n = 6$ ) of Graduate Student respondents were First-Generation Students.<sup>45</sup>

**Table 8. 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	19	1.2	21	1.3
Some high school	19	1.2	23	1.5
Completed high school/GED	194	12.3	169	10.7
Some college	224	14.2	192	12.1
Business/Technical certificate/degree	89	5.6	77	4.9
Associate’s degree	137	8.7	111	7.0
Bachelor’s degree	538	34.0	549	34.7
Some graduate work	43	2.7	41	2.6
Master’s degree	222	14.0	281	17.8
Specialist degree	10	0.6	9	0.6
Doctoral degree	22	1.4	54	3.4
Professional degree (MD, MFA, JD)	37	2.3	50	3.2
Unknown	9	0.6	< 5	--
Not applicable	9	0.6	< 5	--
Missing	11	0.7	5	0.3

Note: Table reports Student responses ( $n = 1,583$ ) only.

<sup>44</sup> For a complete review of educational attainment of Staff and Administrative Professional, please refer to Table B13 in Appendix B.

<sup>45</sup>With the Campus Climate Survey team’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.

Additional analyses indicated that of the 1,537 responding Undergraduate Students, 23% ( $n = 360$ ) were first-year students, 19% ( $n = 286$ ) were second-year students, 21% ( $n = 317$ ) were third-year students, and 19% ( $n = 286$ ) were fourth-year students. Eighteen percent ( $n = 279$ ) were in their fifth year or more of their undergraduate career. Less than one percent ( $n = 7$ ) of Undergraduate Student respondents were non-degree students. Additionally, 72% ( $n = 1,106$ ) of Undergraduate Student respondents started at SVSU as first-year students, and 18% ( $n = 281$ ) transferred from other institutions.

Eighty-nine percent ( $n = 41$ ) of Graduate Student respondents were in degree programs, while 4% ( $n = 2$ ) were in non-degree/certification programs.

Table 9 indicates that 3% ( $n = 46$ ) of Undergraduate Student respondents have not declared their majors. Six percent ( $n = 96$ ) of Undergraduate Student respondents identified their academic majors<sup>46</sup> as Biology, 8% ( $n = 123$ ) as Elementary Education, 6% ( $n = 86$ ) as Exercise Science, 10% ( $n = 152$ ) as Nursing, and 7% ( $n = 102$ ) as Social Work.

**Table 9. Undergraduate Student Respondents' Academic Majors**

Academic Unit	<i>n</i>	%
Undecided	46	3.0
Accounting	65	4.2
Applied Mathematics	7	0.5
Art	18	1.2
Athletic Training	33	2.1
Biochemistry	29	1.9
Biology	96	6.2
Business Chemistry	6	0.4
Chemistry	26	1.7
Communication	44	2.9
Computer Information Systems	22	1.4
Computer Science	19	1.2
Criminal Justice	54	3.5
Economics	9	0.6
Electrical Engineering	17	1.1
Elementary Education	123	8.0

<sup>46</sup>Appendix B, Table B18 contains a comprehensive listing of Undergraduate Student respondents' academic majors.

<i>Table 9 (cont.)</i>	<i>n</i>	<i>%</i>
English – Literature	15	1.0
English – Creative Writing	19	1.2
English Education	22	1.4
Exercise Science	86	5.6
Finance	12	0.8
General Business	22	1.4
Graphic Design	26	1.7
Health Science	52	3.4
History	20	1.3
History Education	19	1.2
Integrated Science Major	9	0.6
International Business	15	1.0
International Studies	5	0.3
Management	61	4.0
Marketing	47	3.1
Mathematics	6	0.4
Mathematics Education	12	0.8
Mechanical Engineering	49	3.2
Medical Laboratory Science	21	1.4
Music Education	6	0.4
Nursing	152	9.9
Occupational Therapy	79	5.1
Political Science	23	1.5
Political Science – Public Administration	6	0.4
Professional & Technical Writing	18	1.2
Psychology	77	5.0
Social Work	102	6.6
Sociology	17	1.1
Spanish	10	0.7
Spanish Education	8	0.5
Special Education	14	0.9
Special Education – Elementary	23	1.5
Theatre	16	1.0

Note: Table includes responses from Undergraduate Students ( $n = 1,537$ ) only.

Table does not report majors where  $n < 5$ .

Sum does not total 100% owing to multiple response choices.

Thirty-seven percent ( $n = 17$ ) of Graduate Student respondents were pursuing degrees in Occupational Therapy, and 13% ( $n = 6$ ) were pursuing degrees in Administrative Science (MAS). Eleven percent ( $n = 5$ ) of Graduate Student respondents were studying Health Administration & Leadership (MSHAL), and 9% ( $n = 4$ ) were pursuing Doctor of Nursing Practice degrees.<sup>47</sup>

Additional analyses revealed that 35% ( $n = 544$ ) of Undergraduate Student respondents and 24% ( $n = 11$ ) of Graduate Student respondents were employed either on or off campus. Twenty-three percent ( $n = 344$ ) of Undergraduate Student respondents and 18% ( $n = 8$ ) of Graduate Student respondents were employed on or off campus an average of one to 20 hours per week; and 2% ( $n = 25$ ) of Undergraduate Student respondents were employed on or off campus an average of 21 or more hours per week.

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<sup>47</sup>Appendix B, Table B19 contains a comprehensive listing of Graduate Student respondents' academic programs.

Forty-seven percent ( $n = 736$ ) of Student respondents reported having experienced financial hardship while attending SVSU, which includes 46% ( $n = 709$ ) of Undergraduate Student respondents and 59% ( $n = 27$ ) of Graduate Student respondents. Of these Students, 60% ( $n = 442$ ) had difficulty affording tuition, 55% ( $n = 404$ ) had difficulty purchasing books, and 48% ( $n = 354$ ) had difficulty affording housing (Table 10).

**Table 10. Student Experiences of Financial Hardship**

Financial hardship experience	<i>n</i>	%
Difficulty in affording child care	19	2.6
Difficulty affording food	347	47.1
Difficulty in affording health care	144	19.6
Difficulty in affording housing	354	48.1
Difficulty in affording other campus fees	270	36.7
Difficulty affording tuition	442	60.1
Difficulty commuting to campus	187	25.4
Difficulty participating in co-curricular events or activities (alternative spring breaks, class trips, study abroad, etc.)	206	28.0
Difficulty participating in social events	217	29.5
Difficulty purchasing my books	404	54.9
Difficulty traveling home during SVSU breaks	155	21.1
Other	30	4.1

Note: Table includes answers from only Student respondents who indicated in the survey that they had experienced hardship ( $n = 512$ ).

Sixty-six percent ( $n = 1,040$ ) of Student respondents reported using loans to pay for college (Table 11). Subsequent analyses indicated that 66% ( $n = 1,011$ ) of Undergraduate Student respondents and 63% ( $n = 29$ ) of Graduate Student respondents used loans to pay for college. Forty-one percent ( $n = 655$ ) of Student respondents depended on family contributions and 9% ( $n = 138$ ) of Student respondents were using credit cards to finance their college educations.

Analyses also revealed that 76% ( $n = 327$ ) of Low-Income Student<sup>48</sup> respondents and 63% ( $n = 679$ ) of Not Low-Income Student respondents used loans to pay for college. Sixteen percent ( $n = 69$ ) of Low-Income Student respondents and 11% ( $n = 118$ ) of Not Low-Income Student respondents had need-based scholarships. Additionally, 16% ( $n = 67$ ) of Low-Income Student respondents and 51% ( $n = 552$ ) of Not Low-Income Student respondents relied on family contributions to help pay for college.

**Table 11. How Student Respondents Were Paying for College**

Source of funding	<i>n</i>	%
Credit card	138	8.7
Family contribution	655	41.4
Federal Work/Study	141	8.9
Grant	367	40.2
Loans	1,040	65.7
Merit scholarship	498	31.5
Need-based scholarship	194	12.3
Personal contribution/job	499	31.5
Resident assistant	17	1.1
Other	90	5.7

Note: Table includes responses from Students ( $n = 1,583$ ) only.

Twenty-three percent ( $n = 367$ ) of all Student respondents were the sole providers of their living and educational expenses (i.e., they were financially independent). Subsequent analyses indicated that 23% ( $n = 346$ ) of Undergraduate Student respondents and 46% ( $n = 21$ ) of Graduate Student respondents were the sole providers for their living/educational expenses. Seventy-seven percent ( $n = 1,137$ ) of Undergraduate Student respondents and 54% ( $n = 25$ ) of Graduate Student respondents had families who were assisting with their living/educational expenses (i.e., they were financially dependent).

<sup>48</sup>For several analyses in this report, the variables of “Low-Income” and “Not Low-Income” are used. With the Campus Climate Survey team’s approval, Low-Income Student respondents are respondents with incomes below \$30,000.00. Not Low-Income Student respondents are respondents with incomes of \$30,000.00 or greater.

Twenty-seven percent ( $n = 430$ ) of Student respondents reported that they or their families had annual incomes of less than \$30,000. Forty-six percent ( $n = 732$ ) reported annual incomes between \$30,000 and \$99,999, 16% ( $n = 246$ ) between \$100,000 and \$149,999, and 5% ( $n = 75$ ) between \$150,000 and \$249,999 annually. One percent ( $n = 18$ ) of Student respondents said that they or their families had annual incomes between \$250,000 and \$399,999, and 1% ( $n = 11$ ) had annual incomes of greater than \$400,000.<sup>49</sup> These figures are displayed by Students' position status in Figure 12. Information is provided for those Student respondents who indicated that they were financially independent (i.e., the sole providers of their living and educational expenses) and those who indicated that they were financially dependent on others.

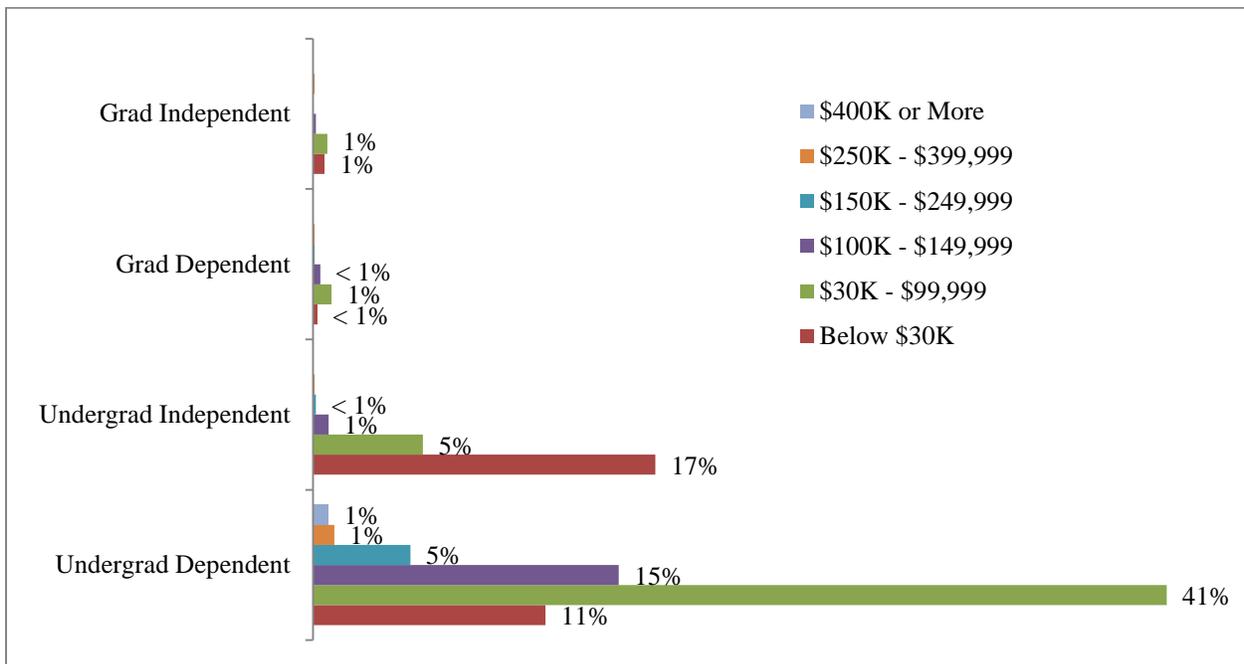


Figure 12. Student Respondents' Income by Dependency Status (Dependent, Independent) and Position Status (%)

<sup>49</sup>Refer to Appendix B for the combined Student data.

Of the Students completing the survey, 55% ( $n = 873$ ) lived in non-campus housing, and 45% ( $n = 705$ ) lived in campus housing (Table 12). Subsequent analyses indicated that 94% ( $n = 43$ ) of Graduate Student respondents and 54% ( $n = 830$ ) of Undergraduate Student respondents lived in non-campus housing.

**Table 12. Student Respondents' Residence**

<b>Residence</b>	<b><i>n</i></b>	<b>%</b>
<b>Campus housing</b>	<b>705</b>	<b>44.5</b>
First Year Suites (A-G House)	88	16.2
Living Center North	84	15.5
Living Center South	57	10.5
Living Center Southwest	56	10.3
Pine Grove Apartments	95	17.5
University Village East	39	7.2
University Village West	123	22.7
<b>Non-campus housing</b>	<b>873</b>	<b>55.1</b>
Independently in an apartment/house	420	56.1
Living with family member/guardian	329	43.9
<b>Homeless</b> (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	<b>&lt; 5</b>	<b>---</b>
<b>Missing</b>	<b>3</b>	<b>0.2</b>

Note: Table includes responses from Students ( $n = 1,583$ ) only.

Twenty-eight percent ( $n = 442$ ) of Student respondents did not participate in any student clubs or organizations at SVSU (Table 13). Thirteen percent ( $n = 198$ ) were involved with Academic/Professional Organizations, and 9% ( $n = 147$ ) were involved in Social Fraternities and Sororities.

**Table 13. Student Respondents' Participation in Clubs/Organizations**

<b>Club/Organization</b>	<b><i>n</i></b>	<b>%</b>
I do not participate in any clubs/organizations	442	27.9
Leadership & service	303	19.1
Residential life	96	6.1
Fraternity/sorority	147	9.3
Honorary	126	8.0
Peer tutor	49	3.1
Special interest (e.g., Cardinal Radio, Disney College, Cardinal Sins)	83	5.2
Service/volunteer	268	16.9
Fundraising (e.g., Battle of the Valleys, Relay for Life)	184	11.6
Event programming	58	3.7
Clubs & activities	379	23.9
Academic & professional clubs	198	12.5
Arts & culture (performing/appreciation)	68	4.3
Athletics (NCAA Varsity Teams)	70	4.4
Multicultural	40	2.5
Political	33	2.1
Religion & faith-based/spiritual	144	9.1
Spirit	8	0.5
LGBTQA+	27	1.7
Veterans and military students	13	0.8
Ability/disability	8	0.5
Health/wellness	72	4.5
Publications	11	0.7
Sports & recreation	71	4.5
Club sports	106	6.7
Intramural sports	169	10.7
Recreational	63	4.0
An organization not listed here	90	5.7

Note: Table includes responses from Students ( $n = 1,583$ ) only.  
 Percentages may not sum to 100% as a result of multiple responses.

Forty-five percent ( $n = 710$ ) of Student respondents, including 45% ( $n = 690$ ) of Undergraduate Student respondents and 44% ( $n = 20$ ) of Graduate Student respondents, did not participate in any experiential learning activities in the past academic year (Table 14). Seventeen percent ( $n = 261$ ) of Undergraduate Student respondents and 17% ( $n = 8$ ) of Graduate Student respondents spent one to five hours on experiential learning. Eight percent ( $n = 127$ ) of Undergraduate and 11% ( $n = 5$ ) of Graduate Student respondents spent more than 40 hours on experiential learning activities in the past year.

**Table 14. Number of Hours Student Respondents Spent on Experiential Learning Activities in the Past Academic Year**

<b>Time spent</b>	<b><i>n</i></b>	<b>%</b>
I don't participate in any experiential learning activities	710	44.9
1–5 hours	269	17.0
6–10 hours	149	9.4
11–20 hours	155	9.8
21–30 hours	103	6.5
31–40 hours	49	3.1
More than 40 hours	132	8.3
Missing	16	1.0

Note: Table includes responses from Students ( $n = 1,583$ ) only.

Table 15 indicates that most Student respondents earned passing grades.

**Table 15. Student Respondents' Cumulative  
G.P.A. at the End of Last Semester**

<b>GPA</b>	<b><i>n</i></b>	<b>%</b>
3.5–4.0	766	48.4
3.0–3.4	450	28.4
2.5–2.9	215	13.6
2.0–2.4	85	5.4
1.5–1.9	16	1.0
1.0–1.4	7	0.4
0.0–.99	11	0.7
Missing	33	2.1

Note: Table includes responses from Students ( $n = 1,583$ ) only.

## Campus Climate Assessment Findings<sup>50</sup>

The following section reviews the major findings of this study.<sup>51</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 the relevant identity<sup>52</sup> and status of the respondents.

### Comfort with the Climate at SVSU

The survey posed questions regarding respondents' level of comfort with SVSU's campus. Table 16 illustrates that 82% ( $n = 1,931$ ) of the survey respondents were "comfortable" or "very comfortable" with the climate at SVSU. Seventy-two percent ( $n = 554$ ) of Faculty, Staff, and Administrative Professional respondents were "comfortable" or "very comfortable" with the climate in their departments/work units.

**Table 16. Respondents' Comfort With the Climate at SVSU**

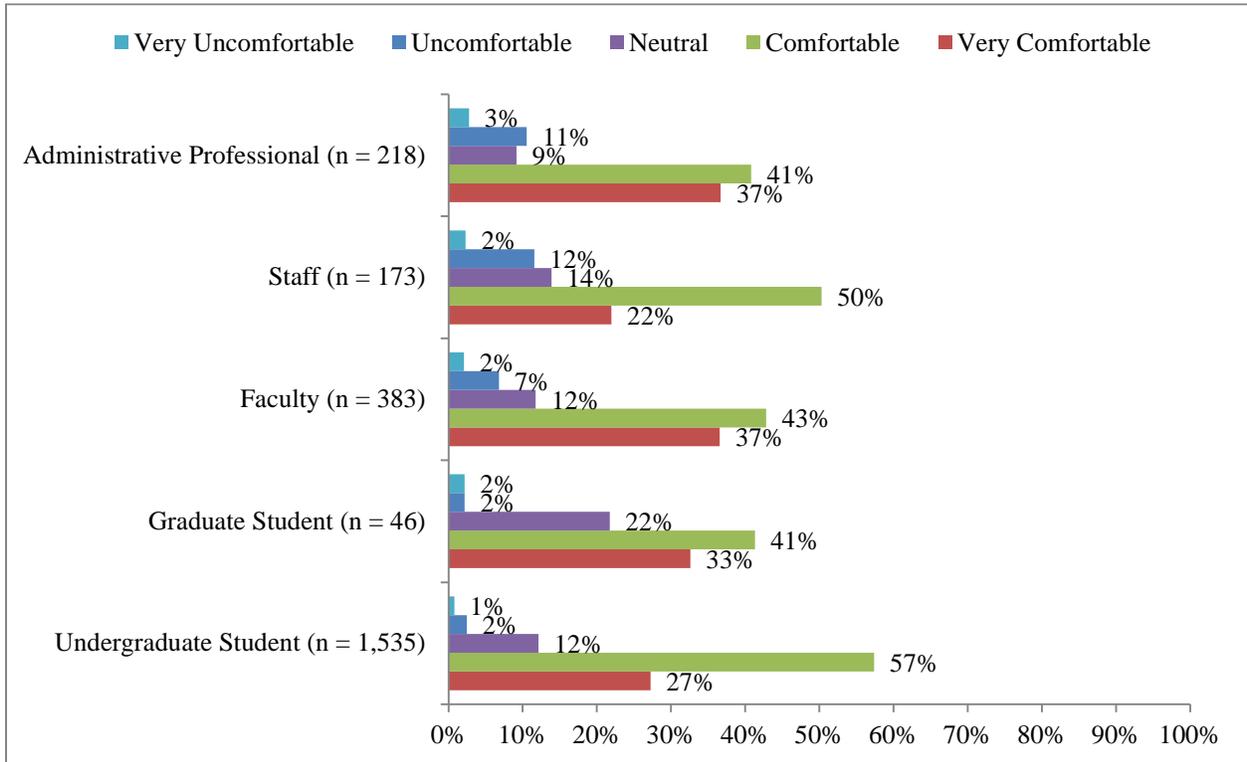
Comfort	<i>n</i>	%
Very comfortable	691	29.3
Comfortable	1,240	52.7
Neither comfortable nor uncomfortable	285	12.1
Uncomfortable	108	4.6
Very uncomfortable	31	1.3

<sup>50</sup>Frequency tables for all survey items are provided in Appendix B. Pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

<sup>51</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).

<sup>52</sup>Throughout the report, Transgender and Genderqueer respondents were not included in the analyses because their numbers were too few to ensure confidentiality.

Figure 13 illustrates that Staff respondents were significantly less comfortable (“very comfortable”) with the overall climate at SVSU than were Undergraduate Student respondents, Graduate Student respondents, Faculty respondents, and Administrative Professional respondents.<sup>i</sup>



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

Figure 13. Respondents’ Comfort with Overall Climate by Position Status (%)

Figure 14 illustrates that a slightly higher percentage of Faculty respondents (39%) than Staff respondents (30%) or Administrative Professional respondents (35%) were “very comfortable” with the climate in their departments/work units at SVSU.<sup>ii</sup>

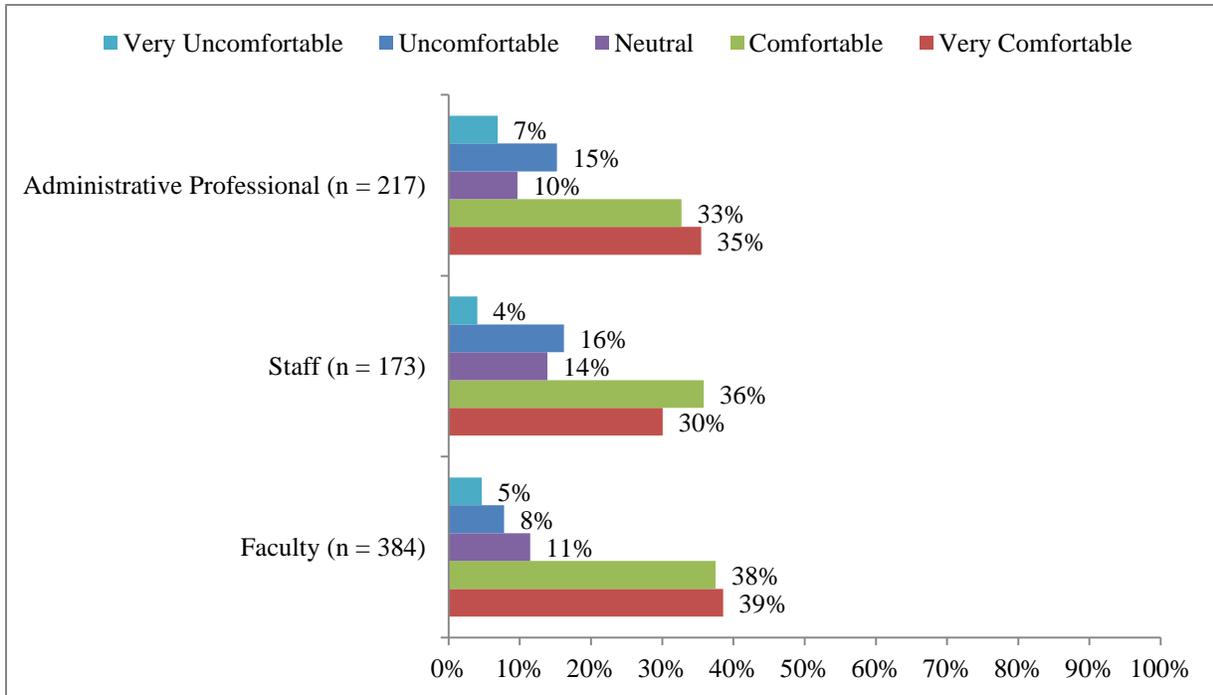


Figure 14. Faculty, Staff, and Administrative Professional Respondents’ Comfort with Climate in Department/Work Unit by Position Status (%)

With regard to classroom climate, 83% ( $n = 1,280$ ) of Undergraduate Student respondents and 91% ( $n = 42$ ) of Graduate Student respondents were “comfortable” or “very comfortable” with the climate in their classes (Table 17). Eighty-nine percent ( $n = 341$ ) of Faculty respondents were “comfortable” or “very comfortable” with the climate in their classes.

**Table 17. Student Respondents’ and Faculty Respondents’ Comfort With the Climate in Their Classes**

<b>Level of Comfort</b>	<b>Undergraduate Student respondents’ comfort with climate in classes*</b>		<b>Graduate Student respondents’ comfort with climate in classes**</b>		<b>Faculty Respondents’ comfort with climate in classes***</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very Comfortable	340	22.1	26	56.5	176	165
Comfortable	940	61.2	16	34.8	46.0	43.1
Neither Comfortable nor Uncomfortable	186	12.1	< 5	--	27	7.0
Uncomfortable	58	3.8	< 5	--	8	2.1
Very Uncomfortable	10	0.7	< 5	--	< 5	--

\*Note: Undergraduate Student responses ( $n = 1,537$ ) only.

\*\*Note: Graduate Student responses ( $n = 46$ ) only.

\*\*\*Note: Faculty responses ( $n = 384$ ) only.

Several analyses were conducted to determine whether respondents’ level of comfort with the overall climate, with climate in their departments/work units, or with climate in their classes differed based on various demographic characteristics. No significant differences were noted with respondents’ level of comfort with the overall climate, with climate in their departments/work units, or with climate in their classes based on religious/spiritual affiliation.

By gender identity,<sup>53</sup> 83% ( $n = 1,334$ ) of Women respondents and 81% ( $n = 575$ ) of Men respondents were “very comfortable”/“comfortable” with the overall climate at SVSU (Figure 15). Women respondents were significantly less likely than Men respondents to feel “very comfortable” with the overall campus climate<sup>iii</sup> and the climate in their departments/work units.<sup>iv</sup>

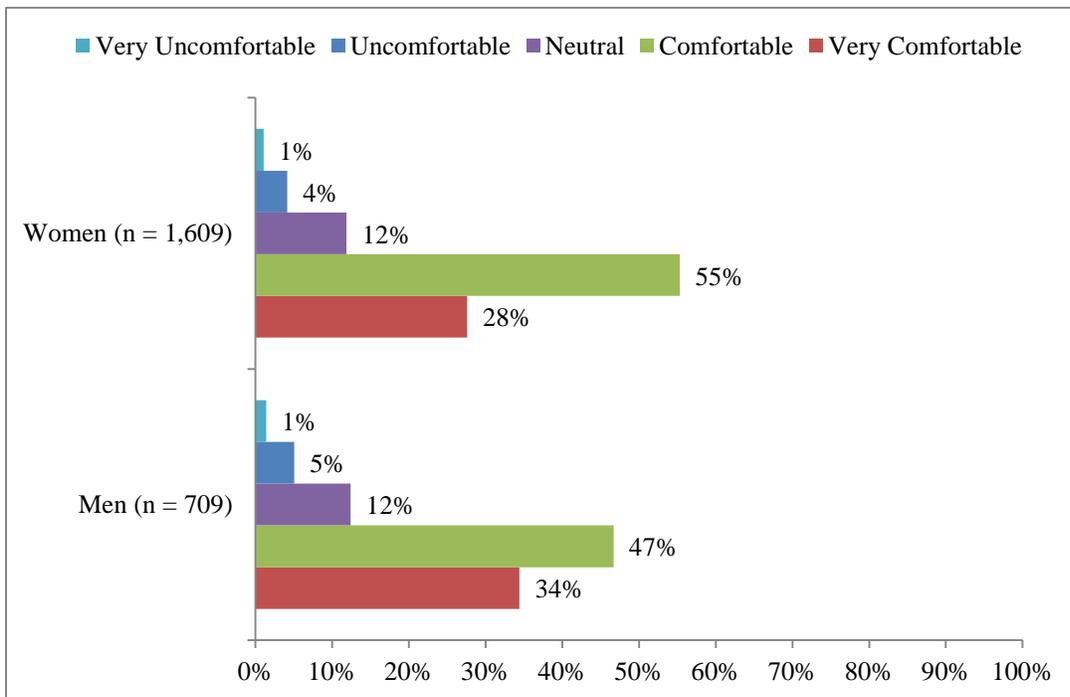


Figure 15. Respondents’ Comfort with Overall Climate by Gender Identity (%)

<sup>53</sup>For several analyses throughout this report, Genderqueer ( $n = 7$ ) and Transgender respondents ( $n < 5$ ) were not included because their numbers were too few to maintain confidentiality of their responses.

However, a significantly greater percentage of Men Faculty and Student respondents (34%) than Women Faculty and Student respondents (26%) felt “very comfortable” in their classes (Figure 16).

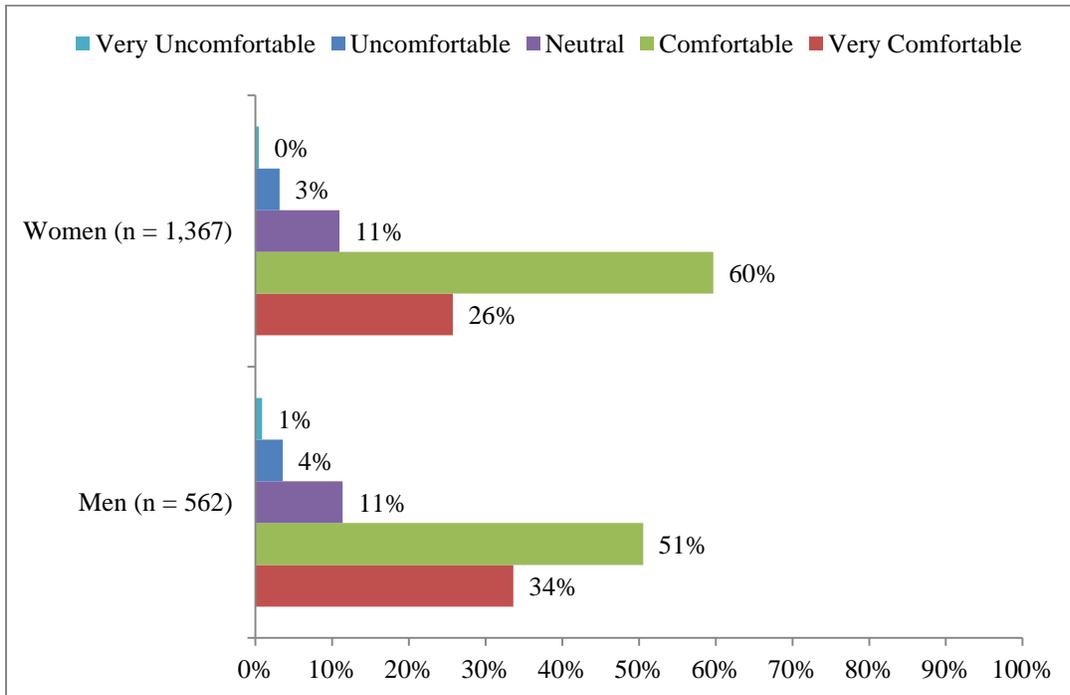


Figure 16. Faculty and Student Respondents' Comfort with Climate in Classes by Gender Identity (%)

When comparing the data by racial identity, a significantly lower percentage of Respondents of Color (22%) than White respondents (31%) and Multiple Race respondents (28%) were “very comfortable” with the overall climate at SVSU<sup>v</sup> (Figure 17).

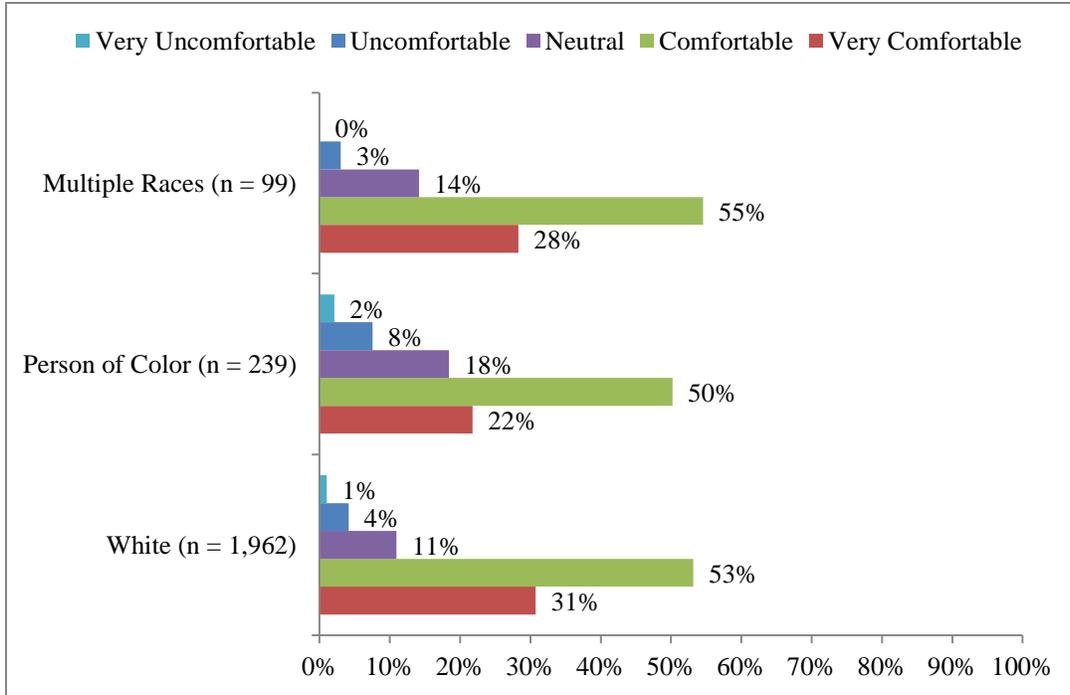


Figure 17. Respondents’ Comfort with Overall Climate by Racial Identity (%)

Employee Respondents of Color were less comfortable with the climate in their departments/work units than were Multiple Race employee respondents and White employee respondents<sup>vi</sup> (Figure 18).

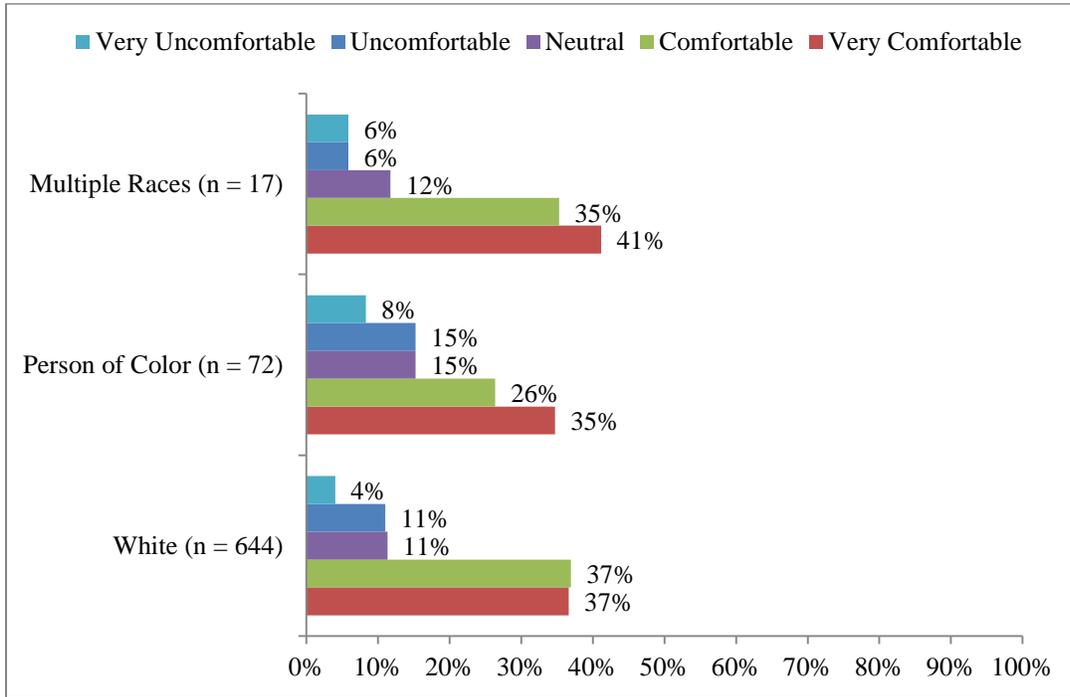


Figure 18. Faculty, Staff, and Administrative Professional Respondents' Comfort with Climate in Department/Work Unit by Racial Identity (%)

Figure 19 illustrates that Faculty and Student Respondents of Color were significantly less comfortable with the climate in their classes than were other respondents by racial identity.<sup>vii</sup>

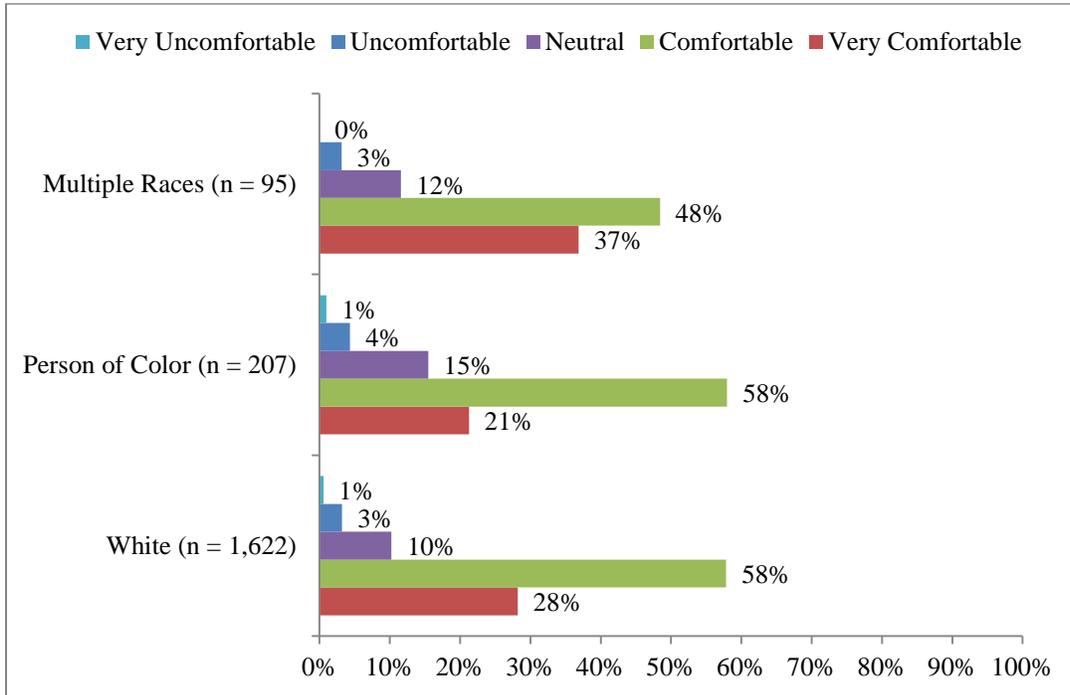


Figure 19. Faculty and Student Respondents' Comfort with Climate in Classes by Racial Identity (%)

Slight differences in respondents' level of comfort with the overall climate occurred based on sexual identity (Figure 20). LGBQ respondents were less comfortable with the overall climate than were Heterosexual respondents and Asexual/Other respondents.<sup>viii</sup>

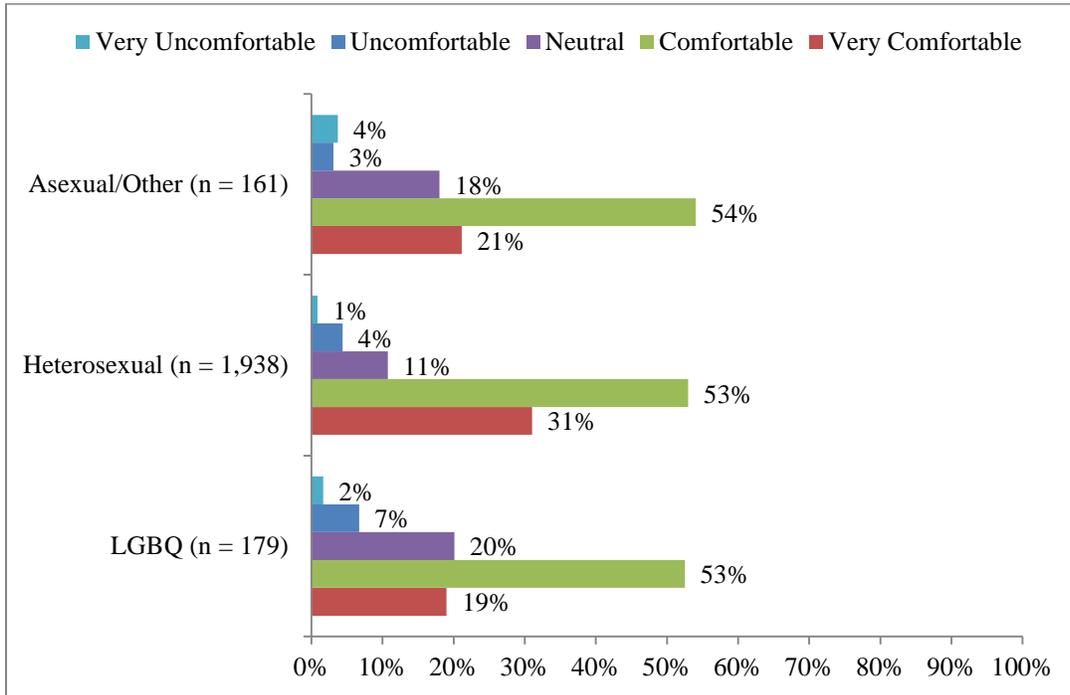


Figure 20. Respondents' Comfort with Overall Climate by Sexual Identity (%)

No differences based on sexual identity were noted regarding Faculty respondents', Staff respondents', and Administrative Professional respondents' degree of comfort with the climate in their departments/work units. Heterosexual Faculty and Student respondents were more comfortable with the climate in their classes than were other respondents by sexual identity<sup>ix</sup> (Figure 21).

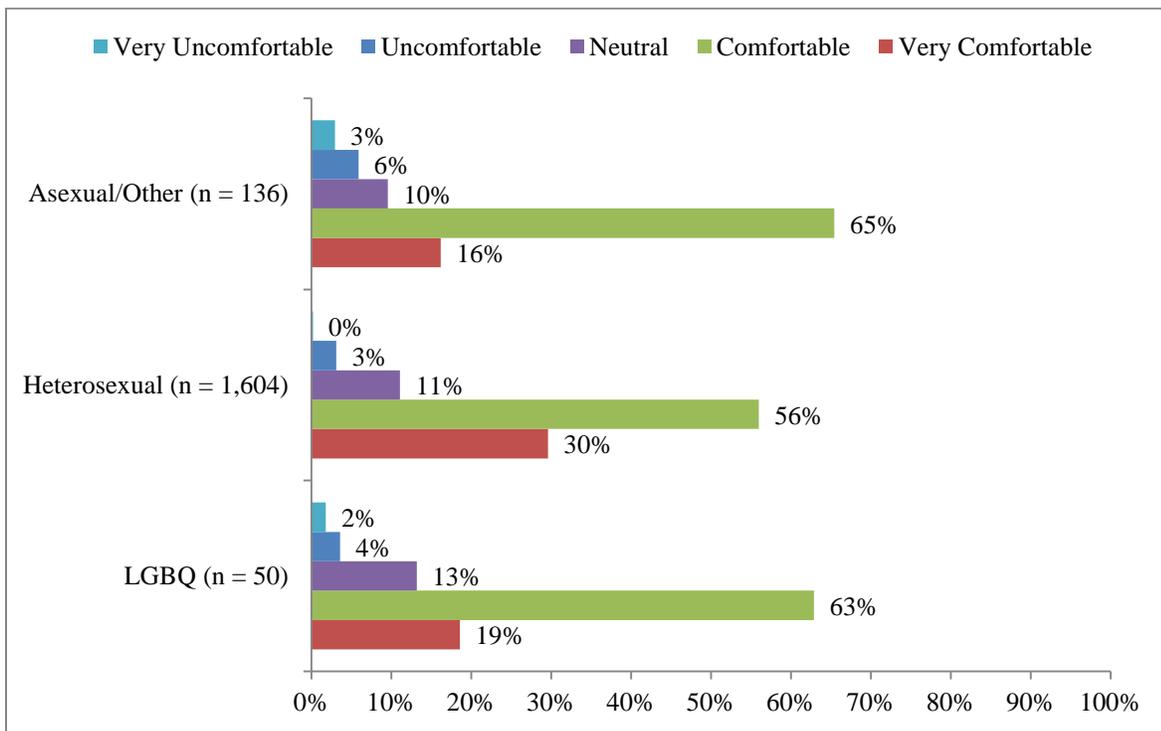


Figure 21. Faculty and Student Respondents' Comfort with Climate in their Classes by Sexual Identity (%)

When analyzed by military status, the survey data revealed slight differences in respondents' comfort with the overall climate<sup>x</sup> (Figure 22). Seventy-one percent of respondents with Military Service and 83% of respondents with No Military Service were “very comfortable” or “comfortable” with the overall climate at SVSU.

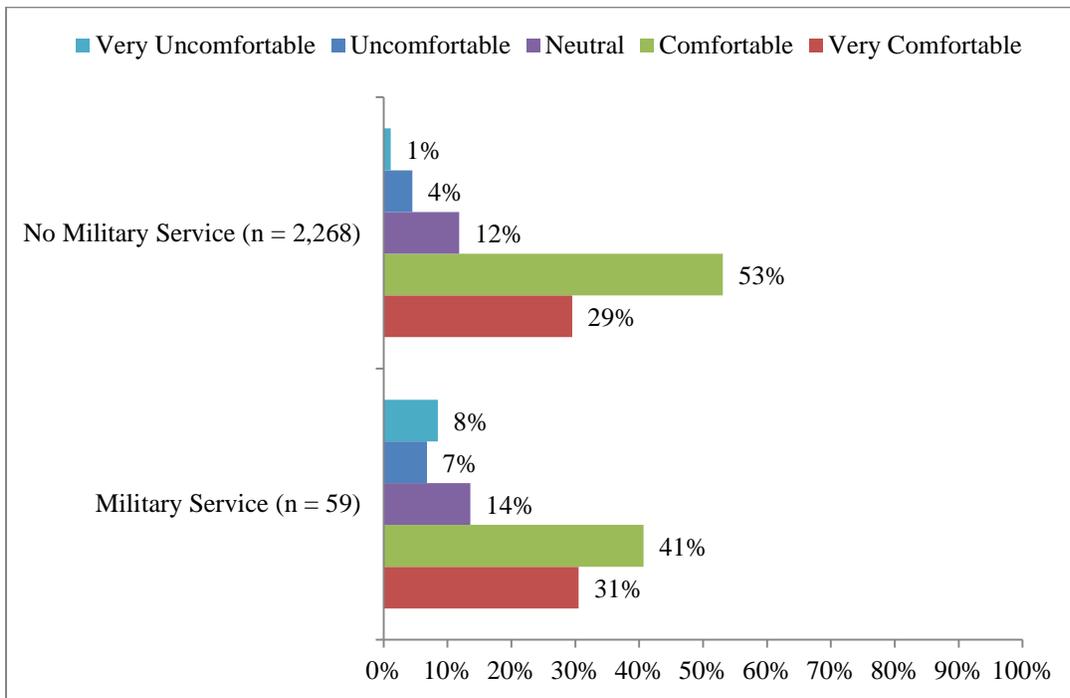


Figure 22. Respondents' Comfort with Overall Climate by Military Status (%)

No differences based on military status were noted between the responses of Faculty, Staff, and Administrative Professionals regarding their level of comfort with the climate in their departments/work units, nor were differences noted between Faculty and Student respondents across military status with the climate in their classes.

Figure 23 shows that respondents with a Single Disability or with Multiple Disabilities were less comfortable with the overall climate than were respondents with No Disabilities.<sup>xi</sup>

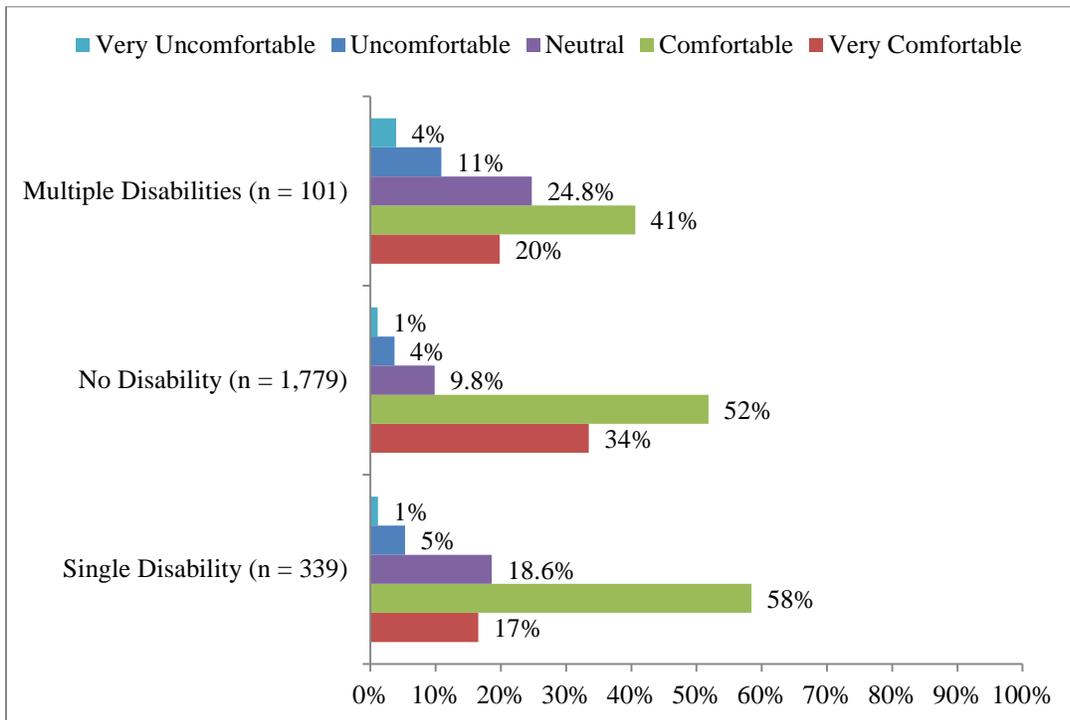


Figure 23. Respondents' Comfort with Overall Climate by Disability Status (%)

Similarly, Faculty, Staff, and Administrative Professional respondents with Multiple Disabilities were less comfortable with the climate in their departments/work units than were Faculty, Staff, and Administrative Professional respondents with a Single Disability or with No Disabilities (Figure 24).<sup>xii</sup>

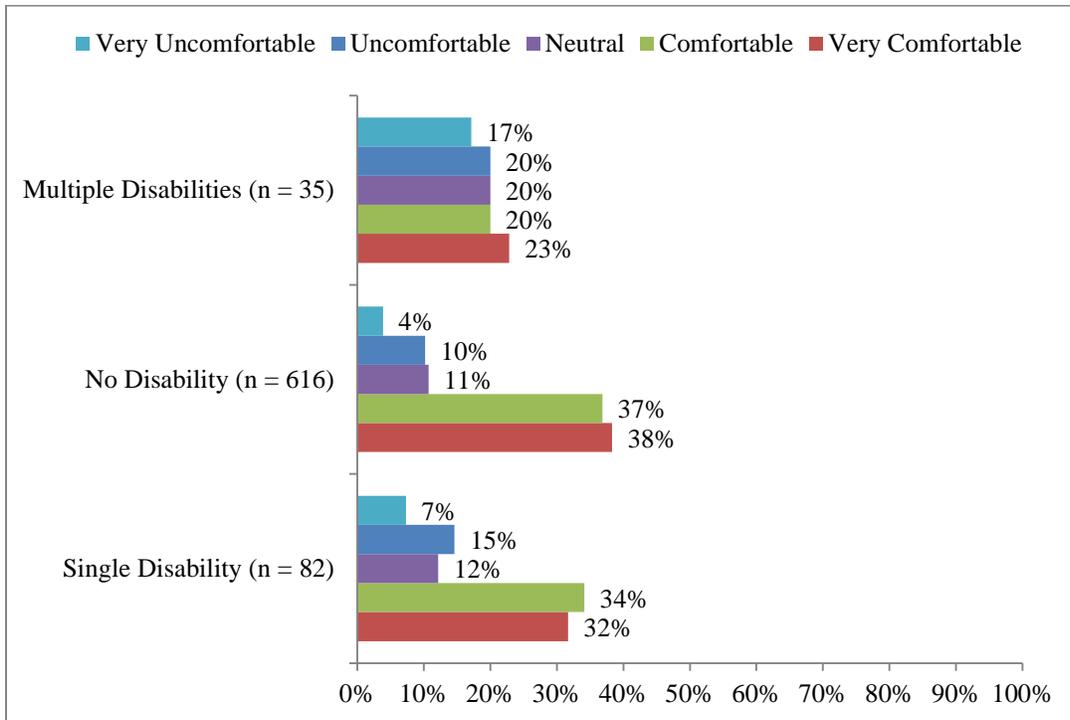


Figure 24. Faculty, Staff, and Administrative Professional Respondents' Comfort with Climate in Department/Work Unit by Disability Status (%)

Similar differences emerged in Faculty and Student respondents' level of comfort with the climate in their classes by disability status, with Faculty and Student respondents with Single and Multiple Disabilities reporting less comfort with climate in their classes than Faculty and Student respondents with No Disabilities<sup>xiii</sup> (Figure 25).

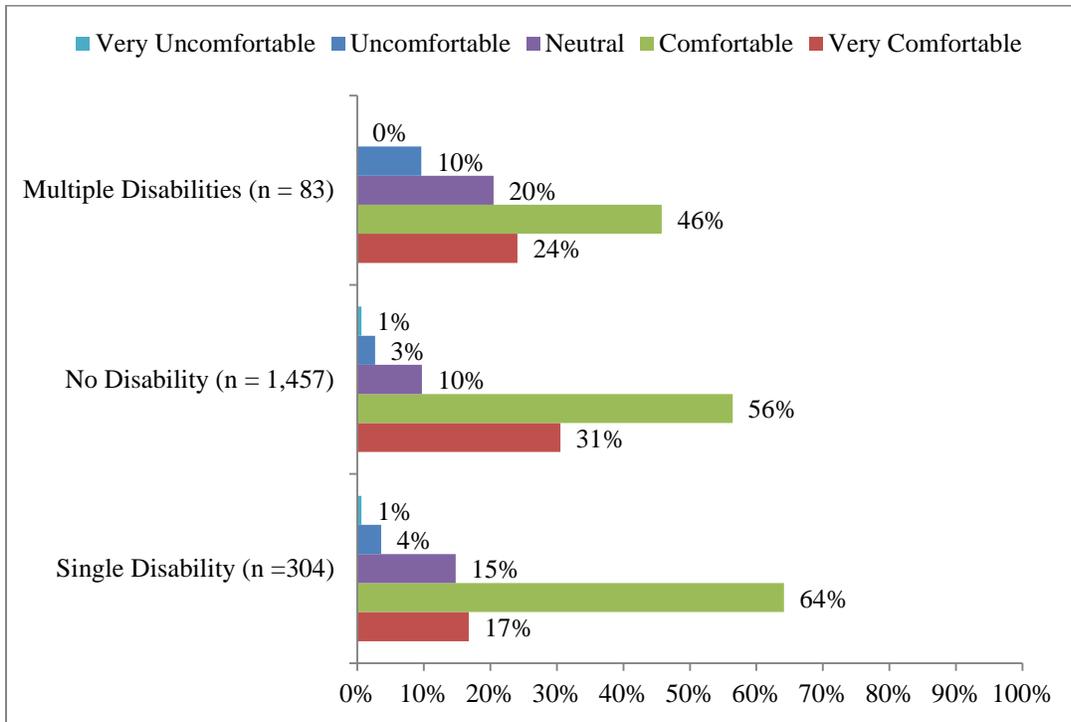


Figure 25. Faculty and Student Respondents' Comfort with Climate in their Classes by Disability Status (%)

With regard to citizenship status, no statistically significant differences were noted with overall climate, comfort with climate in department/work units, or in classes.

In terms of income status, Low-Income Student respondents were less comfortable with the overall climate than were Not Low-Income Student respondents<sup>xiv</sup> (Figure 26). No statistically significant differences were noted in comfort with the classroom climate between Not Low-Income and Low-Income Student respondents.

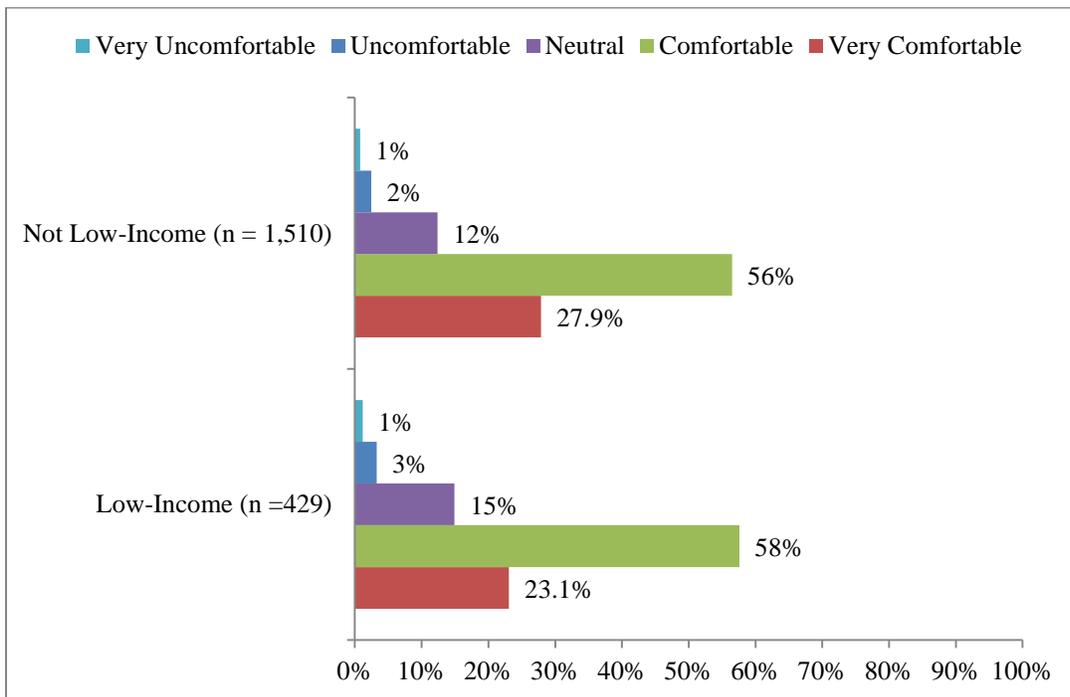


Figure 26. Student Respondents' Comfort with Overall Climate by Income Status (%)

In terms of first-generation status, First-Generation Student respondents and Not First-Generation Student respondents were similarly comfortable with the overall climate (Figure 27) and with the climate in their classes.

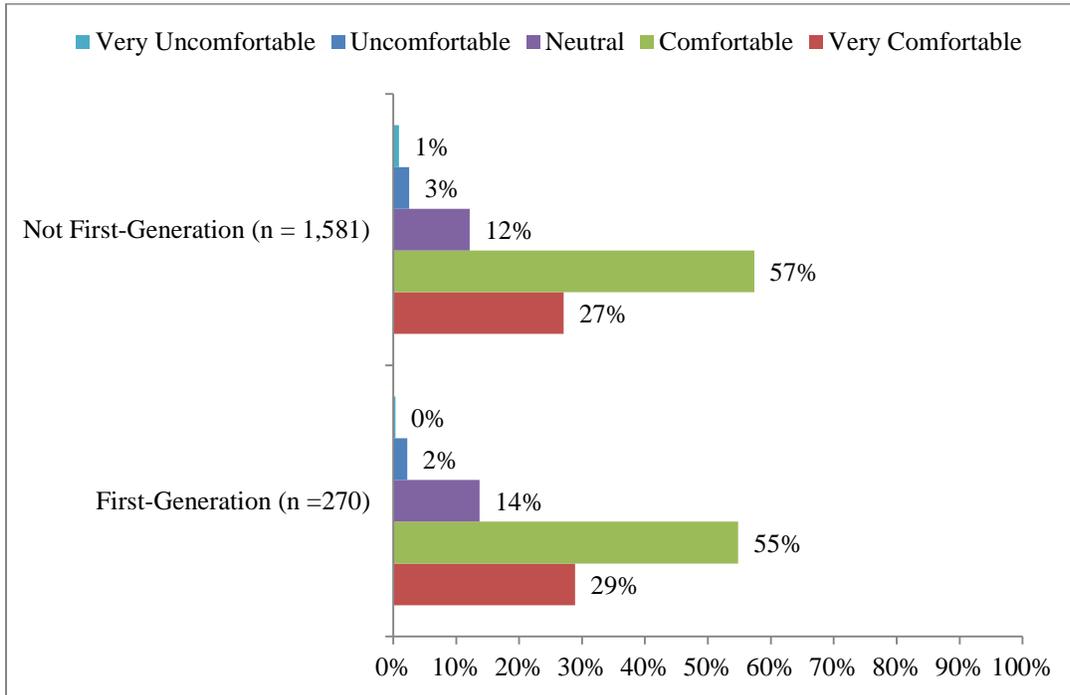


Figure 27. Student Respondents' Comfort with Climate in their Classes by First-Generation Status (%)

<sup>i</sup>A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status:  $\chi^2(16, N = 2,355) = 107.6, p < .001$ .

<sup>ii</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrative Professional respondents by degree of comfort with the climate in their departments/work units by position status:  $\chi^2(20, N = 2,357) = 2408.2, p < .001$ .

<sup>iii</sup>A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by gender identity:  $\chi^2(16, N = 2,340) = 86.9, p < .01$ .

<sup>iv</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrative Professional respondents by degree of comfort with the climate in their departments/work units by gender identity:  $\chi^2(20, N = 2,342) = 162.5, p < .01$ .

<sup>v</sup>A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by racial identity:  $\chi^2(12, N = 2,355) = 79.3, p < .001$ .

<sup>vi</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents by degree of comfort with the climate in their departments/work units by racial identity:  $\chi^2(15, N = 2,357) = 99.1, p < .001$ .

<sup>vii</sup>A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with classroom climate by racial identity:  $\chi^2(18, N = 2,355) = 58.8, p < .001$ .

<sup>viii</sup>A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by sexual identity:  $\chi^2(12, N = 2,355) = 62.1, p < .001$ .

<sup>ix</sup>A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with classroom climate by sexual identity:  $\chi^2(12, N = 1,957) = 51.6, p < .001$ .

<sup>x</sup>A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by military status:  $\chi^2(8, N = 2,355) = 39.9, p < .001$ .

<sup>xi</sup>A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by disability status:  $\chi^2(12, N = 2,355) = 110.2, p < .001$ .

<sup>xii</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents by degree of comfort with the climate in their departments/work units by disability status:  $\chi^2(12, N = 774) = 34.2, p < .01$ .

<sup>xiii</sup>A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with classroom climate by disability status:  $\chi^2(12, N = 1,957) = 53.2, p < .001$ .

<sup>xiv</sup>A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by income status:  $\chi^2(4, N = 1,510) = 10.8, p < .001$ .

### Perceptions of Level of Respect

Eighty-three percent ( $n = 1,691$ ) of White respondents indicated that the overall campus climate was “very respectful” or “respectful” (Table 18). Twenty-six percent ( $n = 43$ ) of Black/African American respondents felt that the campus was disrespectful (“disrespectful”/“very disrespectful”) of people.

**Table 18. Respondents’ Ratings of Perceptions of Campus Climate for Various Racial Identities**

<b>Racial Identity</b>	<b>Very respectful</b>		<b>Respectful</b>		<b>Disrespectful</b>		<b>Very disrespectful</b>		<b>Don’t know</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Black/African American	65	39.6	52	31.7	33	20.1	10	6.1	< 5	--
American Indian	15	42.9	15	42.9	< 5	--	< 5	--	< 5	--
Asian/Asian American	19	40.4	18	38.3	8	17.0	< 5	--	< 5	--
Hispanic/Latino	38	48.1	25	31.6	14	17.7	< 5	--	< 5	--
Middle Eastern	7	43.8	< 5	--	5	31.3	< 5	--	< 5	--
Pacific Islander	< 5	--	< 5	--	< 5	--	< 5	--	< 5	--
White	855	41.8	836	40.9	266	13.0	75	3.7	13	0.6
Other	< 5	--	10	45.5	< 5	--	5	22.7	< 5	--

Table 19 indicates that more than half of all respondents thought that the overall campus climate was “very friendly”/“somewhat friendly” toward all of the groups listed in the table.

Respondents indicated that the climate was most friendly (“very friendly”) for men, women, and people of Christian faith (50%, 42%, and 42%, respectively); people with disabilities (38%); people of color (40%); and lesbian, gay, or bisexual people (31%). Respondents suggested that the campus was most hostile (“very hostile”) for transgender people (2%).

**Table 19. Respondents’ Ratings of Perceptions of Campus Climate for Various Groups**

Group	Very friendly		Somewhat friendly		Neither friendly nor hostile		Somewhat hostile		Very hostile	
	n	%	n	%	n	%	n	%	n	%
People with Disabilities	885	37.5	946	40.1	426	18.1	62	2.6	12	0.5
Lesbian, Gay, or Bisexual	738	31.3	892	37.8	589	25.0	74	3.1	22	0.9
Transgender	623	26.4	738	31.1	789	33.5	94	4.0	46	2.0
People of Christian Faith	990	42.0	819	34.7	432	18.3	63	2.7	22	0.9
People of Other Faith Backgrounds	713	30.2	837	35.5	618	26.2	129	5.5	22	0.9
People of Color	933	39.6	857	36.3	412	17.5	90	3.8	31	1.3
Men	1,177	49.9	769	32.6	336	14.2	35	1.5	12	0.5
Women	990	42.0	850	36.0	406	17.2	69	2.9	13	0.6
Non-Native English Speakers	676	28.7	859	36.4	601	25.5	156	6.6	23	1.0
Non-U.S. Citizens	690	29.3	871	36.9	608	25.8	128	5.4	21	0.9

## Perceptions of Campus Barriers

Higher percentages of people with disabilities experienced barriers in the following facilities than in other areas (Table 20): parking ( $n = 30$ ; 22%); walkways, pedestrian paths, crosswalks ( $n = 17$ ; 12%); college housing ( $n = 13$ ; 12%); and classrooms, labs ( $n = 14$ ; 11%).

**Table 20. Respondents' Ratings of Campus Accessibility**

Area	Experienced a barrier		Did not experience a barrier	
	<i>n</i>	%	<i>n</i>	%
Albert E's Food Court	11	7.91	128	92.09
Athletic facilities (stadium, recreation, etc.)	12	9.68	112	90.32
Center for Academic Achievement (tutoring)	6	5.13	111	94.87
"C" Store	4	3.33	116	96.67
Classroom buildings	13	9.03	131	90.97
Classrooms, labs	14	10.45	120	89.55
College housing	13	11.81	97	88.18
Computer labs	7	5.30	125	94.70
Doors	9	6.38	132	93.62
Elevators/lifts	7	5.04	132	94.96
Emergency preparedness	6	4.72	121	95.28
Einstein Bros. Bagels	6	4.92	116	95.08
Field trips	2	2.11	93	97.89
Library	9	6.62	127	93.38
Other campus buildings	7	5.26	126	94.74
Parking	30	22.06	106	77.94
Podium	5	4.20	114	95.80
Programs and activities	8	6.45	116	93.55
Recreational facilities	3	2.56	114	97.44
Restrooms	13	9.35	126	90.65
Ryder P.O.D. Express	3	2.75	106	97.25
Studios/performing arts spaces	6	5.31	107	94.69
The Marketplace at Doan	10	8.40	109	91.60
Walkways, pedestrian paths, crosswalks	17	12.41	120	87.59

Thirty-six respondents elaborated on their observations regarding the level of accessibility at SVSU. Owing to the low number of responses and the number of respondents who indicated that they suffer from a non-physical disability or do not have a disability, only one theme emerged from the narratives.

*General access.* Several respondents drew attention to issues of concern related to general access for individuals with a self-identified disability. Specifically, respondents addressed this in relation to parking and door access. One respondent who was concerned about access issues because of parking wrote, “Handicap parking is a JOKE!! Students use parents or grandparents placards, taking up spaces...Building may be handicap accessible, but the PARKING is a JOKE!!” Another respondent who was concerned about the parking situation wrote, “I am a handicapped person who struggles walking to class every day and sometimes I struggle finding handicap parking spaces because they are limited. If I could make a suggestion, it would be to turn some of the first row spots in the lot to handicap parking for people like me who are exhausted and in pain from walking from far away spots to get to class.” Additionally, some respondents expressed general access concerns related to doors, writing that “handicap door openings do not work sometimes” and that “bathroom handicap buttons don’t work.”

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

Twenty-four percent ( $n = 555$ ) of respondents believed that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct at SVSU within the past year.<sup>54</sup> Table 21 reflects the perceived bases and frequency of exclusionary, intimidating, offensive, and/or hostile conduct. Of the respondents who reported having experienced such conduct, 18% ( $n = 103$ ) indicated that the conduct was based on their gender/gender identity. Eleven percent ( $n = 60$ ) of these respondents said that the conduct was based on their ethnicity, and 11% ( $n = 59$ ) felt that it was based on their major field of study. Others said that they experienced such conduct based on their physical characteristics (10%,  $n = 55$ ) and on their age (19%,  $n = 103$ ).

**Table 21. Respondents’ Perceived Bases and Frequency of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

<b>Basis of Conduct</b>	<b><i>n</i></b>	<b>%</b>
Position (staff, faculty, student)	128	23.1
Don’t Know	106	19.1
Age	103	18.6
Gender/Gender identity	100	18.0
Philosophical views	64	11.5
Academic Performance	60	10.8
Ethnicity	60	10.8
Major field of study	59	10.6
Physical characteristics	55	9.9
Race	51	9.2
Educational credentials	49	8.8
Participation in an organization/team	41	7.4
Religious/spiritual views	40	7.2
Political views	36	6.5
Where I am from	34	6.1
Gender expression	29	5.2
Mental Health/Psychological condition	27	4.9

<sup>54</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).

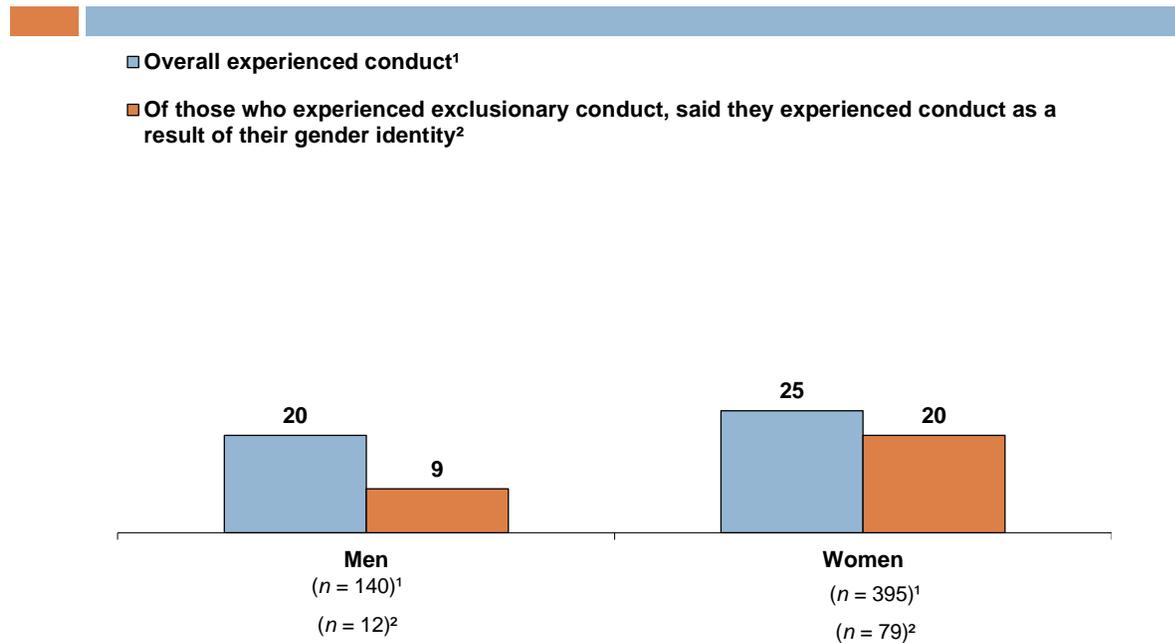
*Table 21 (cont.)*

<b>Basis of Conduct</b>	<b><i>n</i></b>	<b>%</b>
Sexual identity	21	3.8
Socioeconomic status	20	3.6
Marital status (e.g., single, married, partnered)	19	3.4
Medical condition	15	2.7
English language proficiency/accent	11	2.0
Learning disability	10	1.8
International Status	9	1.6
Parental status (e.g., having children)	7	1.3
Physical disability	6	1.1
Immigrant/citizen status	5	0.9
Pregnancy	4	0.7
Military/veteran status	3	0.5
Other	120	21.6

Note: Table includes answers from only those respondents who indicated in the survey that they experienced conduct ( $n = 555$ ). Percentages do not sum to 100 as a result of multiple responses.

The following figures depict the responses by selected characteristics (e.g., gender identity, race, age) of individuals who responded “yes” to the question, “Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassing) behavior at SVSU?”

By gender identity,<sup>55</sup> a higher percentage of Women respondents (25%,  $n = 395$ ) than Men respondents (20%,  $n = 140$ ) believed that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct<sup>xv</sup> (Figure 28). Twenty percent ( $n = 79$ ) of Women respondents who believed that they had experienced exclusionary conduct indicated that the conduct was based on their gender identity. Of the Men respondents who reported having experienced this conduct, 9% ( $n = 12$ ) indicated that it was based on their gender identity.<sup>xvi</sup>



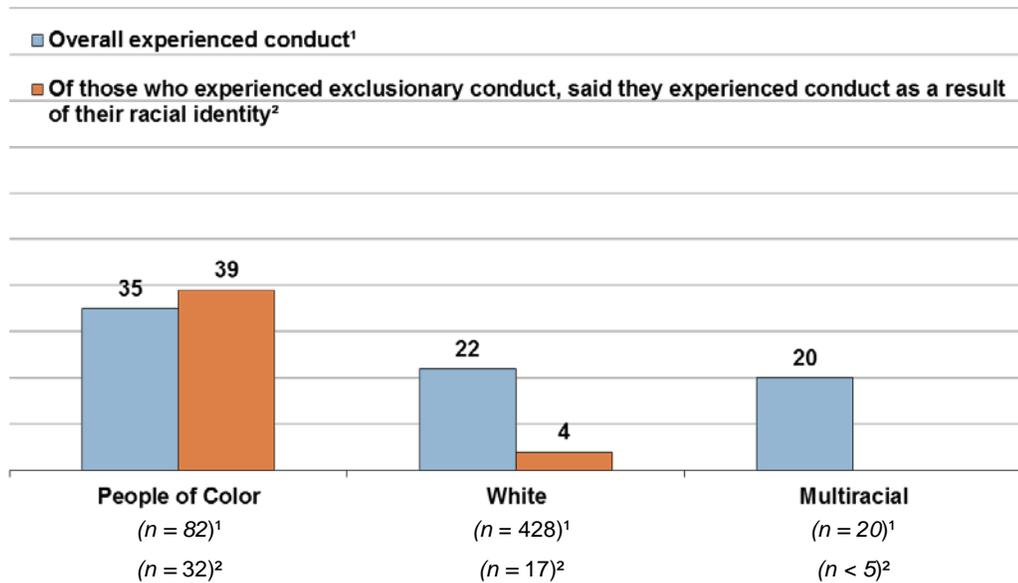
<sup>1</sup> Percentages are based on total n split by group.

<sup>2</sup> Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Figure 28. Respondents’ Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

<sup>55</sup>Transgender and Genderqueer respondents were not included in these analyses because their numbers were too few to ensure confidentiality.

In terms of racial identity, 22% ( $n = 428$ ) of White respondents, 20% ( $n = 20$ ) of Multiracial respondents, and 35% ( $n = 82$ ) of People of Color respondents believed that they had experienced this conduct<sup>xvii</sup> (Figure 29). Of those respondents who believed that they had experienced this conduct, 39% ( $n = 32$ ) of People of Color respondents, and 4% ( $n = 17$ ) of White respondents thought that the conduct was based on race.<sup>xviii</sup>

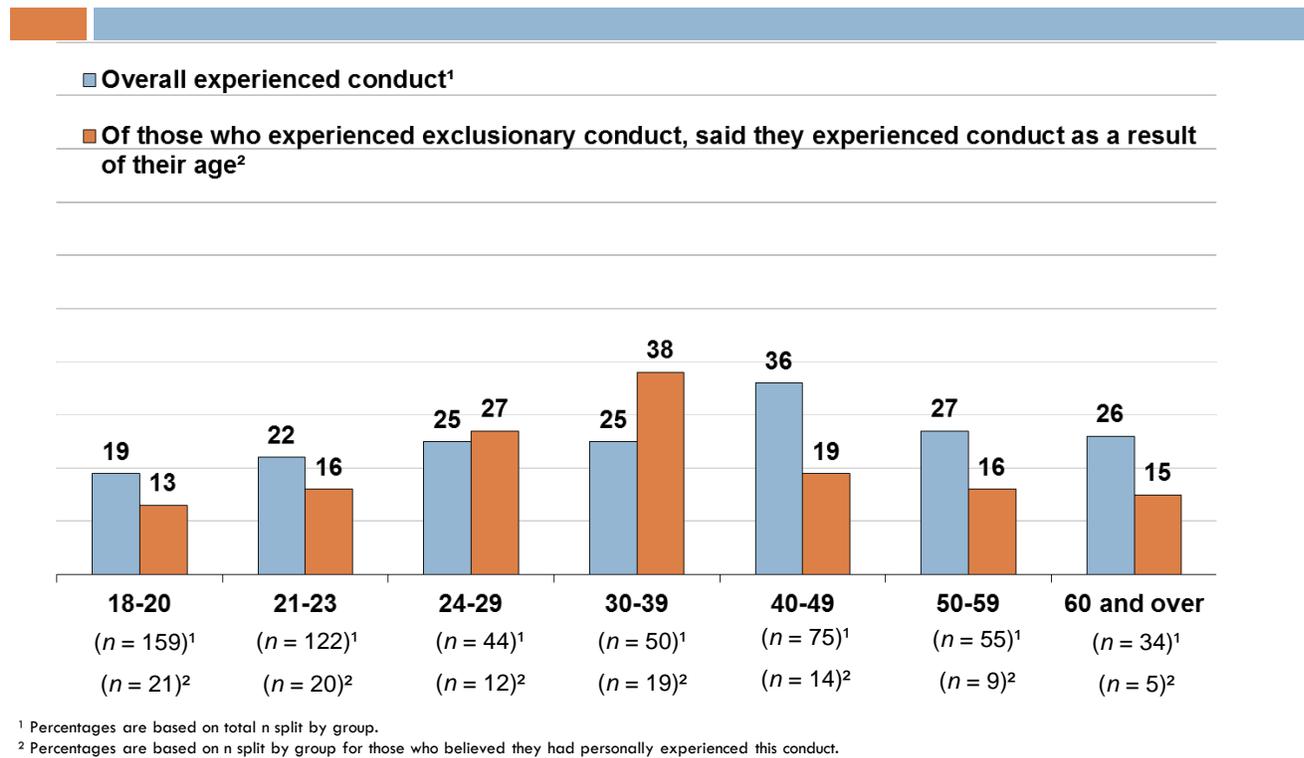


<sup>1</sup> Percentages are based on total n split by group.

<sup>2</sup> Percentages are based on n split by group for those who believed they had personally experienced this conduct.

*Figure 29.* Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Racial Identity (%)

As depicted in Figure 30, a greater percentage of respondents aged 40–49 believed that they had experienced exclusionary conduct than did other respondents.<sup>xix</sup> However, a greater percentage of respondents aged 24-29 and 30-39, as compared to other age groups, felt that the conduct was based on their age.<sup>xx</sup>



*Figure 30.* Respondents’ Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Age (%)

Table 22 illustrates the manners in which respondents' experienced exclusionary conduct. Forty-three percent felt isolated or left out, 43% felt deliberately ignored or excluded, and 35.0% felt intimidated and bullied.

**Table 22. Form of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Form of conduct	<i>n</i>	%
I felt isolated or left out	238	42.9
I felt I was deliberately ignored or excluded	236	42.5
I felt intimidated/bullied	194	35.0
I was the target of derogatory verbal remarks	110	19.8
I observed others staring at me	96	17.3
I received derogatory written comments	49	8.8
I received derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts, etc.	49	8.8
I was singled out as the spokesperson for my identity group	47	8.5
I feared for my physical safety	37	6.7
I feared getting a poor grade because of a hostile classroom environment	31	5.6
I received a low performance evaluation	31	5.6
Someone assumed I was admitted/hired/promoted due to my identity	16	2.9
Someone assumed I was <u>not</u> admitted/hired/promoted due to my identity	14	2.5
I received threats of physical violence	11	2.0
I was the target of racial/ethnic profiling	11	2.0
I received derogatory phone calls	8	1.4
I was the target of stalking	7	1.3
I was the target of graffiti/vandalism	2	0.4
I was the victim of a crime	2	0.4
I feared for my family's safety	1	0.2
I was the target of physical violence	0	0.0
Other	58	10.5

Note: Table includes answers from only those respondents who indicated in the survey that they experienced conduct (*n* = 555). Percentages do not sum to 100 as a result of multiple responses.

Twenty-five percent of respondents who reported having experienced exclusionary conduct said that it occurred in a public space at SVSU; 23% in a meeting with a group of people; 22% in a class/lab/clinical setting; 19% while working at a SVSU job; and 8% while walking on campus (Table 23). Many respondents who marked “Other” described the specific office, meeting, building, campus location, or event where the incidents occurred (e.g., “at parties of SVSU,” “during class,” “in Bible study,” “via email”).

**Table 23. Location of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	<i>n</i>	%
In a public space at SVSU	138	24.9
In a meeting with a group of people	130	23.4
In a class/lab/clinical setting	121	21.8
While working at a SVSU job	106	19.1
In campus housing	102	18.4
In a SVSU administrative/staff office	95	17.1
In a meeting with one other person	62	11.2
At a SVSU event	54	9.7
On social networking sites/Facebook/Twitter/cell phone/other form of technological communication	53	9.5
In a faculty office	52	9.4
While walking on campus	46	8.3
Off campus	36	6.5
In SVSU dining facilities	21	3.8
In athletic facilities	16	2.9
In off-campus housing	8	1.4
In a University Health Center	4	0.7
In an experiential learning environment	3	0.5
In a study abroad program – faculty led	0	0.0
In a study abroad program – semester or year long	0	0.0
Other	41	7.4

Note: Table includes answers from only those respondents who indicated in the survey that they experienced conduct (*n* = 555). Percentages do not sum to 100 as a result of multiple responses.

Thirty-six percent of the respondents who reported having experienced exclusionary conduct identified students, 21% identified faculty members/instructors, 16% identified coworkers, and 9% identified strangers as the sources of the conduct (Table 24). “Other” sources of exclusionary conduct included “adult advisor for student organization,” “assistant supervisor,” “clerical staff member,” “dean,” “group leader for Christian groups,” “Human Resources,” “leadership people that are in control,” “maintenance worker,” “Resident Assistant,” “teammate,” and “Upper Management.”

**Table 24. Source of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Source of conduct	<i>n</i>	%
Student	202	36.
Faculty member/Instructor	114	20.5
Co-worker	88	15.9
Roommate	75	13.5
Staff member	59	10.6
Supervisor (repeated in survey)	54	9.7
Friend	51	9.2
Stranger	49	8.8
Senior Administrator	46	8.3
Department chair	36	6.5
Don't know source	19	3.4
Student staff	13	2.3
Academic advisor	12	2.2
Off campus community member	9	1.6
SVSU public safety/campus police	8	1.4
Social Networking site	8	1.4
Athletic coach/trainer	7	1.3
Person that I supervise	4	0.7
SVSU media	3	0.5
Teaching assistant/Lab Assistant/Tutor	3	0.5
Health Services	2	0.4
Alumni	1	0.2
Donor	0	0.0
Other	31	5.6

Note: Table includes answers from only those respondents who indicated in the survey that they experienced conduct (*n* = 555). Percentages do not sum to 100 as a result of multiple responses.

Figure 31 reviews the source of perceived experienced exclusionary conduct by position status. Students were the greatest source of exclusionary conduct for Undergraduate Student and Graduate Student respondents, and Faculty respondents most often cited other faculty as the source of the exclusionary conduct. Both Staff and Administrative Professional respondents identified supervisors as their greatest sources of exclusionary conduct.

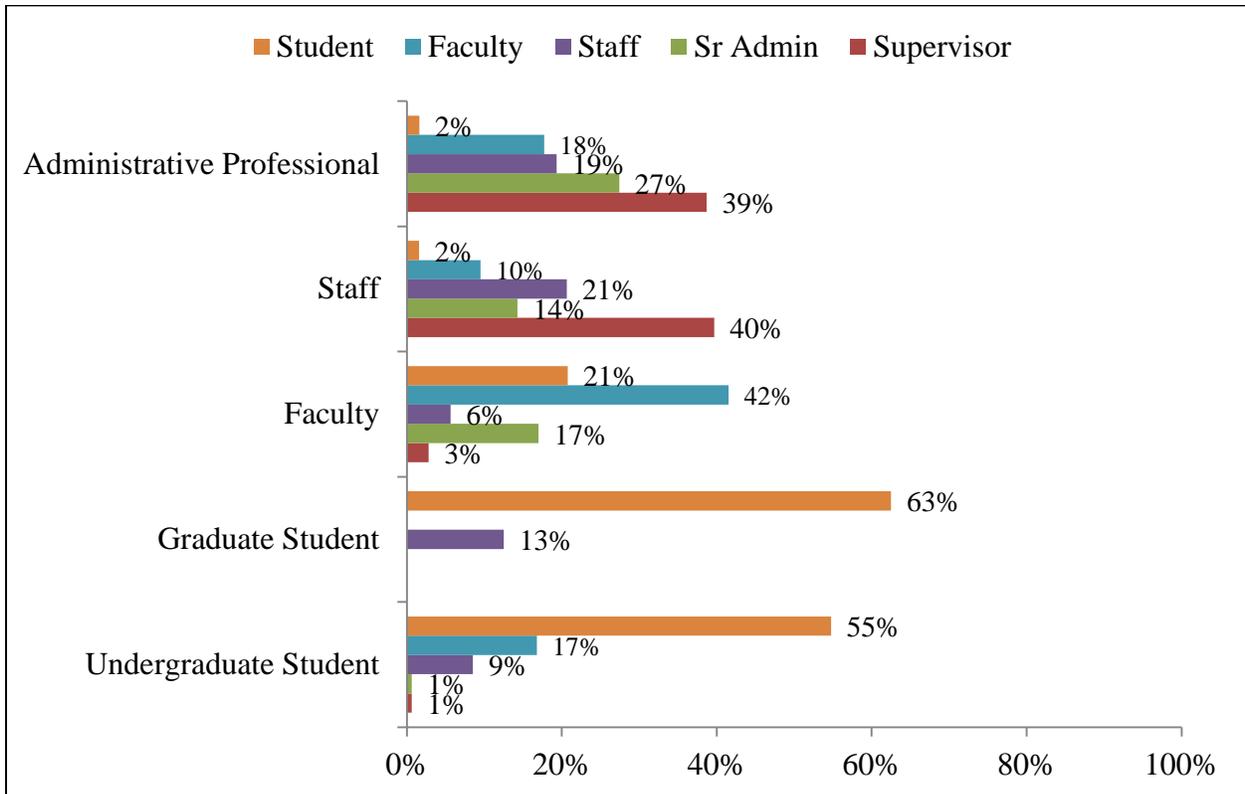


Figure 31. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Position Status (%)

In response to this conduct, 49% of respondents were angry, 40% felt embarrassed, 37% told a friend, 35% told a family member, and 28% ignored it (Table 25). While 9% ( $n = 49$ ) of respondents reported it to a SVSU employee/officials, 7% ( $n = 37$ ) did not know to whom to go, and 13% ( $n = 73$ ) did not report it for fear that their complaints would not be taken seriously. Seven percent ( $n = 37$ ) of respondents did report the incident but felt that the situation was not taken seriously. “Other” responses included “at this point I realized this wasn’t the school for me,” “I continued trying to reach out,” “I didn’t report it for fear that my complaint would impact my grade,” “I discussed it with other adjuncts and sought out unionization material,” “I felt sad,” “I reported it to the Faculty Association,” and “talked to FA about my rights.”

**Table 25. Respondents' Reactions to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

	<i>n</i>	%
I was angry	271	48.8
I felt embarrassed	223	40.2
I told a friend	203	36.6
I told a family member	195	35.1
I avoided the harasser	164	29.5
I ignored it	157	28.3
I felt somehow responsible	79	14.2
I didn't report it for fear that my complaint would not be taken seriously	73	13.2
I was afraid	72	13.0
I left the situation immediately	72	13.0
I sought support from a faculty member	64	11.5
I did nothing	64	11.5
I confronted the harasser at the time	62	11.2
I sought support from a staff person	62	11.2
I confronted the harasser later	55	9.9
I sought support from an administrator	52	9.4
I reported it to a SVSU employee/official	49	8.8
I didn't know who to go to	37	6.7
I did report it but I did not feel the complaint was taken seriously	37	6.7
I sought support from a SVSU resource	29	5.2
It didn't affect me at the time	25	4.5
I sought support from student staff (e.g., peer counselor)	19	3.4
I sought support from a spiritual advisor	17	3.1
I sought information online	17	3.1
I contacted a local law enforcement official	11	2.0
I sought support from off-campus hotline/advocacy services	10	1.8
I sought support from a teaching assistant	2	0.4
Other	35	6.3

One hundred ninety respondents elaborated on their experience related to how, within the past year, they have personally experienced exclusionary, intimidating, offensive, and/or hostile behavior at SVSU. Several themes are presented below with supporting quotations highlighting commonly cited examples of how respondents experienced these behaviors.

*Bullying.* Several respondents indicated that the exclusionary behavior they experienced was in the form of bullying. One respondent described this behavior, “I was approached physically in an intimidating manner and was yelled at in the presence of colleagues.” Another respondent shared, “I do not feel safe identifying the specifics since this situation is continuing to occur. Bullying behavior is alive and being supported at SVSU by my superiors.” Yet another respondent shared, “I have been told directly...that I am not knowledgeable in my field, that I am gullible, that I am insufficiently experienced--in such a way that for some time my voice was silenced.” The experiences of being bullied were shared by both Faculty/Staff and Student respondents. Several self-identified Student respondents expressed how the bullying they experienced came directly from their professors. One such student wrote “[A named professor] is extremely disrespectful to his students and deliberately insults them.” Another student who experienced something similar shared, “I currently have a professor that has picked students out and made them look stupid for something they have said by making a joke about them or making fun of what they said in some other way, me being one of those students.” Generally, respondents at SVSU who expressed that the exclusionary behavior they experienced was related to bullying offered, “Allowing this behavior to continue is hurting SVSU’s image in the local community where our students work.”

*Hostile.* A second theme that emerged within the narratives was related to respondents feeling that their environments were very hostile. One respondent wrote, “This secretarial support person has a history of erratic an emotional behavior in the workplace. Under times of stress...she will throw items at her desk, slam doors, refuse to talk to other staff members, yell at staff members, and is verbally rude towards students who come to our office.” Another respondent shared that they encounter pressure from outside sources who subsequently make their environment hostile. This particular respondent shared, “I am constantly being harassed by an outside individual that gets influential community members to speak to the higher ups who then put pressure on me...It has affected my position here at the university and has harmed my reputation.” Several of the

individuals who indicated that the exclusionary behavior they experienced was related to hostile environments offered that their supervisors were the cause of these environments. One such respondent echoed other respondents sentiments, “[My] supervisor talks negatively behind employees backs and brings the moral of the department down.” Another respondent wrote, “Over the past two years the tension level in our program has risen drastically. The chair and coordinator, of our program, have presented us with a take it or leave policy concerning revision of our program.” Generally respondents who expressed that the creation of a hostile environment was the exclusionary behavior they encountered offered that they were “devastated and demoralized by the harsh treatment [they] received.”

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<sup>xv</sup>A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct by gender identity:  $\chi^2(8, N = 2337) = 39.8, p < .01$ .

<sup>xvi</sup>A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct based on their gender identity by gender identity:  $\chi^2(8, N = 2,343) = 76.0, p < .001$ .

<sup>xvii</sup>A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct by racial identity:  $\chi^2(6, N = 2,352) = 38.3, p < .01$ .

<sup>xviii</sup>A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct based on their racial identity by racial identity:  $\chi^2(8, N = 2,358) = 175.5, p < .001$ .

<sup>xix</sup>A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct by age:  $\chi^2(12, N = 2,311) = 48.9, p < .001$ .

<sup>xx</sup>A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct based on their age by age:  $\chi^2(12, N = 2,317) = 50.4, p < .001$ .

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

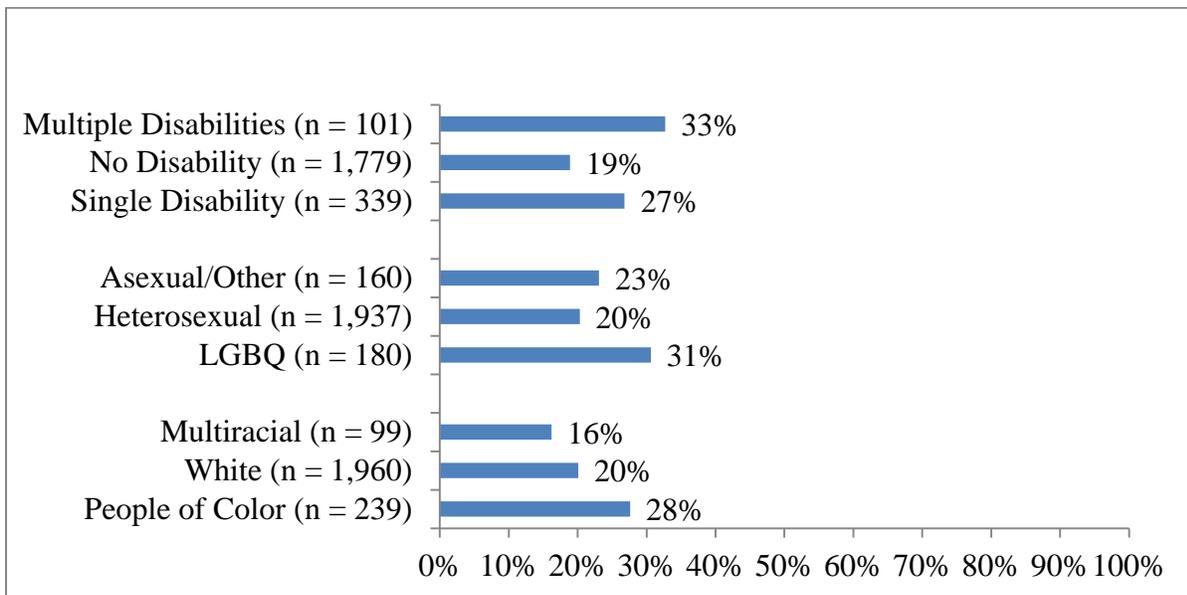
Respondents' observations of others experiencing exclusionary conduct also may contribute to their perceptions of campus climate. Twenty-one percent ( $n = 498$ ) of all survey respondents reported having observed conduct or communications directed toward a person or group of people at SVSU that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment<sup>56</sup> within the past year. Most of the observed exclusionary conduct was based on race (24%,  $n = 118$ ), gender/gender identity (21%,  $n = 106$ ), ethnicity (18%,  $n = 90$ ), position (16%,  $n = 80$ ), and sexual identity (145%,  $n = 73$ ). Eighteen percent ( $n = 89$ ) of respondents indicated that they "Don't Know" the basis.

Figures 32 and 33 separate by selected demographic categories (i.e., gender identity, racial identity, sexual identity, religious/spiritual affiliation, disability status, citizenship status, and position status) the significant responses of those individuals who reported having observed exclusionary conduct within the past year.

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<sup>56</sup> This report uses the phrase "exclusionary conduct" as a shortened version of "conduct or communications directed toward a person or group of people at SVSU that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment."

No significant differences were noted in the percentages of respondents who indicated that they had observed conduct or communications directed toward a person or group of people at SVSU that created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year by gender identity or citizenship status. A higher percentage of People of Color (28%) than White (20%) or Multiracial (16%) respondents had observed such conduct.<sup>xxi</sup> Additionally, a higher percentage of LGBQ respondents (31%) than Heterosexual respondents (20%) or Asexual/Other respondents (23%) indicated on the survey that they observed such conduct.<sup>xxii</sup> Finally, a higher percentage of respondents with Multiple Disabilities (33%) than respondents with one Disability (27%) or No Disability (19%) had observed such conduct.<sup>xxiii</sup>



*Figure 32. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Disability Status, Sexual Identity, and Racial Identity (%)*

In terms of position status at SVSU, results indicated that greater percentages of Administrative Professional respondents (34%) and Staff respondents (29%) believed that they had observed exclusionary, intimidating, offensive, and/or hostile conduct than did Undergraduate Student respondents (19%), Graduate Student respondents (15%), or Faculty respondents (20%)<sup>xxiv</sup> (Figure 33).

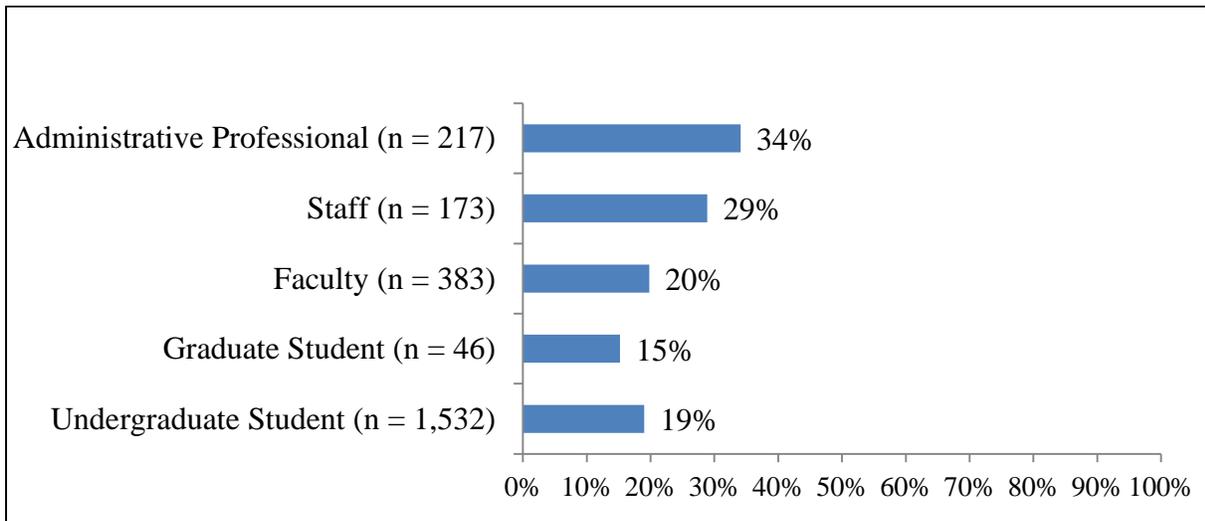


Figure 33. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Position Status (%)

Table 26 illustrates that respondents most often believed that they had observed this conduct in the form of someone subjected to derogatory remarks (60%,  $n = 298$ ), or someone being isolated or left out (35%,  $n = 175$ ), deliberately ignored or excluded (34%,  $n = 170$ ), or intimidated/bullied (27%,  $n = 136$ ).

**Table 26. Form of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Form(s) of observed conduct	<i>n</i>	%
Derogatory verbal remarks	298	59.8
Person felt isolated or left out	175	35.1
Deliberately ignored or excluded	170	34.1
Intimidated/bullied	136	27.3
Racial/ethnic profiling	110	22.1
Derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts, etc.	103	20.7
Assumption that someone was admitted/hired/promoted based on his/her identity	80	16.1
Person singled out as the spokesperson for their identity group	77	15.5
Derogatory written comments	68	13.7
Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity	50	10.0
Receipt of a low performance evaluation	50	10.0
Feared for their physical safety	35	7.0
Threats of physical violence	24	4.8
Receipt of a poor grade b/c of a hostile classroom environment	22	4.4
Derogatory phone calls	16	3.2
Physical violence	15	3.0
Victim of a crime	14	2.8
Graffiti/vandalism	12	2.4
Feared for their family's safety	4	0.8
Other	25	5.0

Note: Table includes answers from only those respondents who indicated in the survey that they observed conduct (*n* = 498). Percentages do not sum to 100 as a result of multiple responses.

Of the respondents who indicated that they had observed exclusionary, intimidating, offensive, and/or hostile conduct, 37% ( $n = 175$ ) had witnessed such conduct six or more times in the past year (Table 27).

**Table 27. Number of Times Respondents Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct in the Past Year**

<b>Number of Times Observed</b>	<b><i>n</i></b>	<b>%</b>
1	63	13.3
2	86	18.2
3	94	19.9
4	45	9.5
5	9	1.9
<u>6 or more</u>	<u>175</u>	<u>37.1</u>

Note: Table includes answers from only those respondents who indicated in the survey that they observed conduct ( $n = 498$ ). Percentages do not sum to 100 as a result of multiple responses.

Additionally, 34% ( $n = 169$ ) of the respondents who indicated that they observed exclusionary conduct said that it happened in a public space at SVSU (Table 28). Some respondents said that the incidents occurred in a meeting with a group of people (22%,  $n = 109$ ) or in a class/lab/clinical setting (21%,  $n = 102$ ).

**Table 28. Location of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of observed conduct	<i>n</i>	%
In a public space at SVSU	169	33.9
In a meeting with a group of people	109	21.9
In a class/lab/clinical setting	102	20.5
On social networking sites/Facebook/Twitter/cell phone/other form of technological communication	101	20.3
At a SVSU event	93	18.7
While working at a SVSU job	88	17.7
In campus housing	80	16.1
While walking on campus	78	15.7
In a SVSU administrative/staff office	62	12.4
In a meeting with one other person	46	9.2
Off campus	43	8.6
In a faculty office	38	7.6
In SVSU dining facilities	33	6.6
In athletic facilities	21	4.2
In off-campus housing	15	3.0
In an experiential learning environment	6	1.2
In the University Health Center	4	0.8
In a study abroad program – faculty led	2	0.4
In a study abroad program – semester or year-long	0	0.0
Other	19	3.8

Note Table includes answers from only those respondents who indicated in the survey that they observed conduct (*n* = 498). Percentages do not sum to 100 as a result of multiple responses.

Fifty-eight percent ( $n = 290$ ) of respondents who indicated that they observed exclusionary conduct said that the targets of the conduct were students. Other respondents identified friends (18%,  $n = 87$ ), coworkers (15%,  $n = 76$ ), and faculty members/instructors (15%,  $n = 75$ ).

Of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 47% ( $n = 236$ ) said that students were the sources of the conduct. Respondents identified additional sources as faculty members/instructors (20%,  $n = 98$ ), staff members (11%,  $n = 55$ ), and strangers (10%,  $n = 51$ ).

Table 29 illustrates respondents' reactions to this conduct. Respondents most often felt angry (43%,  $n = 215$ ) or embarrassed (35%,  $n = 175$ ). Twenty-five percent ( $n = 123$ ) told a friend. 9.0 percent ( $n = 45$ ) reported the incidents to campus employees/officials, while 10% ( $n = 51$ ) did not know to whom to go. Some did not report out of fear that the complaint would not be taken seriously (13%,  $n = 66$ ). Four percent ( $n = 19$ ) did report it but felt that the complaint was not taken seriously.

**Table 29. Reactions to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

<b>Reactions</b>	<b><i>n</i></b>	<b>%</b>
I was angry	215	43.2
I felt embarrassed	175	35.1
I told a friend	123	24.7
I told a family member	87	17.5
I ignored it	77	15.5
I avoided the harasser	77	15.5
I did nothing	67	13.5
I didn't report it for fear that my complaint would not be taken seriously	66	13.3
I felt somehow responsible	57	11.4
I confronted the harasser at the time	55	11.0
I left the situation immediately	51	10.2
I didn't know who to go to	51	10.2
I sought support from a staff person	47	9.4
I reported it to a SVSU employee/official	45	9.0
I confronted the harasser later	43	8.6
It didn't affect me at the time	42	8.4
I was afraid	40	8.0
I sought support from a faculty member	34	6.8
I sought support from an administrator	32	6.4
I sought support from a SVSU resource	22	4.4
I did report it but I did not feel the complaint was taken seriously	19	3.8
I sought information online	18	3.6
I sought support from student staff (e.g., peer counselor)	11	2.2
I contacted a local law enforcement official	9	1.8
I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)	7	1.4
I sought support from off-campus hotline/advocacy services	5	1.0
I sought support from a teaching assistant	1	0.2
<b>Other</b>	<b>36</b>	<b>7.2</b>

Note: Table includes answers from only those respondents who indicated in the survey that they observed conduct (*n* = 498). Percentages do not sum to 100 as a result of multiple responses.

One hundred ten respondents elaborated on whether within the past year they had observed any conduct or communications directed toward a person or group of people at SVSU that they believe created an exclusionary, intimidating, offensive, and/or hostile working or learning environment. Only one theme was offered and is described in the following paragraph highlighting commonly cited examples of how respondents observed this behavior.

*Discrimination.* The only theme that emerged from the narratives was described as witnessing acts of discrimination. Respondents shared varying examples highlighting perceived racist, xenophobic, and homophobic comments. One respondent who indicated they observed racist comments wrote, “I hear racial stereotypes and slurs at least once a week.” Another respondent shared, “People use a lot of coded language to single out racial minorities. There is a lot of subtle racism on campus. It usually comes out during class discussions of current events.” Respondents who indicated that they heard xenophobic comments typically offered that they “have observed SVSU students make derogatory remarks, as well as offensive facial expressions and body gestures, toward International Students, especially near Wickes Hall.” Another respondent wrote, “A small minority of students and even faculty exhibit negative behaviors towards our Saudi Arabian students- stereotyping, bullying etc.” Lastly, those who described the exclusionary practice they observed related to discrimination against members of the LGBTQ community shared that they believed that SVSU was “behind regarding resources for LGBT students [because] students feel isolated and marginalized.” A respondent who was also concerned about the discrimination members of the LGBT community face wrote, “A friend of mine was excluded by our friends based on gender identity.” Respondents who shared that discrimination was the primary exclusionary conduct they observed expressed the sentiments of one respondent who offered, “racism, transphobia, homophobia, xenophobia, etc. are a present undertone on campus, especially online.”

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<sup>xxi</sup>A chi-square test was conducted to compare percentages of respondents who reported having observed conduct by racial identity:  $\chi^2(3, N = 2,351) = 21.9, p < .001$ .

<sup>xxii</sup>A chi-square test was conducted to compare percentages of respondents who reported having observed conduct by sexual identity:  $\chi^2(3, N = 2,351) = 11.3, p < .01$ .

<sup>xxiii</sup>A chi-square test was conducted to compare percentages of respondents who reported having observed conduct by disability status:  $\chi^2(2, N = 2,217) = 20.1, p < .001$ .

<sup>xxiv</sup>A chi-square test was conducted to compare percentages of respondents who reported having observed conduct by position:  $\chi^2(4, N = 2,351) = 33.7, p < .001$ .

## **Experiences of Unwanted Physical Sexual Contact**

Two percent ( $n = 54$ ) of respondents indicated that they had experienced unwanted physical sexual contact<sup>57</sup> while a member of the SVSU community. Additional analyses of the data suggest that significantly higher percentages of Women respondents<sup>xxv</sup> (3%,  $n = 51$ ), respondents With Multiple Disabilities<sup>xxvi</sup> (10%,  $n = 10$ ), and Undergraduate Student respondents<sup>xxvii</sup> (3%,  $n = 50$ ) than other groups experienced unwanted physical sexual contact. Ninety percent ( $n = 47$ ) of those respondents who reported having experienced unwanted physical sexual contact said that it happened within the past four years.

Students were asked to share where they were in their college career when they experienced unwanted physical sexual contact. Of the 51 Student respondents who indicated that they experienced such conduct, 41% ( $n = 20$ ) said that it occurred during their first semester at SVSU, 10% ( $n = 5$ ) said that it happened in their second semester, and 22% ( $n = 11$ ) indicated that it happened in their third semester at SVSU (Table 30).

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<sup>57</sup>The survey defined unwanted physical sexual contact as contact that includes, but is not limited to, forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, sexual assault, sexual assault with an object, and forcible fondling.

**Table 30. Semester in Which Student Respondents Experienced Unwanted Physical Sexual Contact**

Semester	<i>n</i>	%
First semester	20	40.8
Second semester	5	10.2
Third semester	11	22.4
Fourth semester	3	6.1
Fifth semester	6	12.2
Sixth semester	2	4.1
Seventh semester	1	2.0
Eighth semester	1	2.0
After eighth semester	0	0.0
During my continuing education (non-credit) course or certificate	0	0.0

Note: Table includes answers from only Student respondents who indicated in the survey that they experienced unwanted physical sexual contact (*n* = 51).

Fifty-two percent (*n* = 28) of the respondents who indicated on the survey that they experienced unwanted physical sexual contact identified students as the perpetrators of the conduct.

Respondents also identified the sources as acquaintances/friends (41%, *n* = 22) and strangers (15%, *n* = 8).

Asked where the incidents occurred, 43% ( $n = 23$ ) indicated that they occurred off-campus and 59% ( $n = 32$ ) said the incidents occurred on-campus (Table 31).

**Table 31. Location in Which Respondents Experienced Unwanted Physical Sexual Contact**

<b>Location</b>	<b><i>n</i></b>	<b>%</b>
Off-campus	23	42.6
On-campus	32	59.3

Note: Table includes answers from only those respondents who indicated in the survey that they experienced unwanted physical sexual contact ( $n = 54$ ).

Asked what they did in response to experiencing unwanted physical sexual contact, 55.6% ( $n = 30$ ) of respondents indicated that they told a friend; 51.9% ( $n = 28$ ) were embarrassed, 42.6% ( $n = 23$ ) felt somehow responsible, and 25.9% ( $n = 14$ ) did nothing (Table 32).

**Table 32. Reactions to Unwanted Physical Sexual Contact**

Reaction	<i>n</i>	%
I told a friend	30	55.6
I felt embarrassed	28	51.9
I felt somehow responsible	23	42.6
I was angry	23	42.6
I left the situation immediately	17	31.5
I was afraid	16	29.6
I did nothing	14	25.9
I didn't know what to do	13	24.1
I ignored it	12	22.2
I told a family member	12	22.2
I didn't know who to go to	7	13.0
It didn't affect me at the time	5	9.3
I sought support from campus resource	5	9.3
I sought support from off-campus hotline/advocacy services	4	7.4
I sought information online	3	5.6
I made an official complaint to a campus employee/official	2	3.7
I contacted campus police/public safety	1	1.9
I contacted a local law enforcement official	1	1.9
I sought support from a staff person	1	1.9
I sought support from an administrator	1	1.9
I sought support from a faculty member	1	1.9
I sought support from a teaching assistant/graduate assistant	0	0.0
I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)	0	0.0
I sought support from student staff (e.g., peer counselor)	0	0.0
I sought support from my union representative	0	0.0
Other	4	7.4

Note: Table includes answers from only those respondents who indicated in the survey that they experienced unwanted physical sexual contact (*n* = 54).

Percentages do not sum to 100 as a result of multiple responses.

Thirty respondents elaborated on why they did not report the unwanted physical sexual contact to a campus official or staff member. Several themes are presented below with supporting quotations highlighting commonly cited examples of why respondents did not report the unwanted physical sexual contact.

*Embarrassed and my fault.* Most of the respondents indicated that they did not report the unwanted physical sexual contact because they were embarrassed and believed that what happened to them was their fault. Specifically, respondents wrote, “I did not want people who I potentially work with to know what happened to me” and “I felt responsible, like I never said stop when I should have.” Other respondents who felt similarly wrote, “I was worried about how it would affect my family. I didn’t want a rift to appear in my family because of what this person did, or because I reported it.” Yet another respondent wrote, “I was drunk at the time and was not able to give consent to two guys touching me and attempting to take my clothes off. I felt like it was partially my fault for not initially stopping it.” Several other respondents who expressed that they were either embarrassed or felt it was their fault also shared that they were under the influence when it happened and was not able to assert themselves. One of these respondents wrote, “The situation was under the influence...He forced himself on me and took off my clothes, I even told him no and to stop but I was too far gone to physically do something but not mentally to say something. His roomie hid ALL of my clothes [while] the guy took advantage of me. His roomie laughed the [whole] time and I was forced to walk back to my room NAKED!”

*No support.* Respondents also indicated that they did not report the unwanted physical sexual contact because they were unsure if they would be supported. One respondent wrote, “I was afraid of nothing being done” while another respondent added, “It wouldn’t be taken seriously.” Similarly another respondent wrote, “I was in a relationship with him and knew that there would be no punishment for the perpetrator because no one would believe me and I had no solid proof.”

Fewer than ten respondents elaborated on whether they felt supported when they did report the unwanted physical sexual contact to a campus official or staff member. These responses are separated below based on whether they did or did not feel supported.

*Yes.* Most of the respondents who elaborated on this question noted that they did feel supported after contacting a campus official about the unwanted physical sexual contact they experienced. Several of these respondents simply wrote, “Yes.” Others who elaborated more on the support they received suggested that their concern “as responded appropriately” and that the support “helped.”

*No.* Only a few respondents indicated that they did not feel supported after contacting a campus official concerning the unwanted physical sexual contact they experienced. One respondent wrote, “They threatened me.” Another respondent wrote, “The counselor I saw at the time was male and said something that made me feel as though he was sympathizing with the attacker. That didn’t necessarily help me feel better.” Another respondent wrote, “NO not at all it was thought to be a misunderstanding between co-workers and was blamed on me...No means NO.”

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<sup>xxv</sup> A chi-square test was conducted to compare percentages of respondents who reported having experienced unwanted physical sexual contact by gender identity:  $\chi^2(4, N = 2,341) = 19.0, p < .01$ .

<sup>xxvi</sup> A chi-square test was conducted to compare percentages of respondents who reported having experienced unwanted physical sexual contact by disability status:  $\chi^2(2, N = 2,220) = 43.2, p < .001$ .

<sup>xxvii</sup> A chi-square test was conducted to compare percentages of respondents who reported having experienced unwanted physical sexual contact by position:  $\chi^2(4, N = 2,356) = 20.7, p < .001$ .

## Summary

Eighty-two percent of all respondents were “comfortable” or “very comfortable” with the climate at SVSU and 72% of Faculty, Staff, and Administrative Professional respondents were “comfortable” or “very comfortable” with the climate in their departments/work units. The findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2015), where 70% to 80% of all respondents found the campus climate to be “comfortable” or “very comfortable,” suggests that a slightly higher percentage of SVSU respondents were “comfortable” or “very comfortable” with the climate at the university.

Twenty percent to 25% of individuals in similar investigations believed that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At SVSU, 23.6% ( $n = 555$ ) of respondents believed that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. These results also parallel the findings of other climate studies of specific constituent groups offered in the literature, where generally members of historically underrepresented and underserved groups were slightly more likely to believe that they had experienced various forms of exclusionary conduct and discrimination than those in the majority (Guiffrida et al., 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles et al., 2006; Silverschanz et al., 2008; Yosso et al., 2009).

Twenty-one percent ( $n = 498$ ) of SVSU survey respondents reported having observed conduct or communications directed toward a person or group of people at SVSU that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. Two percent ( $n = 54$ ) of respondents believed that they had experienced unwanted physical sexual contact while a member of the SVSU community.

## **Faculty, Staff, and Administrative Professional Perceptions of Climate**

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

### **Campus Climate and Work-Life Issues**

Several survey items addressed employees' (Faculty, Staff, and Administrative Professional respondents')<sup>58</sup> experiences at SVSU, their perceptions of specific SVSU policies, their attitudes about the climate and work-life issues at SVSU, and Faculty attitudes about tenure and advancement processes at SVSU.

Table 33 illustrates responses to some of these questions by position, gender identity,<sup>59</sup> racial identity, disability status, sexual identity,<sup>60</sup> military status, citizenship status, and religious/spiritual affiliation<sup>61</sup> where the responses for these groups significantly differed from one another; splits are not presented in the table where the results were not statistically significant.

Thirty-one percent ( $n = 238$ ) of employee respondents strongly agreed or agreed that they were reluctant to bring up issues that concerned them for fear it would affect their performance evaluations or tenure/merit/promotion decisions. Thirty-two percent ( $n = 111$ ) of Faculty respondents, 30% ( $n = 49$ ) of Staff respondents, and 37% ( $n = 78$ ) of Administrative Professional respondents were reluctant to bring up issues that concerned them for fear that it would affect their performance evaluations or tenure/merit/promotion decisions. Thirty percent ( $n = 94$ ) of Men employee respondents and 34% ( $n = 132$ ) of Women employee respondents were reluctant

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<sup>58</sup>For the items in Tables 33 through 36 and related narrative, the term "employee" includes all Faculty, Staff, and Administrative Professional respondents.

<sup>59</sup>Transgender and Genderqueer employee respondents were not included in these analyses because their numbers were too few to ensure confidentiality.

<sup>60</sup>Faculty, Staff, and Administrative Professional respondents who chose more than one response for sexual identity (i.e., Multiple Sexual Identity) were not included in these analyses because their numbers were too few to ensure confidentiality.

<sup>61</sup>Faculty, Staff, and Administrative Professional respondents who chose more than one response for religious/spiritual affiliation (i.e., Multiple Faith-Based Affiliations) were not included in these analyses because their numbers were too few to ensure confidentiality.

to bring up issues of concern for fear that it will affect their evaluations or other employment decisions. Likewise, 47% ( $n = 7$ ) of Multiracial employee respondents, 41% ( $n = 26$ ) of employee Respondents of Color, and 30% ( $n = 181$ ) of White employee respondents were reluctant to bring up issues that concerned them for fear that it would affect their performance evaluations or tenure/merit/promotion decisions. While 31% ( $n = 185$ ) of Heterosexual employee respondents were reluctant to bring up issues that concerned them, 41% ( $n = 14$ ) of Asexual/Other employee respondents and 40% ( $n = 17$ ) of LGBQ employee respondents were reluctant to bring up issues that concerned them. Thirty percent ( $n = 171$ ) of employee respondents with No Disabilities, 39% ( $n = 30$ ) of employee respondents with Single Disabilities, and 58% ( $n = 19$ ) of employee respondents with Multiple Disabilities were reluctant to bring up issues that concerned them for fear that it would affect their performance evaluations or tenure/merit/promotion decisions.

Twenty-two percent ( $n = 168$ ) of employee respondents strongly agreed or agreed that their colleagues/coworkers expect them to represent “the point of view” of their identities. Twenty-four percent ( $n = 60$ ) of Men employee respondents and 31% ( $n = 102$ ) of Women employee respondents noted that their colleagues/coworkers expect them to represent “the point of view” of their identities. Twenty-seven percent ( $n = 130$ ) of White employee respondents and 17% ( $n = 2$ ) of Multiracial employee respondents “strongly agreed”/“agreed” that their colleagues/coworkers expect them to represent “the point of view” of their identities, in contrast with 42% ( $n = 27$ ) of People of Color employee respondents who felt that their colleagues/coworkers expect them to represent “the point of view” of their identities.

Sixty percent ( $n = 456$ ) of employee respondents believed that salary determinations were clear. 77 percent ( $n = 269$ ) of Faculty respondents, 66% ( $n = 96$ ) of Staff respondents, and 42% ( $n = 91$ ) of Administrative Professional respondents believed that salary determinations were clear. Sixty-three percent ( $n = 406$ ) of U.S. Citizen respondents and 83% ( $n = 43$ ) of Non-U.S. Citizen respondents believed that salary determinations were clear.

**Table 33. Attitudes about Work-Related Issues by Position, Gender Identity, Racial Identity, Sexual Identity, Disability Status, Military Status, and Citizenship Status**

Issues	Strongly agree		Agree		Disagree		Strongly disagree		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	
<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>									
Position <sup>xxviii</sup>									
	Faculty	38	10.9	73	21.0	110	31.6	36.5	127
	Staff	23	14.2	26	26.0	69	42.6	44	27.2
	Administrative Professional	38	17.9	40	18.9	72	34.0	62	29.2
Gender Identity <sup>xxix</sup>									
	Man	39	12.5	55	17.6	97	31.0	122	39.0
	Woman	50	12.7	82	20.8	151	38.3	111	28.2
Racial Identity <sup>xxx</sup>									
	People of Color	7	11.1	19	30.2	17	27.0	20	31.7
	White	76	12.6	105	17.4	226	37.4	198	32.7
	Multiracial	< 5	--	6	40.0	< 5	--	7	46.7
Disability Status <sup>xxxi</sup>									
	Multiple Disabilities	10	30.3	9	27.3	6	18.2	8	24.2
	Single Disability	13	16.7	17	21.8	27	34.6	21	26.9
	No Disability	67	11.7	104	18.2	201	35.1	200	35.0
<b>My colleagues/coworkers expect me to represent “the point of view” of my identity.</b>									
Gender Identity <sup>xxxii</sup>									
	Man	16	6.3	44	17.3	102	40.2	92	36.2
	Woman	22	6.7	80	24.3	149	45.3	78	23.7
Racial Identity <sup>xxxiii</sup>									
	People of Color	12	18.8	15	23.4	26	40.6	11	17.2
	White	26	5.3	104	21.3	212	43.4	147	30.1
	Multiracial	< 5	--	< 5	--	< 5	--	8	66.7
<b>I believe salary determinations are clear.</b>									
Position <sup>xxxiv</sup>									
	Faculty	82	23.4	187	53.3	52	14.8	30	8.5
	Staff	23	15.9	73	50.3	29	20.0	20	13.8
	Administrative Professional	23	10.7	68	31.6	56	26.0	68	31.6
Citizenship <sup>xxxv</sup>									
	US Citizen	110	17.0	296	45.7	127	19.6	114	17.6
	Non-US Citizen	17	32.7	26	50.0	8	15.4	< 5	--

Note: Table includes Faculty, Staff, and Administrative Professional responses (*n* = 711) only.

One hundred seventy Faculty/Staff respondents elaborated on experiences of their work life relative to several statements. The statements most respondents elaborated on were: “I believe

salary determinations are clear” and “I am comfortable taking leave that I am entitled to without fear that it may affect my job/career.”

*Lack of salary clarity.* More than 20 Faculty/Staff respondents drew particular attention to the statement related to their belief of whether salary determinations are clear. Respondents offered, “Salary is not equal for the same work as co-worker with about the same amount of time.” Another respondents shared, “Salary determinations are very subjective and include way too much personal bias.” The sentiment of salaries being unequal across SVSU was something other respondents drew attention towards as well. One respondent wrote, “I also am aware of salary discrepancies of my position with similar positions on campus.” Yet another respondent who felt similarly shared, “These salaries across the board are very skewed.” Other concerns related to the clarity of salaries revolved around the notion that respondents were unsure how salary determinations were made. One respondent wrote, “Salary determinations are unclear to the extent that job descriptions have expanded without reevaluation of appropriate salary with similar positions industry wide.”

*Ability to take leave.* Faculty/Staff respondents also drew attention to the statement related to their comfort in taking leave. Respondents mostly shared that they were not completely comfortable taking leave because of others’ reactions. One respondent wrote, “I have not felt comfortable taking sick leave or personal leave, because of the reaction of some department and college member’s reactions.” Another respondent shared, “Whenever I ask for vacation time or personal time, I feel that I’m having to beg for the time off...I shouldn’t have to worry at all times that the vacation approval is being denied because the manager doesn’t feel like letting me have the time off.” Respondents also shared that they felt their office was generally understaffed and as such they did not feel comfortable taking time off in those instances. A respondent who indicated they felt this way wrote, “Summer is our busiest time of the year. We are strongly encouraged not to take any time off in August.” Another respondent who shared a similar concern wrote, “Since we are thinly staffed, it can be difficult to take the full allotment of vacation time and stay on top of work expectations.” Generally respondents seemed to indicate that taking time off caused them some angst because, as one respondent wrote, “One is granted time off when asked for, but made to feel guilty about using it.”

Table 34 illustrates responses to additional work-life questions by position, gender identity,<sup>62</sup> racial identity, disability status, sexual identity,<sup>63</sup> military status, citizenship status, and religious/spiritual affiliation<sup>64</sup> where the responses for these groups significantly differed from one another; splits are not presented in the table where the results were not statistically significant.

Fifty-nine percent ( $n = 451$ ) of Faculty, Staff, and Administrative Professional respondents were comfortable taking leave that they were entitled to without fear that it may affect their job/careers. No differences were noted across demographic information for this specific variable question.

Thirty-two percent ( $n = 243$ ) of employee respondents felt that they had to work harder than their colleagues/coworkers did to achieve the same recognition. 31 percent ( $n = 107$ ) of Faculty respondents, 32% ( $n = 51$ ) of Staff respondents, and 41% ( $n = 85$ ) of Administrative Professional respondents felt that they had to work harder than their colleagues to achieve the same recognition. A higher percentage of Women employee respondents (36%,  $n = 140$ ) than Men employee respondents (31%,  $n = 94$ ) felt that they had to work harder than their colleagues/coworkers did to achieve the same recognition. Similarly, higher percentages of People of Color employee respondents (51%,  $n = 34$ ) and Multiracial employee respondents (51%,  $n = 7$ ) than White employee respondents (31%,  $n = 181$ ) felt that they had to work harder than their colleagues/coworkers did to achieve the same recognition. Finally, 45% ( $n = 20$ ) of LGBTQ employee respondents, 33% ( $n = 12$ ) of Asexual/Other employee respondents, and 23% ( $n = 194$ ) of Heterosexual employee respondents were reluctant to bring up issues that concerned them.

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<sup>62</sup>Transgender and Genderqueer respondents were not included in these analyses because their numbers were too few to ensure confidentiality.

<sup>63</sup>Faculty, Staff, and Administrative Professional respondents who chose more than one response for sexual identity (i.e., Multiple Sexual Identity) were not included in these analyses because their numbers were too few to ensure confidentiality.

<sup>64</sup>Faculty, Staff, and Administrative Professional who chose more than one response for religious/spiritual affiliation (i.e., Multiple Faith-Based Affiliations) were not included in these analyses because their numbers were too few to ensure confidentiality.

**Table 34. Attitudes about Work-Related Issues by Position, Gender Identity, Racial Identity, Sexual Identity, Disability Status, Military Status, and Citizenship Status**

Issues	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I have to work harder than I believe my colleagues/coworkers do to achieve the same recognition.</b>								
Position <sup>xxxvi</sup>								
Faculty	36	10.5	71	20.7	149	43.4	87	25.4
Staff	24	15.0	27	16.9	78	48.8	31	19.4
Administrative Professional	33	15.9	52	25.1	89	43.0	33	15.9
Gender Identity <sup>xxxvii</sup>								
Men	39	12.7	55	18.0	132	43.1	80	26.1
Women	49	12.6	91	23.3	180	46.2	70	17.9
Racial Identity <sup>xxxviii</sup>								
Person of Color	8	11.9	26	38.8	22	32.8	11	16.4
White	72	12.1	109	18.4	276	46.5	136	22.9
Multiracial	3	21.4	< 5	--	7	50.0	< 5	--
Sexual Identity <sup>xxxix</sup>								
Asexual/Other	4	11.1	8	22.2	16	44.4	8	22.2
Heterosexual	69	11.7	125	21.2	264	44.7	132	22.4
LGBQ	13	28.9	7	15.6	20	44.4	5	11.1

Note: Table includes Faculty, Staff, and Administrative Professional responses (*n* = 674) only.

<sup>xxxviii</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrative Professional who were reluctant to bring up issues of concern by position:  $\chi^2(6, N = 722) = 13.9, p < .05$ .

<sup>xxxix</sup>A chi-square test was conducted to compare percentages of employee respondents who reported being reluctant to bring up issues for fear it will affect performance evaluation or tenure decision by gender identity:  $\chi^2(3, N = 707) = 9.8, p < .05$ .

<sup>xxx</sup>A chi-square test was conducted to compare percentages of employee respondents who reported being reluctant to bring up issues for fear it will affect performance evaluation or tenure decision by racial identity:  $\chi^2(6, N = 683) = 15.2, p < .05$ .

<sup>xxxix</sup>A chi-square test was conducted to compare percentages of employee respondents who reported being reluctant to bring up issues for fear it will affect performance evaluation or tenure decision by disability status:  $\chi^2(6, N = 683) = 15.5, p < .05$ .

<sup>xxxii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that coworkers expected them to represent the point of view of their identities by gender identity:  $\chi^2(3, N = 583) = 11.9, p < .01$ .

<sup>xxxiii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that coworkers expected them to represent the point of view of their identities by racial identity:  $\chi^2(6, N = 565) = 26.9, p < .001$ .

<sup>xxxiv</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that the process for determining salaries is clear by position:  $\chi^2(6, N = 711) = 79.0, p < .001$ .

<sup>xxxv</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that the process for determining salaries is clear by citizenship:  $\chi^2(3, N = 699) = 14.4, p < .01$ .

<sup>xxxvi</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that they had to work harder than their colleagues to achieve the same recognition by position:  $\chi^2(6, N = 710) = 13.0, p < .05$ .

<sup>xxxvii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that they had to work harder than their colleagues to achieve the same recognition by gender identity:  $\chi^2(3, N = 696) = 8.0, p < .05$ .

<sup>xxxviii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that they had to work harder than their colleagues to achieve the same recognition by racial identity:  $\chi^2(6, N = 674) = 20.4, p < .01$ .

<sup>xxxix</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that they had to work harder than their colleagues to achieve the same recognition by sexual identity:  $\chi^2(6, N = 671) = 12.9, p < .05$ .

Several survey items queried Faculty, Staff, and Administrative Professionals about their opinions regarding work-life issues at SVSU. Eighty-three percent ( $n = 447$ ) of Faculty, Staff, and Administrative Professional respondents “strongly agreed” or “agreed” that SVSU is supportive of taking leave. Significant differences emerged based on sexual identity and disability status (Table 35).

Seventy-six percent ( $n = 508$ ) of Faculty, Staff, and Administrative Professional respondents found SVSU supportive of flexible work schedules. Significant differences emerged based on respondents’ position status: 84% ( $n = 254$ ) of Faculty respondents, 73% ( $n = 112$ ) of Staff respondents, and 67% ( $n = 142$ ) of Administrative Professional respondents felt that SVSU was supportive of flexible work schedules. Frequencies and significant differences based on position status and disability status are provided in Table 35.

Twenty-one percent ( $n = 120$ ) of Faculty, Staff, and Administrative Professional respondents indicated that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children (Table 35). Twenty-four percent ( $n = 78$ ) of Women employee respondents and 15% ( $n = 38$ ) of Men employee respondents indicated that people who do not have children are burdened with work responsibilities beyond those who do have children. Thirty-nine percent ( $n = 14$ ) of LGBQ employee respondents, 20% ( $n = 96$ ) of Heterosexual employee respondents, and 19% ( $n = 5$ ) of Asexual/Other employee respondents indicated that people who do not have children are burdened with work responsibilities beyond those who do have children.

Thirty-nine percent ( $n = 189$ ) of Faculty, Staff, and Administrative Professional respondents suggested that SVSU provides available resources to help employees balance work-life needs, such as childcare and elder care. Significant differences emerged based on respondents’ position status: 33% ( $n = 65$ ) of Faculty respondents, 51% ( $n = 60$ ) of Staff respondents, and 42% ( $n = 64$ ) of Administrative Professional respondents felt that SVSU provided such resources.

**Table 35. Attitudes about Work-Life Issues and Caregiving**

Issues	Strongly agree		Agree		Disagree		Strongly disagree		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	
<b>I find that SVSU is supportive of taking leave.</b>									
Sexual Identity <sup>xi</sup>									
	LGBQ	< 5	--	19	57.6	11	33.3	< 5	--
	Heterosexual	99	22.0	278	61.8	58	12.9	15	3.3
	Asexual/Other	5	20.0	16	64.0	2	8.0	2	8.0
Disability Status <sup>xii</sup>									
	Single Disability	10	16.7	34	56.7	15	25.0	< 5	--
	No Disability	100	23.3	270	62.9	41	9.6	18	4.2
	Multiple Disabilities	< 5	--	12	48.0	12	48.0	< 5	--
<b>I find that SVSU is supportive of flexible work schedules.</b>									
Position Status <sup>xiii</sup>									
	Faculty	54	17.9	200	66.2	37	12.3	11	3.6
	Staff	25	16.3	87	56.9	26	17.0	15	9.8
	Administrative Professional	36	17.1	106	50.5	50	23.8	18	8.6
Disability Status <sup>xiii</sup>									
	Single Disability	13	17.6	36	48.6	17	23.0	8	10.8
	No Disability	97	18.5	318	60.7	79	15.1	30	5.7
	Multiple Disabilities	< 5	--	17	54.8	6	19.4	5	16.1
<b>I feel that faculty/staff who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children.</b>									
Gender Identity <sup>xiv</sup>									
	Man	14	5.6	24	9.6	134	53.8	77	30.9
	Woman	18	5.5	60	18.4	171	52.5	77	23.6
Sexual Identity <sup>xiv</sup>									
	LGBQ	5	13.9	9	25.0	19	52.8	< 5	--
	Heterosexual	26	5.3	70	14.3	258	52.9	134	27.5
	Asexual/Other	< 5	--	< 5	--	12	44.4	10	37.0
<b>I feel that SVSU provides available resources to help employees balance work-life needs, such as childcare and elder care.</b>									
Position Status <sup>xvi</sup>									
	Faculty	11	5.6	54	27.4	68	34.5	64	32.5
	Staff	10	8.5	50	42.7	36	30.8	21	17.9
	Administrative Professional	13	7.7	51	30.4	57	33.9	47	28.0

Note: Table includes Faculty, Staff, and Administrative Professional responses (*n* = 700) only.

The majority (70%,  $n = 457$ ) of Faculty, Staff, and Administrative Professional respondents indicated that they had supervisors at SVSU who gave them career advice or guidance when they needed it (Table 36).

Sixty-four percent ( $n = 483$ ) of Faculty, Staff, and Administrative Professional respondents indicated that their supervisors provided them with resources to pursue professional development opportunities, and 62% ( $n = 473$ ) agreed that their supervisors provided ongoing feedback to help improve their performance. Significant differences based on disability status are provided in Table 36.

Among employee respondents, 83% ( $n = 560$ ) of Faculty, Staff, and Administrative Professional respondents indicated that they have colleagues/coworkers who give them job/career advice or guidance when they need it. Significant differences based on disability status are provided in Table 36.

Sixty-four percent ( $n = 483$ ) of employee respondents indicated that their supervisor provides them with resources to pursue professional development opportunities. Significant differences based on sexual identity and disability status are provided in Table 36. Similarly, 82% ( $n = 574$ ) of employee respondents noted that SVSU provides them with resources to pursue professional development opportunities. Significant differences based on disability status are provided in Table 36.

Regarding feedback, 68% ( $n = 473$ ) of employee respondents believed that their supervisor provides ongoing feedback to help them improve their performance. Significant differences based on disability status are provided in Table 36.

Eighty percent ( $n = 571$ ) of employee respondents indicated that they have adequate access to administrative support. Significant differences emerged based on respondents' position status: 83% ( $n = 295$ ) of Faculty respondents, 81% ( $n = 126$ ) of Staff respondents, and 75% ( $n = 150$ ) of Administrative Professional respondents felt that they have adequate access to administrative support. Significant differences based on gender identity are provided in Table 36.

**Table 36. Perceptions of Support and Resources Available at SVSU**

Resources	Strongly agree		Agree		Disagree		Strongly disagree	
	<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>								
Disability Status <sup>xlvi</sup>								
Single Disability	10	14.1	26	36.6	22	31.0	13	18.3
No Disability	111	21.2	278	53.2	84	16.1	50	9.6
Multiple Disabilities	< 5	--	10	33.3	10	33.3	9	30.0
<b>I have colleagues/coworkers who give me job/career advice or guidance when I need it.</b>								
Disability Status <sup>xlvi</sup>								
Single Disability	13	18.3	41	57.7	9	12.7	8	11.3
No Disability	135	24.7	327	59.9	60	11.0	24	4.4
Multiple Disabilities	< 5	--	14	50.0	8	28.6	< 5	--
<b>My supervisor provides me with resources to pursue professional development opportunities.</b>								
Sexual Identity <sup>xlvi</sup>								
LGBQ	11	25.0	15	34.1	10	22.7	8	18.2
Heterosexual	124	22.2	286	51.3	102	18.3	46	8.2
Asexual/Other	5	14.7	13	38.2	10	29.4	6	17.6
Disability Status <sup>l</sup>								
Single Disability	14	19.2	27	37.0	19	26.0	13	17.8
No Disability	127	23.6	280	52.0	92	17.1	39	7.2
Multiple Disabilities	< 5	--	7	23.3	12	40.0	8	26.7
<b>SVSU provides me with resources to pursue professional development opportunities.</b>								
Disability Status <sup>li</sup>								
Single Disability	17	23.6	38	52.8	11	15.3	6	8.3
No Disability	135	24.1	335	59.8	68	12.1	22	3.9
Multiple Disabilities	< 5	--	13	41.9	9	29.0	5	16.1
<b>My supervisor provides ongoing feedback to help me improve my performance.</b>								
Disability Status <sup>lii</sup>								
Single Disability	14	18.9	29	39.2	18	24.3	13	17.6
No Disability	99	17.8	302	54.2	112	20.1	44	7.9
Multiple Disabilities	< 5	--	7	23.3	13	43.3	8	26.7

Note: Table includes Faculty, Staff, and Administrative Professional responses (*n* = 700) only.

Eighty Faculty respondents elaborated on their experience of work life related to statements provided. The major theme that emerged from responses was not related to a specific statement, but instead to a specific identity. This theme is offered below with supporting quotations.

*Adjunct status.* More than 25 Faculty respondents indicated that these items did not apply to them because of their Adjunct Faculty status. Respondents typically wrote, “Adjunct faculty receive none of these benefits, so are not beholden to most of these responsibilities” and “I think it shows a serious problem that as a faculty member, but an adjunct, none of these questions are applicable to me. In other words, we’re not really faculty.” Other respondents shared, “As an adjunct, these issues mostly do not apply,” “much of this is not applicable to me,” and “most of this does not apply to my level of employment here.” Generally, most of the comments from this section echoed the sentiments of one respondent who wrote, “I really do not know much about this for adjunct faculty and how it relates.”

One hundred sixty Staff/Faculty responded to statements related to work life issues. The statements most respondents elaborated on were: “I feel that SVSU provides available resources to help employees balance work-life needs, such as childcare and elder care” and “My supervisor/SVSU provides me with resources to pursue professional development opportunities.”

*Lack of assistance with childcare.* Staff/Faculty respondents elaborated specifically on their experience of work life related to childcare assistance. Several respondents indicated that they believed SVSU should consider providing childcare support. Respondents wrote, “Child care resources are limited,” “SVSU should give strong consideration to offering childcare on campus,” and “There is absolutely no assistance with child care.” Other respondents shared that they were “shocked” that SVSU had not already considered offering childcare. One such respondent wrote, “There is no childcare! How is that possible at a university of this size?” and “There is no on-site child care... which is unheard of, especially since we have an early childhood education program!” Generally respondents seemed to be disappointed with the lack of childcare support and expressed that, “SVSU should have some form of child care.”

*Professional development.* The second theme that emerged from the narratives was related to the support for professional development. Staff/Faculty respondents commented specifically on the notion of professional development. Most of the respondents shared that they do not feel supported in their efforts to attend or participate in professional development opportunities. One respondent echoed the sentiments of other respondents, “In the past when I have asked to attend training that would aid me in doing my job better I was turned down.” Another respondent

shared, “SVSU lacks interests in their support staff. We are rarely offered opportunities to attend professional development seminars and are often times expected to ‘fill-in’ the seats when the university hosts events that show poor attendance.” While a few respondents indicated that they believed “SVSU provides quite a few resources to pursue professional development opportunities,” most others expressed that they “would really like to have more professional development opportunities.”

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<sup>xi</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that SVSU was supportive of taking leave by sexual identity:  $\chi^2(6, N = 508) = 15.1, p < .05$ .

<sup>xii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that SVSU was supportive of taking leave by disability status:  $\chi^2(9, N = 542) = 43.4, p < .001$ .

<sup>xiii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that SVSU is supportive of flexible work schedules by position:  $\chi^2(6, N = 665) = 22.8, p < .01$ .

<sup>xiii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that SVSU is supportive of flexible work schedules by disability status:  $\chi^2(9, N = 665) = 20.4, p < .05$ .

<sup>xiv</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that people who do not have children are burdened with work responsibilities beyond those who do have children by gender identity:  $\chi^2(3, N = 575) = 10.3, p < .05$ .

<sup>xiv</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that people who do not have children are burdened with work responsibilities beyond those who do have children by sexual identity:  $\chi^2(6, N = 551) = 13.1, p < .05$ .

<sup>xvi</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that SVSU provides available resources to help employees balance work-life needs by position:  $\chi^2(6, N = 482) = 12.7, p < .05$ .

<sup>xvii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that they have supervisors who give them job/career advice or guidance by disability status:  $\chi^2(9, N = 656) = 41.4, p < .001$ .

<sup>xviii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported having colleagues/coworkers who give them job/career advice or guidance by disability status:  $\chi^2(9, N = 678) = 18.3, p < .05$ .

<sup>xlix</sup>A chi-square test was conducted to compare percentages of employee respondents who indicated that their supervisors provide resources to pursue professional development opportunities by sexual identity:  $\chi^2(9, N = 636) = 13.6, p < .05$ .

<sup>i</sup>A chi-square test was conducted to compare percentages of employee respondents who indicated that their supervisors provide resources to pursue professional development opportunities by disability status:  $\chi^2(9, N = 675) = 41.9, p < .001$ .

<sup>ii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that SVSU provides resources to pursue professional development opportunities by disability status:  $\chi^2(9, N = 703) = 25.9, p < .01$ .

<sup>iii</sup>A chi-square test was conducted to compare percentages of employee respondents who indicated that their supervisors provide ongoing feedback to help them improve their performance by disability status:  $\chi^2(9, N = 694) = 35.9, p < .001$ .

## Perceptions of Employment Practices

Regarding respondents' observations of discriminatory employment practices, 13% ( $n = 49$ ) of Faculty respondents, 22% ( $n = 38$ ) of Staff respondents, and 25% ( $n = 54$ ) of Administrative Professional respondents observed hiring practices at SVSU (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) within the past year/hiring cycle that they perceived to be unfair or unjust or that would inhibit diversifying the community (Table 37).

**Table 37. Employee Respondents Who Believed that They Had Observed Employment Practices that were Unfair or Unjust, or that Would Inhibit Diversifying the Community**

	Hiring practices		Employment-related disciplinary actions		Procedures or practices related to promotion/tenure/reclassification	
	<i>N</i>	%	<i>N</i>	%	<i>n</i>	%
<b>No</b>						
Faculty	253	66.2	289	76.5	241	62.9
Staff	89	51.4	111	65.7	91	52.9
Administrative Professional	142	65.4	171	78.8	127	58.8
<b>Yes</b>						
Faculty	49	12.8	25	6.6	57	14.9
Staff	38	22.0	23	13.6	44	25.6
Administrative Professional	54	24.9	24	11.1	57	26.4
<b>Don't know</b>						
Faculty	80	20.9	64	16.9	85	22.2
Staff	46	26.6	35	20.	37	21.5
Administrative Professional	21	9.7	22	10.1	32	14.8

Note: Answered by Faculty, Staff, and Administrative Professional respondents ( $n = 772$ ) only.

Of those Faculty, Staff, and Administrative Professional respondents who believed that they had observed discriminatory hiring, 26% ( $n = 37$ ) said it was based on nepotism, 21% ( $n = 29$ ) on educational credentials, 20% ( $n = 28$ ) on position, 18% ( $n = 26$ ) on race, and 17% ( $n = 24$ ) on gender/gender identity.

Additional analyses<sup>65</sup> indicated the following:

- By racial identity: 15% ( $n = 98$ ) of White employee respondents, 38% ( $n = 27$ ) of People of Color employee respondents, and 12% ( $n = 2$ ) of Multiracial employee respondents observed unfair or unjust hiring at SVSU.<sup>liii</sup>
- By disability status: 49% ( $n = 17$ ) of employee respondents with Multiple Disabilities versus 23% ( $n = 19$ ) of employee respondents with Single Disabilities and 15% ( $n = 92$ ) of employee respondents with No Disabilities believed that they had observed discriminatory hiring practices.<sup>liv</sup>

Fifty-five respondents elaborated on their observation of unfair or unjust hiring practices. The most prominent that emerged from these responses is presented below with supporting quotations highlighting the ways respondents observed this behavior.

*Nepotism and internal bias.* Respondents offered that the unfair or unjust practice they observed was related to a form of nepotism or internal bias. Respondents shared examples wherein “family and friends” were hired and when they believe that SVSU “hire[d] and promote[d] from within.” In offering further examples of unjust nepotistic hiring practices one respondent wrote, “There have been numerous times over the years when the recommendations of the hiring committee are overruled so that someone in upper administration can hire the person they want to hire even if they are not the best candidate for the position.” Another respondent shared, “...a person already identified (within closed doors) is hired based on who they are and their status at the University even though they give prospective employee's (internal and external) the chance to submit applications and go through the hiring process.” Respondents who shared that they believed SVSU had “too many internal hires” shared instances wherein positions seemed to be written for specific candidates. One respondent wrote, “[The] position description was developed/revised to match a specific candidate.” Another respondent wrote, “Save money. Just hire the internal candidate. You do it anyway.” Respondents seemed to feel that SVSU is “hiring within university only” and that “people get jobs without there being a posting and a new position is created and they get it without anyone else being able to apply.”

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<sup>65</sup>Chi-square analyses were conducted by position status, gender identity, racial identity, sexual identity, and disability status; only significant differences are reported.

Nine percent ( $n = 72$ ) of Faculty, Staff., and Administrative Professional respondents reported having observed unfair or unjust employment-related disciplinary actions up to and including dismissal at SVSU. Additional analyses indicated that of those individuals, 29% ( $n = 21$ ) said that they believed that the discrimination was based on position, 22% ( $n = 16$ ) on philosophical views, 19% ( $n = 14$ ) on age, 19% ( $n = 14$ ) on gender/gender identity, and 11% ( $n = 8$ ) on race. Additional analyses also indicated the following:<sup>66</sup>

- By position: 14% ( $n = 23$ ) of Staff respondents and 11% ( $n = 24$ ) of Administrative Professional respondents reported having observed discriminatory disciplinary actions as compared to 7% ( $n = 25$ ) of Faculty respondents.<sup>lv</sup>
- By racial identity: 8% ( $n = 52$ ) of White employee respondents, 15% ( $n = 10$ ) of employee Respondents of Color reported having observed discriminatory disciplinary actions at SVSU.<sup>lvi</sup>
- By disability status: 31% ( $n = 11$ ) of employee respondents with Multiple Disabilities versus 19% ( $n = 7$ ) of employee respondents with a Single Disability and 8% ( $n = 46$ ) of employee respondents with No Disabilities believed that they had witnessed discriminatory disciplinary actions.<sup>lvii</sup>

Twenty-four respondents elaborated on their observation of unfair or unjust employment related discipline or action. The one theme that emerged among these responses is presented below with supporting quotations that highlight how respondents observed this behavior.

*Inconsistencies.* Several respondents suggested that the unfair or unjust employment related action they observed was the inconsistent disciplining of some employees. Respondents commented on the inconsistencies in a number of ways. One respondent shared that “different standards for different individuals” were apparent and that “policies [are] not clear and groups look targeted while others [are] left alone.” Another respondent shared that some supervisors are able to discipline staff for incidents although the supervisor is able to commit the same infraction. This respondent wrote, “For example a foreman sought and received support from administration to give a[n] employee a level 1 write up for use of vulgarity while that same

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<sup>66</sup>Chi-square analyses were conducted by position, gender identity, racial identity, sexual identity, and disability status; only significant differences are reported.

foreman often uses that same vulgar expression (and worse) in front of staff members, students and administration with impunity.”

Twenty-one percent ( $n = 158$ ) of Faculty, Staff, and Administrative Professional respondents reported having observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification at SVSU. Additional analyses indicated that respondents believed that this was based on nepotism (1%,  $n = 32$ ), position (1%,  $n = 33$ ), or other reasons (2%,  $n = 41$ ).

Additional analyses<sup>67</sup> also indicated the following:

- By position: 26% ( $n = 44$ ) of Staff respondents and 26% ( $n = 57$ ) of Administrative Professional respondents reported having observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification as compared to 15% ( $n = 57$ ) of Faculty respondents.<sup>lviii</sup>
- By disability status: 46% ( $n = 16$ ) of employee respondents with Multiple Disabilities versus 25% ( $n = 20$ ) of employee respondents with Single Disabilities and 18% ( $n = 108$ ) of employee respondents with No Disabilities believed that they had observed discriminatory promotion/tenure/reappointment/reclassification.<sup>lix</sup>

Fifty Staff/Faculty respondents elaborated on their observation of unfair or unjust promotion, tenure, reappointment, or reclassification practices at SVSU. One theme emerged more than others and this theme is presented below with supporting quotations highlighting the most commonly cited examples of how this practice was observed.

*Qualifications.* Staff/Faculty respondents shared that the unfair or unjust practices they observed at SVSU had to deal with individuals who they believed were not qualified for the position or promotion they received. One respondent wrote, “I believe someone was promoted above their qualifications because of their connection to a supervisor.” Another respondent shared, “I have seen a person get hired temporarily in a new position that he is completely unqualified for...He won’t work the hours that are needed so SVSU is spending more money for extra help to cover the work he can’t do. And the people he supervises have to double and triple check his work,

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

because it doesn't get done." Yet another respondent shared that they have witnessed people "promoted to administrative positions that seemed to be based on philosophical allegiance rather than qualifications, job performance, or ethical behavior." Generally, respondents expressed that people seem to receive jobs they are not qualified for.

### **Faculty Respondents' Views on College Policies**

One survey item queried Faculty respondents ( $n = 384$ ) about their opinions regarding a variety of work-life issues specific to faculty work (Table 38).<sup>68</sup> More than half of Faculty respondents "agreed" or "strongly agreed" that SVSU's tenure/promotion process was clear (51%,  $n = 192$ ) and reasonable (53%,  $n = 198$ ). Additional analyses indicated:

- By disability status: 41% ( $n = 7$ ) of Faculty respondents with Multiple Disabilities, 54% ( $n = 25$ ) of Faculty respondents with Single Disabilities, and 52% ( $n = 154$ ) of Faculty respondents with No Disabilities felt that the processes were clear and reasonable.<sup>lx</sup>

More than half (56%,  $n = 210$ ) of Faculty respondents felt that their service contributions were important to tenure/promotion at SVSU. Additional analyses indicated:

- By disability status: 59% ( $n = 10$ ) of Faculty respondents with Multiple Disabilities, 64% ( $n = 30$ ) of Faculty respondents with Single Disabilities, and 53% ( $n = 159$ ) of Faculty respondents with No Disabilities felt that their service contributions were important to tenure/promotion.<sup>lxi</sup>

Few (14%,  $n = 50$ ) Faculty respondents felt pressured to change their research agendas to achieve tenure or be promoted at SVSU. Additional analyses indicated:

- By disability status: 29% ( $n = 5$ ) of Faculty respondents with Multiple Disabilities, 22% ( $n = 10$ ) of Faculty respondents with Single Disabilities, and 12% ( $n = 35$ ) of Faculty respondents with No Disabilities felt pressured to change their research agendas to achieve tenure or be promoted.<sup>lxii</sup>

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

More than half (63%,  $n = 233$ ) of Faculty respondents felt that their colleagues include them in opportunities that will help their career as much as they do others in their position. Additional analyses revealed no significant differences between groups.

Twenty-eight percent ( $n = 104$ ) of Faculty respondents felt that their diversity-related contributions have been/will be valued for promotion or tenure. Additional analyses indicated:

- By racial identity: 26% ( $n = 81$ ) of White Faculty, 31% ( $n = 4$ ) of Multiracial Faculty, and 33% ( $n = 13$ ) of People of Color Faculty felt that their diversity-related are valued for promotion or tenure.<sup>lxiii</sup>
- By sexual identity: 20% ( $n = 7$ ) of LGBTQ Faculty, 28% ( $n = 87$ ) of Heterosexual Faculty, and 13% ( $n = 2$ ) of Asexual/Other Faculty felt that their diversity-related are valued for promotion or tenure.<sup>lxiv</sup>
- By disability status: 15% ( $n = 7$ ) of Faculty with a Single Disability, 28% ( $n = 84$ ) of Faculty with No Disability, and 35% ( $n = 6$ ) of Faculty with Multiple Disabilities felt that their diversity-related are valued for promotion or tenure.<sup>lxv</sup>

**Table 38. Faculty Respondents' Attitudes about Tenure and Advancement Processes**

<b>Issues</b>	<b>Strongly agree</b>		<b>Agree</b>		<b>Disagree</b>		<b>Strongly disagree</b>		<b>Not applicable</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that the tenure/promotion process is clear.	72	19.1	120	31.9	42	11.2	15	4.0	127	33.8
I believe that the tenure/promotion standards are reasonable.	70	18.8	128	34.3	34	9.1	8	2.1	133	35.7
I feel that my service contributions are important to tenure/promotion.	74	19.8	136	36.4	19	5.1	8	2.1	137	36.6
I feel pressured to change my research agenda to achieve tenure/promotion.	14	.3.8	36	9.7	100	26.8	49	13.1	174	46.6
I feel that my diversity-related research/teaching/service contributions have been/will be valued for promotion or tenure.	21	5.6	83	22.3	33	8.7	11	3.0	224	60.2
I believe the tenure standards/promotion standards are applied equally to all faculty.	33	8.9	130	35.1	50	13.5	32	8.6	125	33.8

Note: Table includes Faculty respondents (*n* = 370) only.

Forty-four percent ( $n = 163$ ) of Faculty respondents felt that tenure standards/promotion standards were applied equally to all SVSU faculty. Figure 34 depicts groups' responses, and additional analyses indicated the following significant differences:

- By gender identity: 53% ( $n = 102$ ) of Men Faculty and 34% ( $n = 61$ ) of Women Faculty felt that tenure standards/promotion standards are applied equally to all faculty.<sup>lxvi</sup>
- By disability status: 40% ( $n = 19$ ) of Faculty with a Single Disability, 44% ( $n = 131$ ) of Faculty with No Disability, and 24% ( $n = 4$ ) of Faculty with Multiple Disabilities felt that tenure standards/promotion standards are applied equally to all faculty.<sup>lxvii</sup>

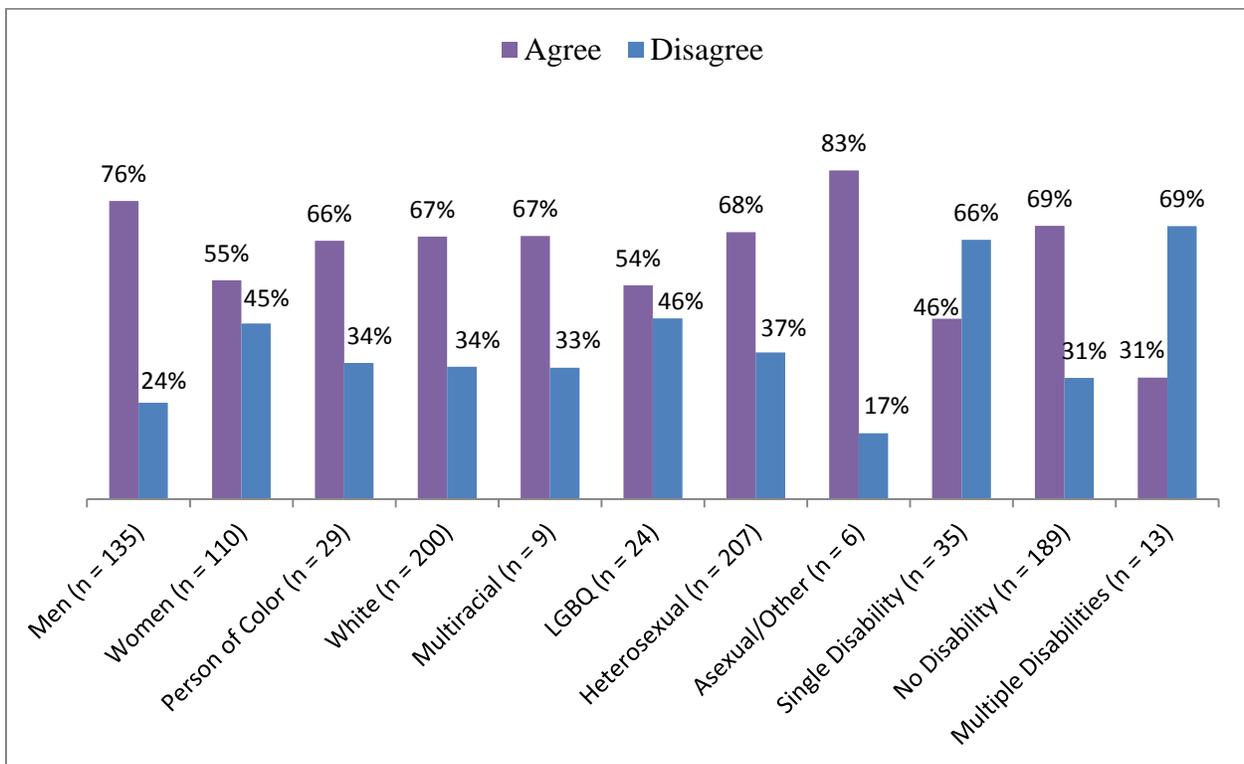


Figure 34. Faculty Respondents' Level of Agreement that Tenure and Advancement Standards were Applied Equally to All Faculty (%)

Seventeen percent ( $n = 66$ ) of Faculty respondents felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations (Table 39). Additional analyses revealed no significant differences in responses by gender identity, racial identity, sexual identity, and disability status.

Thirty-four percent ( $n = 125$ ) of Faculty respondents believed that they performed more work to help students than did their colleagues. Again, additional analyses revealed no significant differences in responses by gender identity, racial identity, sexual identity, and disability status.

**Table 39. Faculty Respondents' Attitudes about Work-Related Issues**

Issues	Strongly agree		Agree		Disagree		Strongly disagree		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>N</i>	%	<i>n</i>	%
I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of my colleagues with similar performance expectations.	17	4.5	49	12.9	137	36.1	65	17.2	111	29.3
I perform more work to help students (e.g., formal and informal advising, sitting for qualifying exams/thesis committees, helping with student groups and activities, providing other support) beyond those of my colleagues with similar performance expectations.	29	7.8	96	25.8	130	34.9	51	13.7	66	17.7

Note: Table includes Faculty respondents ( $n = 379$ ) only.

Seven percent ( $n = 26$ ) of Faculty respondents have used SVSU's policies on taking leave for childbearing or adoption (Table 40). Additional analyses indicated that 2% ( $n = 1$ ) of Faculty with a Single Disability, 7% ( $n = 22$ ) of Faculty with No Disability, and 0.0% ( $n = 0$ ) of Faculty with Multiple Disabilities have used SVSU's policies on taking leave for childbearing or adoption. No significant differences were identified in responses by gender identity, racial identity, or sexual identity.

Five percent ( $n = 20$ ) of Faculty respondents strongly agree or agree to having used college policies on active service-modified duties. Again, no significant differences were identified in responses by gender identity, racial identity, sexual identity, or disability status.

Six percent ( $n = 21$ ) of Faculty respondents felt that faculty members in their departments who use family accommodation (FMLA) policies are disadvantaged in promotion or tenure. No significant differences were identified in responses by gender identity, racial identity, sexual identity, or disability status.

Fifty-five percent ( $n = 205$ ) of Faculty respondents felt that SVSU is supportive of faculty taking sabbatical/faculty enhancement leave. No significant differences were identified in responses by gender identity, racial identity, sexual identity, or disability status.

**Table 40. Faculty Respondents' Attitudes about Family-Related Leave Policies**

Issues	Strongly agree		Agree		Disagree		Strongly disagree		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have used college policies on taking leave for childbearing or adoption.	6	1.6	21	5.5	22	5.8	10	2.6	320	84.4
I have used SVSU policies on active service-modified duties.	2	0.5	19	5.1	96	25.5	59	15.7	200	53.2
In my department, faculty members who use family accommodation (FMLA) policies are disadvantaged in promotion or tenure.	33	8.8	131	34.7	54	14.3	34	9.0	125	33.2
I find that SVSU is supportive of faculty taking sabbatical/faculty enhancement leave.	58	15.3	151	39.9	15	4.0	6	1.6	148	39.2

Note: Table includes Faculty respondents ( $n = 384$ ) only.

More than eighty Faculty respondents elaborated on their experience of work life related to statements provided. However, the major theme that emerged from responses was not related to a specific statement, but instead to a specific identity. This theme is offered below with supporting quotations.

*Adjunct Status.* More than twenty-five Faculty respondents indicated that these items did not apply to them because of their Adjunct Faculty status. Respondents typically wrote, “Adjunct faculty receive none of these benefits, so are not beholden to most of these responsibilities” and “I think it shows a serious problem that as a faculty member, but an adjunct, none of these questions are applicable to me. In other words, we’re not really faculty.” Other respondents shared, “As and [*sic*] adjunct, these issues mostly do not apply,” “much of this is not applicable to me,” and “most of this does not apply to my level of employment here.” Generally, most of the comments from this section echoed the sentiments of one respondent who wrote, “I really do not know much about this for adjunct faculty and how it relates.”

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<sup>liii</sup> A chi-square test was conducted to compare percentages of employee respondents who reported having observed discriminatory employment practices related to hiring at SVSU by racial identity:  $\chi^2(4, N = 732) = 26.9, p < .001$ .

<sup>liv</sup> A chi-square test was conducted to compare percentages of employee respondents who reported having observed discriminatory employment practices related to hiring at SVSU by disability status:  $\chi^2(6, N = 772) = 22.7, p < .001$ .

<sup>lv</sup> A chi-square test was conducted to compare percentages of employee respondents who reported having observed discriminatory disciplinary practices up to dismissal at SVSU by position:  $\chi^2(4, N = 764) = 16.7, p < .01$ .

<sup>lvi</sup> A chi-square test was conducted to compare percentages of employee respondents who reported having observed discriminatory disciplinary practices up to dismissal at SVSU by racial identity:  $\chi^2(4, N = 725) = 12.3, p < .05$ .

<sup>lvii</sup> A chi-square test was conducted to compare percentages of employee respondents who reported having observed discriminatory disciplinary practices up to dismissal at SVSU by disability status:  $\chi^2(6, N = 764) = 33.3, p < .001$ .

<sup>lviii</sup> A chi-square test was conducted to compare percentages of employee respondents who reported having observed unfair employment practices related to promotion/tenure/reappointment/reclassification by position:  $\chi^2(4, N = 771) = 17.8, p < .01$ .

<sup>lix</sup> A chi-square test was conducted to compare percentages of employee respondents who reported having observed unfair employment practices related to promotion/tenure/reappointment/reclassification by disability status:  $\chi^2(6, N = 771) = 28.9, p < .001$ .

<sup>lx</sup> A chi-square test was conducted to compare percentages of Faculty respondents who felt that the tenure/promotion processes were reasonable by disability status:  $\chi^2(12, N = 380) = 24.6, p < .05$ .

<sup>lxi</sup> A chi-square test was conducted to compare percentages of Faculty respondents who reported feeling that service contributions were important to tenure/promotion by disability status:  $\chi^2(12, N = 381) = 23.0, p < .05$ .

<sup>lxii</sup> A chi-square test was conducted to compare percentages of Faculty respondents who reported feeling pressured to change their research agendas to achieve tenure or be promoted by disability status:  $\chi^2(12, N = 380) = 22.5, p < .05$ .

<sup>lxiii</sup> A chi-square test was conducted to compare percentages of Faculty respondents who reported feeling that their diversity-related activities have been/will be valued for promotion or tenure by racial identity:  $\chi^2(8, N = 360) = 18.1, p < .05$ .

<sup>lxiv</sup> A chi-square test was conducted to compare percentages of Faculty respondents who reported feeling that their diversity-related activities have been/will be valued for promotion or tenure by sexual identity:  $\chi^2(8, N = 357) = 18.9, p < .05$ .

<sup>lxv</sup> A chi-square test was conducted to compare percentages of Faculty respondents who reported feeling that their diversity-related activities have been/will be valued for promotion or tenure by disability status:  $\chi^2(12, N = 378) = 36.2, p < .001$ .

<sup>lxvi</sup> A chi-square test was conducted to compare percentages of Faculty respondents who reported believing that tenure standards were applied equally to all faculty by gender identity:  $\chi^2(4, N = 370) = 16.2, p < .01$ .

<sup>lxvii</sup> A chi-square test was conducted to compare percentages of Faculty respondents who reported believing that tenure standards were applied equally to all faculty by disability status:  $\chi^2(12, N = 377) = 23.4, p < .05$ .

### **Faculty, Staff, and Administrative Professional Respondents Who Have Seriously Considered Leaving SVSU**

Forty-five percent ( $n = 351$ ) of all respondents had seriously considered leaving SVSU. With regard to position status, 39% ( $n = 149$ ) of Faculty respondents, 42% ( $n = 72$ ) of Staff respondents, and 60% ( $n = 130$ ) of Administrative Professional respondents had seriously considered leaving SVSU in the past year.<sup>lxviii</sup> The results found no significant differences by gender identity, racial identity, sexual identity, or disability status, or citizenship status.

Forty-one percent ( $n = 143$ ) of those Faculty, Staff, and Administrative Professional respondents who seriously considered leaving did so for financial reasons (Table 41). Forty-one percent ( $n = 145$ ) of those Faculty, Staff, and Administrative Professional respondents who seriously considered leaving indicated that they saw limited opportunities for advancement at SVSU. Other reasons included unwelcoming climate (31%), tensions in their departments (36%), and interest in positions at other institutions (28%). “Other” responses included “Disagree with the direction SVSU is heading,” “Not enough support for courses I teach,” and “Little mutual respect to direct manager.”

**Table 41. Reasons Why Faculty, Staff, and Administrative Professional Respondents Considered Leaving SVSU**

<b>Reasons considered leaving</b>	<b><i>n</i></b>	<b>%</b>
Limited opportunities for advancement	145	41.3
Financial reasons	143	40.7
Tension in department with supervisor/manager	126	35.9
Climate was unwelcoming	110	31.3
A reason not offered in the list above	103	29.3
Interested in a position at another higher education institution	97	27.6
Interested in a position outside academia	49	14.0
Family responsibilities	39	11.1
Recruited or offered a position at another institution	37	10.5
Lack of benefits	36	10.3
Relocation	26	7.4
Personal reasons	22	6.3
Spouse/partner relocated	10	2.8

Note: Table includes answers from only those Faculty, Staff, and Administrative Professional respondents who indicated that they considered leaving SVSU (*n* = 351).

*Low salaries/lack of advancement opportunities.* Sixty-five Faculty/Staff respondents indicated that they considered leaving the institution because “job opportunities and pay are better elsewhere” and “there is not a lot of room for advancement at SVSU.” Respondents said, “Low salary at SVSU makes it difficult to justify staying.” Other respondents added, “I do not make a living wage!” and that they were hoping to “find a position with better pay and more support.” Some respondents suggested that they felt trapped in their current positions. One such respondent wrote, “When promotion opportunities do come up, people from the outside are brought in and I’m told I’m [too] good at what I do and I’m needed in my current position.” Another respondent wrote, “[I] have been told I will never be promoted.” In addition to general concerns regarding salary and advancement opportunities, respondents generally shared that they believed they were

underpaid in their positions. One respondent expressed themselves by writing, “[I] desire salary commensurate with education and experience.” Other respondents shared, “Pay scale is well below what the private market would pay” and “the salary of similar position in the area is much greater outside SVSU, even at other educational institutions.” Generally respondents expressed that they considered leaving SVSU because of feeling “extremely frustrated with the lack of career advancement opportunities” and for the “opportunity to earn substantially more money at another institution.”

### **Summary**

The results from this section suggest that most respondents felt that the workplace was welcoming for a variety of SVSU groups. Administrative Professionals and Staff were less than Faculty likely to bring up issues for fear that it will affect employment decisions. Similarly, Women, LGBTQ, and employees with Multiple Disabilities were less likely to bring up issues as compared to Men, Heterosexual and Asexual/Other employees, and employees with Single or No Disabilities, respectively.

SVSU employees reported observing unfair or unjust hiring (18%), unfair or unjust disciplinary actions (9%), or unfair or unjust promotion/tenure/reclassification (21%). Disability status, racial identity, and position were the top perceived bases for many of the reported discriminatory employment practices. Additionally, the majority of Faculty, Staff, and Administrative Professional respondents indicated that they had support from their supervisors and felt positively about their ability to balance work-life issues. Some differences in many of the aforementioned topics existed in the responses from people from various backgrounds and identities, and particularly among employees with Disabilities.

## **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 and their on-campus jobs. Some questions in this section include Student responses only, and one includes Student and Faculty responses; the tables are marked accordingly.

### **Student Experiences of Unwanted Physical Sexual Contact**

As noted earlier in this report, 54 respondents (2%) experienced unwanted physical sexual contact while at SVSU.<sup>69</sup> Additional analyses indicated that of the respondents who reported having experienced unwanted physical sexual contact, 98 were Undergraduate Students (3% of Undergraduate Student respondents). Ninety-six percent ( $n = 46$ ) of those Undergraduate Student respondents indicated that the incidents occurred within the last 4 years.

Additional analyses,<sup>70</sup> the results of which are depicted in Figure 35, illustrate that for Student respondents:

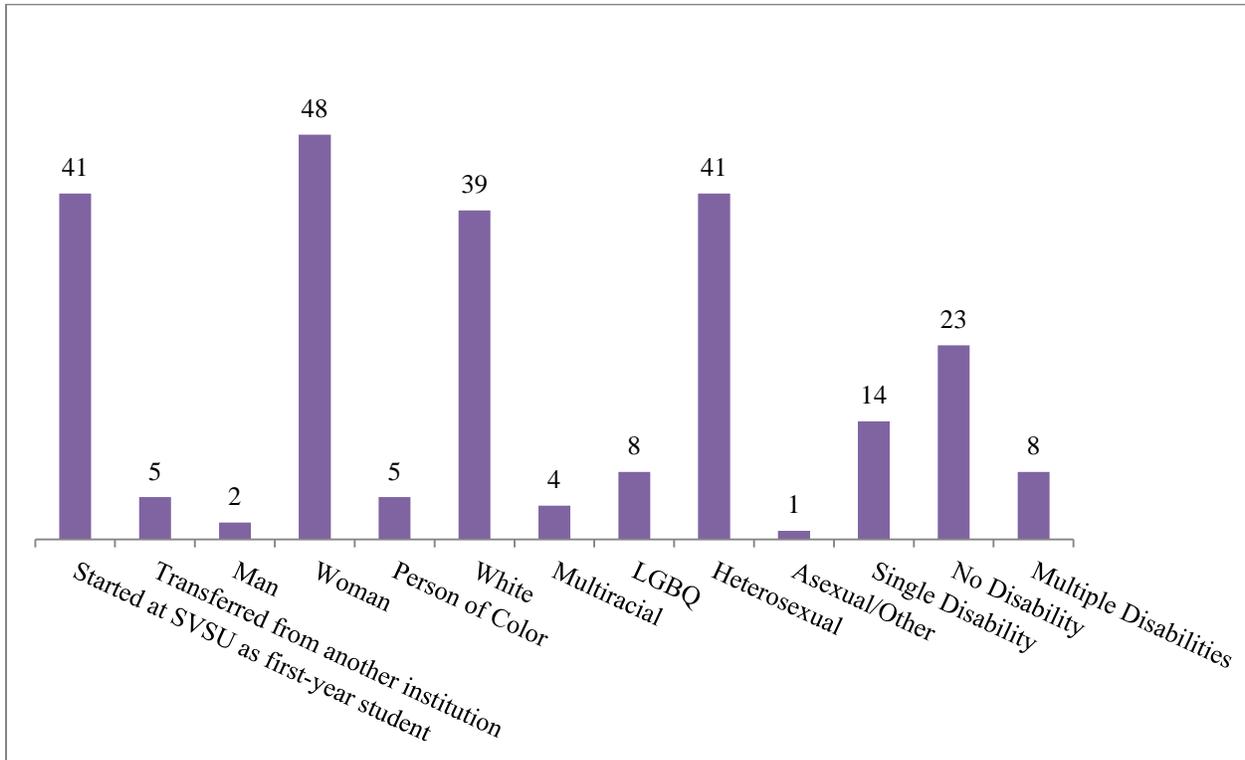
- By gender identity:<sup>71</sup> 4% ( $n = 48$ ) of Women Undergraduate Student respondents and less than 1% ( $n = 2$ ) of Men Undergraduate Student respondents report having experienced unwanted physical sexual contact.<sup>lxi</sup>
- By disability status: 5% ( $n = 14$ ) of Student respondents with a Single Disability, 2% ( $n = 23$ ) of Student respondents with No Disability, and 12% ( $n = 8$ ) of Student respondents with Multiple Disabilities.<sup>lxx</sup>

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<sup>69</sup>The survey defined unwanted sexual conduct as including “forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, sexual assault, sexual assault with an object, and forcible fondling.”

<sup>70</sup>Chi-square analyses were conducted by student position, gender identity, racial identity, sexual identity, and disability status; only significant differences are reported.

<sup>71</sup>Transgender and Genderqueer responses were not reported because their numbers were too few ( $n < 5$ ) to ensure confidentiality.



*Figure 35. Undergraduate Student Respondents’ Experiences of Unwanted Physical Sexual Contact While at SVSU by Transfer Status, Gender Identity, Racial Identity, Sexual Identity, and Disability Status (n)*

<sup>lxviii</sup> A chi-square test was conducted to compare percentages of employee respondents who reported having seriously considered leaving SVSU by position:  $\chi^2(2, N = 773) = 25.2, p < .001$ .

<sup>lxix</sup> A chi-square test was conducted to compare percentages of Undergraduate Student respondents who reported having experienced unwanted physical sexual contact by gender identity:  $\chi^2(1, N = 1,561) = 11.3, p < .01$ .

<sup>lxx</sup> A chi-square test was conducted to compare percentages of Undergraduate Student respondents who reported having experienced unwanted physical sexual contact by disability status:  $\chi^2(3, N = 1,582) = 29.5, p < .001$ .

## Students' Academic Experiences

The survey asked Student respondents ( $n = 1,583$ ) the degree to which they agreed or disagreed with statements regarding a variety of academic experiences (Table 42). Their answers mainly were positive. Analyses were conducted by student status (Graduate and Undergraduate), gender identity, racial identity, first-generation status, and income status; significant findings were included in the following narrative.

Eight-four percent ( $n = 1,316$ ) of Student respondents reported that many of their courses this year have been intellectually stimulating. Additional analyses indicated that 87% ( $n = 40$ ) of Graduate Student respondents and 84% ( $n = 1,276$ ) of Undergraduate Student respondents thought that many of their courses this year have been intellectually stimulating.<sup>lxxi</sup> Eighty percent ( $n = 297$ ) of Men respondents and 85% ( $n = 1,001$ ) of Women respondents believed that many of their courses this year have been intellectually stimulating.<sup>lxxii</sup>

Eighty-one percent ( $n = 1,283$ ) of Student respondents reported that they are satisfied with the extent of their intellectual development since enrolling at SVSU. Additional analyses indicated that 78% ( $n = 333$ ) of Low-Income Student respondents and 83% ( $n = 900$ ) of Not Low-Income Student respondents indicated they were satisfied with the extent of their intellectual development at SVSU.<sup>lxxiii</sup>

Additionally, the majority (83%,  $n = 1,312$ ) of Student respondents reported that their academic experience has had a positive influence on their intellectual growth and interest in ideas. Significant differences emerged by position status and racial identity. Eighty-three percent ( $n = 1,271$ ) of Undergraduate Student respondents and 89% ( $n = 41$ ) of Graduate Student respondents reported that their academic experience has had a positive influence on their intellectual growth and interest in ideas.<sup>lxxiv</sup> Seventy-eight percent ( $n = 129$ ) of People of Color Student respondents, 84% ( $n = 1,108$ ) of White Student respondents, and 82% ( $n = 66$ ) of Multiracial Student respondents reported positively to the aforementioned statement.<sup>lxxv</sup>

The vast majority (80%,  $n = 1,259$ ) of all Student respondents indicated that their interest in ideas and intellectual matters has increased since coming to SVSU. Significant differences

emerged with regards to students' income status, with 79% ( $n = 333$ ) of Low-Income Student respondents and 81 ( $n = 877$ ) of Not Low-Income Student respondents affirming the aforementioned statement.<sup>lxxvi</sup>

**Table 42. Student Respondents' Academic Experiences at SVSU**

Academic Experiences	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>	%
Many of my courses this year have been intellectually stimulating.	499	31.7	817	51.9	181	11.5	61	3.9	16	1.0
I am satisfied with the extent of my intellectual development since enrolling at SVSU.	474	30.1	809	51.3	206	13.1	69	4.4	18	1.1
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	514	32.6	798	50.7	189	12.0	60	3.8	0.9	14
My interest in ideas and intellectual matters has increased since coming to SVSU.	502	33.4	708	47.1	200	13.3	73	4.9	19	1.3

Note: Table includes Student respondents ( $n = 1,502$ ) only.

The majority (77%,  $n = 1,202$ ) of Student respondents were satisfied with their academic experience since enrolling at SVSU (Figure 36). Additional analyses indicated that 73% ( $n = 309$ ) of Low-Income Student respondents and 79% ( $n = 838$ ) of Not Low-Income Student respondents were satisfied with their academic experiences.<sup>lxxvii</sup>

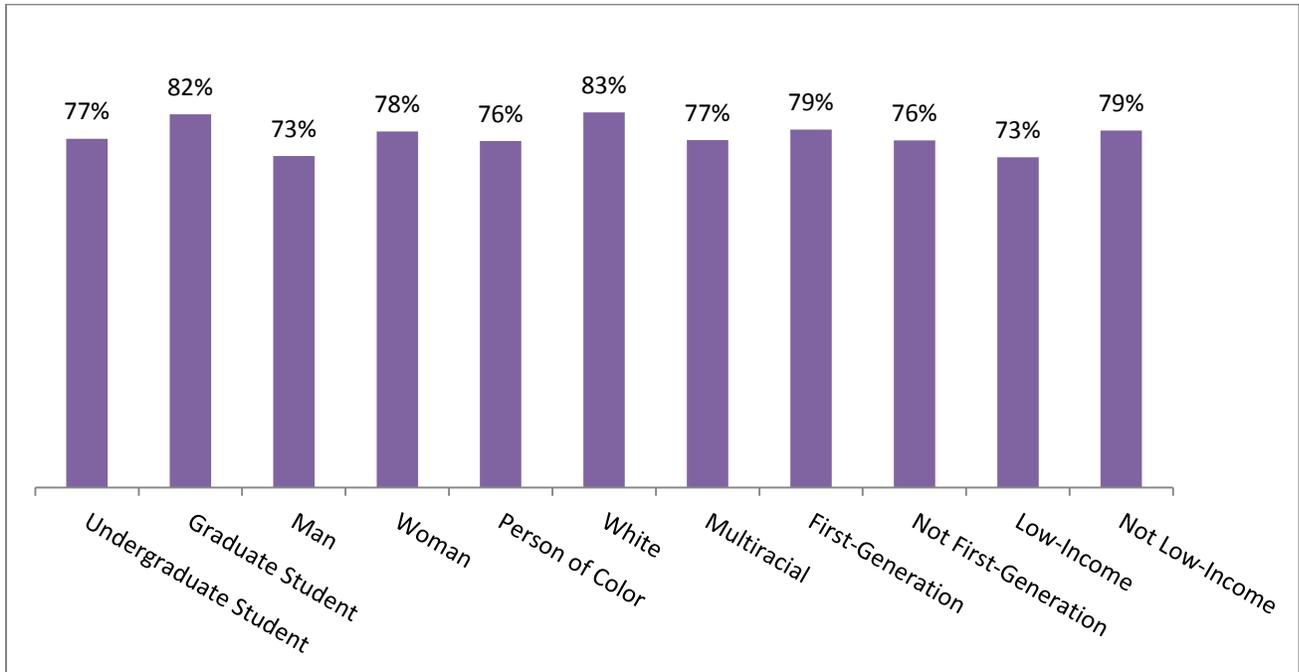


Figure 36. Student Respondents Who Strongly Agreed/Agreed that they were Satisfied with Their Academic Experience at SVSU by Selected Demographics (%)

Eighty-two percent ( $n = 1,295$ ) of Student respondents reported they were performing up to their full academic potential. Slightly more than two-thirds of Student respondents reported they performed academically as well as they had anticipated they would (69%,  $n = 1,083$ ). Table 43 illustrates responses to these questions by student status, gender identity, racial identity, sexual identity, disability status, first-generation status, and income status where the responses for these groups significantly differed from one another; splits are not presented in the table where the results were not statistically significant.

**Table 43. Student Respondents' Academic Experiences at SVSU**

Academic Experiences	Strongly agree		Agree		Neither Agree/Disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I am performing up to my full academic potential.</b>										
<b>Student Status<sup>lxxviii</sup></b>										
Undergraduate	399	26.0	855	55.7	141	9.2	125	8.1	14	0.9
Graduate	25	54.3	16	34.8	< 5	--	< 5	--	< 5	--
<b>Gender Identity*,<sup>lxxix</sup></b>										
Men	88	23.5	191	50.9	46	12.3	46	12.2	4	1.1
Women	332	28.0	667	56.3	94	7.9	81	6.8	10	0.8
<b>Racial Identity<sup>lxxx</sup></b>										
Person of Color	40	24.0	81	48.5	25	15.0	16	9.6	5	3.0
White	365	27.7	733	55.6	108	8.2	105	8.0	7	0.5
Multiracial	15	18.5	50	61.7	8	9.9	7	8.6	< 5	--
<b>Family Income<sup>lxxxi</sup></b>										
Low-Income	102	23.8	231	54.0	43	10.0	45	10.5	7	1.6
Not Low-Income	300	27.7	603	55.7	93	8.6	80	7.4	6	0.6
<b>I have performed academically as well as I anticipated I would.</b>										
<b>Student Status<sup>lxxxii</sup></b>										
Undergraduate	358	23.4	684	44.7	244	15.9	197	12.9	47	3.1
Graduate	24	52.2	17	37.0	< 5	--	< 5	--	< 5	--
<b>Racial Identity<sup>lxxxiii</sup></b>										
Person of Color	37	22.3	52	31.3	35	21.1	29	17.5	13	7.8
White	328	24.9	610	46.4	184	14.0	164	12.5	30	2.3
Multiracial	14	17.3	35	43.2	22	27.2	7	8.6	< 5	--
<b>Family Income<sup>lxxxiv</sup></b>										
Low-Income	88	20.6	177	41.4	78	18.2	68	15.9	17	4.0
Not Low-Income	275	25.5	492	45.6	158	14.6	130	12.0	24	2.2

Note: Table includes Student respondents (*n* = 1,502) only.

\*Table does not report Transgender/Genderqueer respondents because their number was too low to ensure confidentiality.

<sup>lxxi</sup> A chi-square test was conducted to compare percentages of Student respondents who reported feeling that their courses were intellectually stimulating by student status:  $\chi^2(4, N = 1,574) = 15.5, p < .01$ .

<sup>lxxii</sup> A chi-square test was conducted to compare percentages of Student respondents who reported feeling that their courses were intellectually stimulating by gender identity:  $\chi^2(4, N = 1,553) = 15.3, p < .01$ .

<sup>lxxiii</sup> A chi-square test was conducted to compare percentages of Student respondents who reported being satisfied with their intellectual development since enrolling at SVSU by income status:  $\chi^2(4, N = 1,506) = 10.1, p < .05$ .

<sup>lxxiv</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that their academic experience has had a positive influence on intellectual growth and interest in ideas by student status:  $\chi^2(4, N = 1,575) = 11.6, p < .05$ .

<sup>lxxv</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that their academic experience has had a positive influence on intellectual growth and interest in ideas by racial identity:  $\chi^2(8, N = 1,561) = 15.8, p < .05$ .

<sup>lxxvi</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that their interest in ideas and intellectual matters has increased since coming to SVSU by income status:  $\chi^2(4, N = 1,502) = 10.0, p < .05$ .

<sup>lxxvii</sup> A chi-square test was conducted to compare percentages of Student respondents who reported being satisfied with their academic experience by income status:  $\chi^2(4, N = 1,491) = 11.8, p < .05$ .

<sup>lxxviii</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that they were performing up to their full academic potential by student status:  $\chi^2(4, N = 1,580) = 18.6, p < .01$ .

<sup>lxxix</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that they were performing up to their full academic potential by gender identity:  $\chi^2(4, N = 1,559) = 20.1, p < .001$ .

<sup>lxxx</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that they were performing up to their full academic potential by racial identity:  $\chi^2(8, N = 1,566) = 24.1, p < .01$ .

<sup>lxxxi</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that they were performing up to their full academic potential by income status:  $\chi^2(4, N = 1,510) = 10.4, p < .05$ .

<sup>lxxxii</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that they performed academically as well as they anticipated they would by student status:  $\chi^2(4, N = 1,576) = 22.5, p < .001$ .

<sup>lxxxiii</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that they performed academically as well as they anticipated they would by racial identity:  $\chi^2(8, N = 1,563) = 41.7, p < .001$ .

<sup>lxxxiv</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that they performed academically as well as they anticipated they would by income status:  $\chi^2(4, N = 1,507) = 13.7, p < .01$ .

### **Students' Academic Success and Intent to Persist**

As mentioned earlier in this report, a confirmatory factor analysis was conducted on two scales embedded in Question 12 of the survey. The first scale, termed “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 undergraduate student success. The first seven items in Question 12 of the survey reflect the questions on this scale. The second scale, termed “Intent to Persist” for this project, was based on the *Persistence at the Institution* subscale of *The Undergraduate Persistence Intentions Measure (UPI)* (Gloria & Kurpius, 1996; Robinson, 2003). This scale has been used in several studies to examine undergraduate student persistence. Sub-questions 8 and 9 in Question 12 of the survey reflect the questions on this scale. As noted in the methods section of the report, the data for the *Intent to Persist* scale were skewed; therefore, significance testing was not conducted. The means are included in this report for each group and subgroup to allow for comparisons, though statistical significance is not reported.

### *Differences among Undergraduate Students on Academic Success and Intent to Persist*

The following sections offer analyses to determine differences for the following selected demographic characteristics among Undergraduate Student respondents:

- Gender Identity (Man; Woman; Transgender; Genderqueer)
- Racial Identity (Person of Color; White; Multiracial – Person of Color/White )
- Sexual Identity (LGBQ; Heterosexual; Asexual/Other)
- Disability Status (No Disability; Single Disability; Multiple Disabilities)
- First-Generation/Income Status (First-Generation and Low-Income; Not First-Generation and/or Not Low-Income)

**Factor Analysis Results.** Results of the factor analysis supported the a priori categorization of the nine items into two factors, *Academic Success* and *Intent to Persist*. The first seven items, Q12.1 through Q12.7, formed the *Academic Success* factor, while items Q11.8 and Q11.9 reversed, formed the *Intent to Persist* factor.

Factor scores were created by taking the average of the scores for all the items in the factor. Each respondent who answered all (i.e., did not skip or answer “Not Applicable” to any) of the questions included in the given factor was given a score for *Academic Success* and a score for *Intent to Persist* on a five-point scale. Lower scores on the *Academic Success* factor suggest that a student or constituent group is more academically successful; lower scores on the *Intent to Persist* Factor suggest that a student or constituent group is more likely to persist.

**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

A significant difference ( $p < .01$ ) was noted in the means for Undergraduate Student respondents by gender identity on *Academic Success*. Women Undergraduate Student respondents had a lower score, suggesting that they experience greater academic success than Men Undergraduate Student respondents. Statistical significance was not established for the *Intent to Persist* factor (Table 44).

**Table 44. Undergraduate Student Respondents’ Academic Success and Intent to Persist by Gender Identity**

	Academic Success			Intent to Persist		
	N	Mean	SD	N	Mean	SD
Man	365	2.082	0.683	369	1.732	0.885
Woman	1,152	1.979	0.665	1,171	1.681	0.872
Mean difference	0.103**			0.051		

\*\* $p < .01$

Racial Identity

A significant difference ( $p < .001$ ) was noted in the overall test for means for Undergraduate Student respondents by racial identity on *Academic Success* (Table 45). Statistical significance was not established for the *Intent to Persist* factor (Table 46).

**Table 45. Undergraduate Student Respondents' Academic Success by Racial Identity**

Racial Identity	N	Mean	Std. Dev	Minimum	Maximum
Person of Color	159	2.138	.75454	1.00	5.00
White Only	1,286	1.983	.65887	1.00	4.71
Multiple Race	81	2.072	.61782	1.00	3.86

**Table 46. Undergraduate Student Respondents' Intent to Persist by Racial Identity**

Racial Identity	N	Mean	Std. Dev	Minimum	Maximum
Person of Color	166	1.997	1.047	1.00	5.00
White Only	1,300	1.652	0.845	1.00	5.00
Multiple Race	80	1.613	0.720	1.00	4.00

Additional analyses on *Academic Success* were significant for one comparison: Undergraduate Student Respondents of Color had a significantly higher mean score than White Undergraduate Student respondents (Table 47). This finding suggests that White Undergraduate Student respondents have more academic success than Undergraduate Student Respondents of Color. Statistical significance was not established for the *Intent to Persist* factor.

**Table 47. Difference Between Means for Academic Success and Intent to Persist by Racial Identity**

Groups Compared	Academic Success Mean difference	Intent to Persist Mean difference
Person of Color vs. White Only	*0.155	0.345
Person of Color vs. Multiple Race	0.065	0.384
White Only vs. Multiple Race	-0.089	0.039

\* $p < .05$

Sexual Identity

A significant difference ( $p < .001$ ) was noted in the means for Undergraduate Student respondents by sexual identity on *Academic Success* (Table 48). Statistical significance for *Intent to Persist* was not established owing to the skewed nature of the responses for this factor; however, means are provided for both factors for comparison (Table 49).

**Table 48. Undergraduate Student Respondents' Academic Success by Sexual Identity**

Sexual Identity	N	Mean	Std. Dev	Minimum	Maximum
LGBQ	126	2.100	0.714	1.00	4.71
Heterosexual	1,268	1.983	0.662	1.00	5.00
Asexual/Other	117	2.189	0.699	1.00	4.71

**Table 49. Undergraduate Student Respondents' Intent to Persist by Sexual Identity**

Sexual Identity	N	Mean	Std. Dev	Minimum	Maximum
LGBQ	130	1.877	1.036	1.00	5.00
Heterosexual	1,284	1.645	0.831	1.00	5.00
Asexual/Other	119	2.059	1.046	1.00	5.00

An additional analysis on *Academic Success* was significant for one comparison: Heterosexual vs. Asexual/Other Undergraduate Student respondents (Table 50). These findings suggest that Heterosexual Undergraduate Student respondents have more academic success than Asexual/Other Undergraduate Student respondents. Statistical significance was not established for the *Intent to Persist* factor.

**Table 50. Difference Between Means for Academic Success and Intent to Persist by Sexual Identity**

Groups Compared	Academic Success Mean difference	Intent to Persist Mean difference
LGBQ vs. Heterosexual	0.118	0.232
LGBQ vs. Asexual/Other	-0.088	-0.182
Heterosexual vs. Asexual/Other	-0.206**	-0.414

\*\* $p < .01$

Disability Status

A significant difference ( $p < .001$ ) was noted in the means for Undergraduate Student respondents by disability status on *Academic Success* (Table 51). Statistical significance for *Intent to Persist* was not established owing to the skewed nature of the responses for this factor; however, means are provided for comparison (Table 52).

**Table 51. Difference Between Means for *Academic Success* by Disability Status**

Disability Status	N	Mean	Std. Dev	Minimum	Maximum
Single Disability	247	2.198	0.681	1.00	4.71
No Disability	1,136	1.952	0.652	1.00	5.00
Multiple Disabilities	65	2.092	0.768	1.00	4.14

**Table 52. Difference Between Means for *Intent to Persist* by Disability Status**

Disability Status	N	Mean	Std. Dev	Minimum	Maximum
Single Disability	251	1.805	0.910	1.00	5.00
No Disability	1,150	1.657	0.856	1.00	5.00
Multiple Disabilities	66	1.697	0.902	1.00	4.00

Additional analyses on *Academic Success* were significant for one comparison: Undergraduate Student respondents with No Disability had greater academic success than Undergraduate Student respondents with a Single Disability (Table 53). Statistical significance was not established for the *Intent to Persist* factor.

**Table 53. Difference Between Means for *Academic Success* and *Intent to Persist* by Disability Status**

Groups Compared	Academic Success Mean difference	Intent to Persist Mean difference
Single Disability vs. No Disability	0.247***	0.148
Single Disability vs. Multiple Disabilities	0.106	0.108
No Disability vs. Multiple Disabilities	-0.140	-0.040

\*\*\* $p < .001$

First-Generation/Income Status

No significant difference was noted in the test for means for Undergraduate Student respondents by first-generation/income status for *Academic Success* (Table 54). Statistical significance for *Intent to Persist* was not established owing to the skewed nature of the responses for this factor.

**Table 54. Undergraduate Student Respondents' Academic Success and Intent to Persist by First-Gen/Income Status**

	Academic Success			Intent to Persist		
	N	Mean	SD	N	Mean	SD
Not First-Gen/Low-Income	1,457	2.004	0.669	1,478	1.683	0.870
First-Gen/Low-Income	81	2.048	0.724	82	1.854	0.915
Mean difference	-0.044			-0.170		

### **Students' Perceptions of Campus Climate**

One of the survey items asked Student respondents the degree to which they agreed with several statements about their interactions with faculty, students, and staff members at SVSU (Table 55). Eighty percent ( $n = 1,265$ ) of Student respondents felt valued by faculty in the classroom, and 68% ( $n = 1,068$ ) felt valued by other students in the classroom. Student respondents reported that SVSU faculty (75%,  $n = 1,176$ ) and staff (70%,  $n = 1,104$ ) were genuinely concerned with their welfare. Thirty-one percent ( $n = 492$ ) believed that faculty pre-judged their abilities based on their perception of students' identities/backgrounds. Seventy-one percent ( $n = 1,168$ ) of Student respondents had faculty whom they perceived as role models, and 62% ( $n = 71$ ) had staff whom they perceived as role models.

**Table 55. Student Respondents' Perceptions of Campus Climate**

	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in the classroom/learning environment	465	29.4	800	50.6	198	12.5	98	6.2	19	1.2
I feel valued by other students in the classroom/learning environment	344	21.8	724	45.9	389	24.7	103	6.5	16	1.0
I think SVSU faculty are genuinely concerned about my welfare	477	30.3	699	44.4	241	15.3	128	8.1	31	2.0
I think SVSU staff are genuinely concerned with my welfare	405	25.7	699	44.4	304	19.3	129	8.2	37	2.4
I think faculty pre-judge my abilities based on perceived identity/background	158	10.1	334	21.3	424	27.0	479	30.5	174	11.1
I believe the campus climate encourages free and open discussion of difficult topics	373	23.7	698	44.3	349	22.1	129	8.2	27	1.7
I have faculty who I perceive as role models	563	35.7	605	38.4	264	16.7	111	7.0	34	2.2
I have staff who I perceive as role models	406	25.8	565	35.9	415	26.4	144	9.2	42	2.7

Note: Table includes Student responses (*n* = 1,583) only.

## Students Who Have Seriously Considered Leaving SVSU

Thirty-seven percent ( $n = 863$ ) of all respondents had seriously considered leaving SVSU. With regard to student status, 33% ( $n = 501$ ) of Undergraduate Student respondents and 24% ( $n = 11$ ) of Graduate Student respondents had seriously considered leaving SVSU. Of the Student respondents who considered leaving, 57% ( $n = 292$ ) considered leaving in their first year as a student, 43% ( $n = 219$ ) in their second year, and 24% ( $n = 122$ ) in their third year.

Additional analyses were run for Student respondents who had considered leaving the College by gender identity,<sup>72</sup> racial identity, sexual identity, disability status, citizenship status, and military status. Significant results for Undergraduate Student respondents indicated that:

- By racial identity, 30% ( $n = 401$ ) of White Student respondents, 46% ( $n = 78$ ) of People of Color Student respondents, and 32% ( $n = 26$ ) of Multiracial Student respondents considered leaving the College.<sup>lxxxv</sup>
- By sexual identity, 48% ( $n = 63$ ) of LGBTQ Student respondents, 31% ( $n = 401$ ) of Heterosexual Student respondents, and 35% ( $n = 42$ ) of Asexual/Other Student respondents considered leaving the College.<sup>lxxxvi</sup>
- By disability status, 42% ( $n = 107$ ) of Student respondents with a Single Disability, 29% ( $n = 337$ ) of Student respondents with No Disability, and 44% ( $n = 29$ ) of Student respondents with Multiple Disabilities considered leaving the College.<sup>lxxxvii</sup>

As noted in Table 56, of all Student respondents who considered leaving, some considered leaving because the climate was unwelcoming (23%,  $n = 119$ ), for personal reasons (23%,  $n = 115$ ), and/or because of homesickness (20%,  $n = 101$ ). “Other” reasons included “All the friends I made first semester left and I felt extremely isolated and alone,” “athletics, unfair and unwelcoming treatment of players by coaching staff,” “better program at different university,” “Course availability, unclear program requirements,” “General apathy of student body,” “I felt as if SVSU was not offering me the possibilities to succeed as equally as it was offered to other students,” “Issues with Financial Aid Office,” “Not enough on-line or evening classes,”

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<sup>72</sup>Transgender and Genderqueer respondents were not included in the analyses because their numbers were too few to ensure confidentiality.

“Professor was disrespectful,” “Some advisors and professors were unhelpful,” and “Wanted to go to a bigger university.”

**Table 56. Reasons Why Student Respondents Considered Leaving SVSU**

Reasons considered leaving	<i>n</i>	%
A reason not offered in the list above	191	37.3
Climate was unwelcoming	119	23.2
Personal reasons	115	22.5
Homesick	101	19.7
Financial reasons	100	19.5
Didn't offer my major	71	13.9
Transfer/I never intended to graduate from SVSU	59	11.5
Coursework was too difficult	49	9.6
My marital/relationship status	33	6.4
Coursework was not challenging enough	29	5.7

Note: Table includes only answers from Students who indicated in the survey that they considered leaving SVSU (*n* = 512).

*Academic major.* Student respondents indicated that they considered leaving SVSU because SVSU did not offer the major they were interested in studying. While a few Student respondents wrote, “I wanted to transfer to somewhere that had a major that I wanted,” many others were very specific about the programs they wanted which, according to them, were not available. Specifically, these Student respondents mentioned a lack of majors in “music industry management,” “dietetics,” “Chemical Engineering,” “Physical Therapy Assistant,” and “Early Childhood, or Child Development without doing the Elementary program.” Generally, the Student respondents who elaborated on why they seriously considered leaving shared the sentiment of one individual who wrote, “[I’m] not sure if I want a degree that SVSU doesn’t offer.”

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<sup>lxxxv</sup> A chi-square test was conducted to compare percentages of Student respondents who considered leaving SVSU by racial identity:  $\chi^2(2, N = 1,569) = 17.5, p < .001$ .

<sup>lxxxvi</sup> A chi-square test was conducted to compare percentages of Student respondents who considered leaving SVSU by sexual identity:  $\chi^2(2, N = 1,554) = 15.9, p < .001$ .

<sup>lxxxvii</sup> A chi-square test was conducted to compare percentages of Student respondents who considered leaving SVSU by disability status:  $\chi^2(4, N = 1,583) = 23.7, p < .001$ .

## Summary

By and large, Students' responses to a variety of items indicated that they held their academic and intellectual experiences and their interactions with faculty and other students at SVSU in a very positive light. The majority of Student respondents felt that the classroom climate was welcoming for all groups of students, and most Student respondents felt valued by faculty and other students in the classroom. Student respondents thought that SVSU faculty and staff were genuinely concerned with their welfare. 32.6 percent ( $n = 501$ ) of Undergraduate Student respondents and 24% ( $n = 11$ ) of Graduate Student respondents had seriously considered leaving SVSU, while 90% ( $n = 1,404$ ) of all Student respondents intended to graduate from SVSU.

Additional analyses indicated that of the respondents who reported having experienced unwanted physical sexual contact, 98 were Undergraduate Students (3% of Undergraduate Student respondents). Ninety-six percent ( $n = 46$ ) of those Undergraduate Students indicated that the incidents occurred within the last 4 years.

Three percent ( $n = 48$ ) of Undergraduate Student respondents indicated on the survey that they experienced unwanted physical sexual contact while members of the SVSU community. Forty-one percent ( $n = 20$ ) of these respondents indicated that the incidents occurred during their first semester at SVSU, and 10% ( $n = 5$ ) indicated that they happened during their second semester. Sexual assault largely went unreported to authorities.

## **Institutional Actions**

The survey asked Faculty respondents to indicate how they thought that the initiatives listed in Table 57 affected the climate at SVSU. Respondents were asked to decide whether certain institutional actions positively or negatively affected the climate, or if they have no effect on the climate.

At least half of Faculty respondents thought that providing diversity training for faculty (53%,  $n = 163$ ) positively affected the climate. Some Faculty respondents (66%,  $n = 204$ ) felt that mentorship for new faculty positively influenced the climate. Fifty-three percent ( $n = 157$ ) of Faculty respondents thought that providing career-span development opportunities for faculty at all ranks positively affected the climate.

Less than half of Faculty respondents believed that providing flexibility for computing the probationary period for tenure (43%,  $n = 119$ ) and providing recognition and rewards for including diversity issues in courses across the curriculum (36%,  $n = 101$ ) positively affected the campus climate. Additionally, about one-third of the Faculty respondents (37%,  $n = 99$ ) thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty positively affected the climate. Forty-six percent ( $n = 131$ ) of Faculty respondents felt that providing diversity and equity training to search committees and to appointment, promotion, and tenure committees positively affected the climate.

**Table 57. Faculty Respondents' Perceptions of How Initiatives Affected the Climate at SVSU**

Initiatives	Not currently available at SVSU		Positively influence the campus climate		No influence on campus climate		Negatively influence campus climate	
	<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)	93	34.78	119	43.12	58	21.01	6	2.17
Providing recognition and rewards for including diversity issues in courses across the curriculum	107	37.68	101	35.56	66	23.24	10	3.52
Providing diversity training for faculty	64	21.0	163	53.44	65	21.3	13	4.26
Providing access to counseling for people who have experienced harassment	65	22.26	181	61.99	42	14.38	< 5	--
Providing mentorship for new faculty	75	24.12	204	65.59	28	9.00	< 5	--
Providing a clear and fair process to resolve conflicts	71	24.83	183	63.99	29	10.14	< 5	--
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	102	35.66	99	34.62	61	21.33	24	8.39
Providing equity and diversity training to search and appointment, promotion & tenure committees	70	24.65	131	46.13	69	24.30	14	4.93
Providing career-span development opportunities for faculty	102	34.46	157	53.04	32	10.81	5	1.69

Note: Table includes Faculty responses (*n* = 284) only. See Appendix B, Table B85 for “Don’t Know” responses.

Forty Faculty respondents elaborated on their responses to select statements regarding the influence of actions on the campus climate. The single theme that emerged is presented below with supporting quotations highlighting commonly cited examples of how this item might influence the campus climate.

*Unaware of initiatives offered.* The most prominent theme that emerged from the data was the notion that many respondents were not aware of any of the mentioned practices and could not elaborate on the potential effect it would have on influencing the campus climate. Specifically, respondents wrote, “I have no knowledge of these matters,” “I really don't know what is currently done or not done from the above list,” and “Have not experienced any of the above mentioned to offer comment.” Other respondents indicated that they had not been employed long enough at SVSU to make a judgment either way on the value of any actions. One respondent in particular wrote, “I am not familiar with the institutional initiatives as I just started working part time at the beginning of his semester.” Another respondent who felt similarly wrote, “I haven't been here long enough. I'm not sure which of these we have.” Generally, it would seem that many of the respondents who expressed that they were not aware of the practices did so because they had a “lack of awareness as to whether some programs are or are not in place at SVSU.”

The survey asked Staff and Administrative Professionals to respond regarding similar initiatives, which are listed in Table 58. Staff and Administrative Professional respondents thought that providing diversity training for staff (57%,  $n = 200$ ) positively affected the climate. Sixty-eight percent ( $n = 237$ ) of Staff and Administrative Professional respondents thought that providing career development opportunities for staff positively affected the climate, and 68% ( $n = 236$ ) of Staff and Administrative Professional respondents indicated that providing access to counseling for people who have experienced harassment positively influenced the climate.

Forty-nine percent ( $n = 175$ ) of Staff and Administrative Professional respondents believed that providing mentorship for new staff positively affected the climate. Forty-two percent ( $n = 141$ ) of Staff/Administrative Professional respondents thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty positively affected the climate.

**Table 58. Staff and Administrative Professional Respondents’ Perceptions of How Initiatives Affected the Climate at SVSU**

Initiatives	Not Currently Available at SVSU		Positively Influenced the Climate		No Influence on Campus Climate		Negatively Influenced Campus Climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity training for staff	56	15.91	200	56.82	86	24.43	10	2.84
Providing access to counseling for people who have experienced harassment	72	20.87	236	68.41	33	9.57	< 5	--
Providing mentorship for new staff	155	43.79	175	49.44	23	6.50	< 5	--
Providing a clear and fair process to resolve conflicts	122	35.26	191	55.20	30	8.67	< 5	--
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	95	28.36	141	42.09	72	21.49	27	8.06
Providing career development opportunities for staff	81	23.21	237	67.91	27	7.74	< 5	--

Note: Table includes Staff and Administrative Professional responses (*n* = 335) only. See Appendix B, Table B86 for “Don’t Know” responses.

Forty Staff respondents elaborated on their responses to select statements regarding the influence of actions on the campus climate. The single theme that emerged is presented below with supporting quotations highlighting commonly cited examples of how this item might influence the campus climate.

*Importance of mentorship.* The most prominent theme that emerged from the narratives was that Staff respondents felt that mentorship would influence the campus climate. One respondent wrote, “New employees get very little structured training or mentoring.” Another respondent wrote, “A mentorship program would be great, especially if it was cross departmental.” Yet another respondent shared, “Having mentorship for new staff would be a huge welcome change for our university.” Generally respondents expressed that “the University talks a lot about mentoring or developing new staff members but I do not see many opportunities that is available or offered at all.”

Students also were asked to respond regarding a similar list of initiatives, provided in Table 59. More than half of Student respondents found that all of the initiatives listed in Table 59 positively influenced the climate.

**Table 59. Student Respondents' Perceptions of How Initiatives Affected the Climate at SVSU**

<b>Initiatives</b>	<b>Not currently available at SVSU</b>		<b>Positively influence climate</b>		<b>No influence on climate</b>		<b>Negatively influence climate</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity training for students	399	28.89	745	53.95	223	16.15	14	1.01
Providing diversity training for staff	343	24.96	825	60.04	199	14.48	7	0.51
Providing diversity training for faculty	336	24.63	823	60.34	195	14.30	10	0.73
Providing a person to address student complaints of classroom inequity	387	28.19	774	56.37	189	13.77	23	1.68
Increasing opportunities for cross-cultural dialogue among students	370	26.93	784	57.06	207	15.07	13	0.95
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students	385	28.29	769	56.50	189	13.89	18	1.32
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	384	28.03	735	53.65	222	16.20	29	2.12
Providing effective faculty mentorship of students	307	22.28	911	66.11	154	11.18	6	0.44
Providing effective academic advising	210	15.22	1,003	72.68	152	11.01	15	1.09

Note: Table includes Student responses (*n* = 1,378) only.

More than half of Student respondents “strongly agreed”/”agreed” that the courses offered at SVSU included sufficient materials, perspectives, and/or experiences of people based on all of the characteristics listed in Table 60.

**Table 60. Student Respondents’ Perceptions that Courses Offered at SVSU Included Sufficient Materials, Perspectives, and/or Experiences of People Based on Certain Characteristics**

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Disability	402	27.3	840	56.9	205	13.9	28	1.9
Ethnicity	404	27.3	897	60.7	158	10.7	19	1.3
Gender/Gender identity	380	25.8	844	57.3	202	13.7	46	3.1
Immigrant/Citizen status	351	23.9	841	57.3	249	17.0	27	1.8
International status	372	25.3	851	58.0	218	14.9	27	1.8
Military/Veteran status	382	26.1	841	57.4	218	14.9	23	1.6
Philosophical views	367	25.0	887	60.5	183	12.5	29	2.0
Political views	373	25.4	865	58.9	199	13.6	31	2.1
Racial Identity	393	26.8	874	59.5	177	12.1	24	1.6
Religious/Spiritual views	359	24.4	858	58.4	219	14.9	34	2.3
Sexual identity	361	24.6	834	56.9	228	15.5	44	3.0
Socioeconomic status	354	24.2	863	59.1	214	14.6	30	2.1

Note: Table includes responses from Students (*n* = 1,583) only.

More than 150 Student respondents elaborated on how a selection of items may influence the campus climate at SVSU. The item most Student respondents drew attention towards was Academic Advising. This item is discussed below in greater detail with supporting quotations highlighting how respondents believe this item might influence the campus climate.

*Ineffective academic advising.* Student respondents indicated that the academic advising at SVSU was a problem for them. Student respondents wrote, “I know we have academic advisement, but it is not effective,” “The only aspect of campus I’m not happy with is academic advisement. Not only is it super hard to see an adviser, but they do not do their jobs very well,”

and “Academic advising here is weak.” While elaborating further Student respondents shared, “98% of the time, when I go to academic advising, I feel as if I am not really getting any help. I know what major I am, but sometimes I need help picking out what classes would be best to take, and I never get any help regarding that or anything else.” Other respondents wrote, “Academic Advisement offices have rarely felt welcoming or helpful” and “Academic advising needs major improvements.”

### **Summary**

In addition to campus constituents’ personal experiences and perceptions of the campus climate, diversity-related actions taken by the institution, or not taken, as the case may be, may be perceived either as promoting a positive campus climate or impeding it. As the above data suggest, respondents hold divergent opinions about the degree to which SVSU does, and should, promote diversity to shape 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 report was to assess the climate within SVSU, including how members of the community felt about issues related to inclusion and work-life issues. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations within the SVSU community. However, assessments and reports are not enough. A projected plan to develop strategic actions and a subsequent implementation plan are critical. Failure to use the assessment data to build on the successes and address the challenges uncovered in the report will undermine the commitment offered to the SVSU community members when the project was initiated. Also, as recommended by SVSU's senior leadership, the assessment process should 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 Analysis (Questions #100 and #101)

Appendix D – Survey: *Saginaw Valley State University Assessment of Climate for Learning, Living, and Working*

## Appendix A

### Cross Tabulations by Selected Demographics

		Undergraduate Student		Graduate Student		Faculty		Staff		Administrative Professional		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Gender Identity</b>	Unknown/Missing	< 5	--	< 5	--	< 5	--	< 5	--	5	2.29%	15	0.6%
	Genderqueer	7	0.5%	< 5	--	< 5	--	< 5	--	< 5	--	7	0.3%
	Man	362	23.6%	13	28.3%	192	50.0%	51	29.48%	91	41.74%	709	30.1%
	Transgender	< 5	--	< 5	--	< 5	--	< 5	--	< 5	--	< 5	--
	Woman	1,154	75.1%	33	71.7%	185	48.2%	119	68.79%	121	55.50%	1612	68.4%
	Gender not listed	9	0.6%	< 5	--	< 5	--	< 5	--	< 5	--	13	0.6%
<b>Racial Identity</b>	Unknown/Missing/Other	14	0.9%	< 5	--	19	4.9%	6	3.47%	16	7.34%	55	2.3%
	Person of Color	161	10.5%	7	15.2%	39	10.2%	16	9.25%	17	7.80%	240	10.2%
	White Only	1,282	83.4%	37	80.4%	312	81.3%	149	86.13%	184	84.40%	1964	83.3%
	Multiple	80	5.2%	< 5	--	14	3.6%	< 5	--	< 5	--	99	4.2%
<b>Sexual Identity</b>	Unknown/Missing	28	1.8%	< 5	--	22	5.7%	13	7.51%	13	5.96%	77	3.3%
	LGBQ	130	8.5%	< 5	--	35	9.1%	6	3.47%	7	3.21%	180	7.6%
	Heterosexual	1,260	82.0%	41	89.1%	311	81.0%	137	79.19%	191	87.61%	1940	82.3%
	Asexual/Other	119	7.7%	< 5	--	16	4.2%	17	9.83%	7	3.21%	161	6.8%

		Undergraduate Student		Graduate Student		Faculty		Staff		Administrative Professional		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Citizenship Status</b>	Unknown/Missing	4	0.3%	< 5	--	< 5	--	< 5	--	< 5	--	12	0.5%
	U.S. Citizen	1,422	92.5%	38	82.6%	341	88.8%	161	93.06%	204	93.58%	2166	91.9%
	Non-U.S. Citizen	83	5.4%	8	17.4%	36	9.4%	8	4.62%	10	4.59%	145	6.1%
	Undocumented	< 5	--	< 5	--	< 5	--	< 5	--	< 5	--	< 5	--
	Multiple Citizenships	26	1.7%	< 5	--	< 5	--	< 5	--	< 5	--	33	1.4%
<b>Disability Status</b>	Unknown/Missing	28	1.8%	< 5	--	22	5.7%	13	7.51%	13	5.96%	77	3.3%
	Single Disability	130	8.5%	< 5	--	35	9.1%	6	3.47%	7	3.21%	180	7.6%
	No Disability	1,260	82.0%	41	89.1%	311	81.0%	137	79.19%	191	87.61%	1940	82.3%
	Multiple Disabilities	119	7.7%	< 5	--	16	4.2%	17	9.83%	7	3.21%	161	6.8%
<b>Religious/Spiritual Affiliation</b>	Unknown/Missing	16	1.0%	< 5	--	18	4.7%	7	4.05%	11	5.05%	52	2.2%
	Christian Affiliation	1,027	66.8%	35	76.1%	215	56.0%	132	76.30%	157	72.02%	1566	66.4%
	Other Faith-Based	30	2.0%	< 5	--	11	2.9%	< 5	--	< 5	--	46	2.0%
	No Affiliation	395	25.7%	8	17.4%	112	29.2%	29	16.76%	39	17.89%	583	24.7%
	Multiple Affiliations	60	3.9%	< 5	--	25	6.5%	< 5	--	< 5	3.67%	97	4.1%
	Other	28	1.8%	< 5	--	22	5.7%	13	7.51%	13	5.96%	77	3.3%

Note: % is the percent of each column for that demographic category (e.g., percent of Undergraduate Student respondents who are 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? (Question 1)**

Position	<i>n</i>	%
<b>Undergraduate Student</b>	<b>1,537</b>	<b>65.2</b>
Started at SVSU as a first year student	1,106	72.0
Transferred from another institution	281	18.3
Missing	150	9.8
<b>Graduate Student</b>	<b>46</b>	<b>2.0</b>
Non-degree	2	4.3
Master's degree student	37	80.4
Specialist degree	2	4.3
Doctoral degree student	2	4.3
Missing	3	6.5
<b>Faculty</b>	<b>384</b>	<b>16.3</b>
Tenure Track	142	37.0
<i>Instructor</i>	1	
<i>Assistant Professor</i>	57	
<i>Associate Professor</i>	45	
<i>Professor</i>	36	
Non-Tenure Track	149	38.8
<i>Adjunct</i>	124	
<i>Lecturer</i>	14	
<i>Assistant Professor/Instructor</i>	10	
Missing	93	24.2
<b>Staff</b>	<b>173</b>	<b>7.3</b>
<b>Administrative Professional</b>	<b>218</b>	<b>9.2</b>

Note: There are no missing data for the primary categories in this question; all respondents were required to select an answer. There are missing data for the sub-categories as indicated.

**Table B2. If employed by the university, what is your employment status at SVSU? (Question 2)**

Status	<i>n</i>	%
Regular/Continuing	692	29.3
Temporary	96	4.1
Student Worker	374	15.9
I am not employed at SVSU	1167	49.5
Missing	29	1.2

**Table B3. Are you full-time or part-time in that primary status? (Question 3)**

Status	<i>n</i>	%
Full-time	1,298	55.0
Part time	621	26.3
Missing	439	18.6

**Table B4. What is your birth sex (assigned)? (Question 34)**

Gender	<i>n</i>	%
Female	1,630	69.1
Intersex	0	0.0
Male	714	30.3
Missing	14	0.6

**Table B5. What is your gender/gender identity?**

(Question 35)

Gender	<i>n</i>	%
Genderqueer	7	0.3
Man	709	30.3
Transgender	2	0.1
Woman	1,612	68.8
A gender not listed above	13	0.6

**Table B6. What is your current gender expression? (Question 36)**

Gender	<i>n</i>	%
Androgynous	32	1.4
Feminine	1,573	67.9
Masculine	696	30.1
A gender expression not listed above	14	0.6

**Table B7. What is your racial/ethnic identity? Mark all that apply. (Question 37)**

Citizenship status	<i>n</i>	%
Alaskan Native	1	0.0
American Indian	37	1.6
Asian/Asian American	47	2.0
Black/African/African American	166	7.0
Latino(a)/Chicano(a)/Hispanic	80	3.4
Middle Eastern	16	0.7
Native Hawaiian	3	0.1
Pacific Islander	7	0.3
White	2,063	87.5
A racial identity not listed above	22	0.9

**Table B8. Which term best describes your sexual identity(s)? (Question 38)**

Sexual Identity	<i>n</i>	%
Asexual	132	5.8
Bisexual	80	3.5
Gay	35	1.5
Heterosexual	1,940	85.1
Lesbian	19	0.8
Pansexual	18	0.8
Queer	3	0.1
Questioning	25	1.1
A sexual identity not listed above	29	1.3

**Table B9. What is your age? (Question 39)**

Age	<i>n</i>	%
20 and under	837	35.5
21-23	557	23.6
24-29	177	7.5
30-39	204	8.7
40-49	206	8.7
50-59	204	8.7
60 and over	132	5.6
Missing	41	1.7

**Table B10. Do you have substantial parenting or caregiving responsibility? (mark all that apply) (Question 40)**

Group	<i>n</i>	%
<b>No</b>	<b>1,901</b>	<b>81.1</b>
<b>Yes</b>	<b>444</b>	<b>18.9</b>
Children 18 years of age or under	324	73.0
Children over 18 years of age, but still legally dependent (in college, disabled, etc.)	86	19.4
Independent adult children over 18 years of age	30	6.8
Sick or disabled partner	31	7.0
Senior or other family member	96	21.6
Other	12	2.7

Note: Percentages may not sum to 100% due to multiple responses.

**Table B11. Are/were you a member of the U.S. Armed Forces? (mark all that apply) (Question 41)**

Military Status	<i>n</i>	%
I have not been in the military	2,271	96.3
Active military	3	0.1
Reservist/National Guard	5	0.2
ROTC	4	0.2
Veteran	47	2.0
Missing	28	1.2

**Table B12. Students Only: What is the highest level of education achieved by your primary parent(s)/guardian(s)? (Question 42)**

Level of Education	Parent /Legal Guardian 1		Parent/Legal Guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	19	1.2	21	1.3
Some high school	19	1.2	23	1.5
Completed high school/GED	194	12.3	169	10.7
Some college	224	14.2	192	12.1
Business/Technical certificate/degree	89	5.6	77	4.9
Associate's degree	137	8.7	111	7.0
Bachelor's degree	538	34.0	549	34.7
Some graduate work	43	2.7	41	2.6
Master's degree	222	14.0	281	17.8
Specialist degree	10	0.6	9	0.6
Doctoral degree	22	1.4	54	3.4
Professional degree (MD, MFA, JD)	37	2.3	50	3.2
Unknown	9	0.6	0	0.0
Not applicable	9	0.6	1	0.1
Missing	11	0.7	5	0.3

Note: Table includes answers from those respondents who indicated that they were students in Question 1 (*n* = 1,583) only.

**Table B13. Staff Only: What is your highest level of education? (Question 43)**

Level of Education	<i>n</i>	%
No high school	0	0.0
Some high school	0	0.0
Completed high school/GED	24	6.1
Some college	43	11.0
Business/Technical certificate/degree	7	1.8
Associate's degree	24	6.1
Bachelor's degree	82	21.0
Some graduate work	28	7.2
Master's degree	144	36.8
Specialist degree	3	0.8
Doctoral degree	24	6.1
Professional degree (e.g. MD, JD, DVM)	5	1.3
Missing	7	1.8

Note: Table includes answers from those respondents who indicated that they were staff in Question 1 (*n* = 391) only.

**Table B14. Undergraduate Students Only: Where are you in your college career? (Question 44)**

College Status	<i>n</i>	%
Non-degree student	7	0.5
First year	360	23.4
Second year	286	18.6
Third year	317	20.6
Fourth year	286	18.6
Fifth year	196	12.8
Sixth year	52	3.4
Seventh year or more	31	2.0
Missing	2	0.1

Note: Table includes answers from those respondents who indicated that they were undergraduate students in Question 1 (*n* = 1,537) only.

**Table B15. Graduate Students Only: Where are you in your graduate career? (Question 45)**

Graduate Status	<i>n</i>	%
<b>Master's student</b>	<b>42</b>	<b>91.3</b>
First year	19	50.0
Second year	12	31.6
Third year (or more) year	7	18.4
<b>Specialist Student</b>	<b>2</b>	<b>4.3</b>
First year	2	100.0
Second year	0	0.0
Third (or more) year	0	0.0
<b>Doctoral student</b>	<b>2</b>	<b>4.3</b>
First year	2	100.0
Second year	0	0.0
<b>Missing</b>	<b>0</b>	<b>0.0</b>

Note: Table includes answers from those respondents who indicated that they were graduate students in Question 1 (*n* = 46) only.

**Table B16. Faculty Only: which academic division/department are you primarily affiliated with at this time? (Question 46)**

Academic division	<i>n</i>	%
College of Arts & Behavioral Science	174	45.3
College of Business and Management	24	6.3
College of Education	26	6.8
College of Health and Human Services	51	13.3
College of Science, Engineering and Technology	90	23.4
Missing	19	4.9

Note: Table includes answers from those respondents who indicated that they were faculty (*n* = 384) in Question 1 only.

**Table B17. Staff Only: Which work unit are you primarily affiliated with at this time? (Question 47)**

Work Unit	<i>n</i>	%
Academic Affairs	161	41.2
Administration & Business Affairs	173	44.2
President's Office	27	6.9
Missing	30	7.7

Note: Table includes answers from those respondents who indicated that they were staff in Question 1 (*n* = 391) only.  
 Note: Due to the small numbers involved and the large number of respondents that did not answer the sub-questions, percentages are not provided for the affiliation sub-categories.

**Table B18. Undergraduate Students Only: What is your academic major? (Question 48)**

Academic Unit	<i>n</i>	%
Undecided	46	3.0
Accounting	65	4.2
Applied Mathematics	7	0.5
Applied Studies	2	0.1
Art	18	1.2
Athletic Training	33	2.1
Biochemistry	29	1.9
Biology	96	6.2
Biology Education	2	0.1
Business Chemistry	6	0.4
Chemical Physics	2	0.1
Chemistry	26	1.7
Chemistry ACS	5	0.3
Chemistry Education	1	0.1
Clinical Laboratory Science	1	0.1
Communication	44	2.9
Communication & Theatre Education	2	0.1
Computer Information Systems	22	1.4
Computer Science	19	1.2
Criminal Justice	54	3.5
Economics	9	0.6
Electrical Engineering	17	1.1
Elementary Education	123	8.0
Engineering Technology Management	3	0.2
English – Literature	15	1.0
English –Creative Writing	19	1.2
English Education	22	1.4
Exercise Science	86	5.6
Finance	12	0.8
Fine Arts	3	0.2
French	3	0.2
French Education	1	0.1
General Business	22	1.4
General Science Teacher Education	0	0.0
Graphic Design	26	1.7
Health Science	52	3.4

<b>Table B18 (cont.)</b>	<i>n</i>	%
History	20	1.3
History Education	19	1.2
Industrial Management	2	0.1
Industrial Technology Education	0	0.0
Integrated Science Major	9	0.6
International Business	15	1.0
International Studies	5	0.3
Management	61	4.0
Marketing	47	3.1
Mathematics	6	0.4
Mathematics Education	12	0.8
Mechanical Engineering	49	3.2
Medical Laboratory Science	21	1.4
Medical Technology	0	0.0
Music	4	0.3
Music Education	6	0.4
Nursing	152	9.9
Occupational Therapy	79	5.1
Optical Physics	0	0.0
Physical & Health Education	4	0.3
Physics	3	0.2
Physics Education	0	0.0
Political Science	23	1.5
Political Science – Public Administration	6	0.4
Professional & Technical Writing	18	1.2
Psychology	77	5.0
RN to BSN	4	0.3
Social Work	102	6.6
Sociology	17	1.1
Spanish	10	0.7
Spanish Education	8	0.5
Special Education	14	0.9
Special Education – Elementary	23	1.5
Theatre	16	1.0
Visual Art Education	2	0.1

Note: Table includes answers from those respondents who indicated that they were undergraduate students in Question 1 (*n* = 1,537) only.

**Table B19. Graduate Students Only: What is your academic degree program? (Question 49)**

Academic Program	<i>n</i>	%
Administrative Science (MAS)	6	13.0
Business Administration (MBA)	4	8.7
Communication & Digital Media	1	2.2
Doctor of Nursing Practice	2	4.3
Education – Non-Degree & Endorsement Programs (TC)	1	2.2
Education Specialist (EdS)	2	4.3
Energy & Materials (MEM)	1	2.2
Health Administration & Leadership (MSHAL)	5	10.9
Instructional Technology & E-Learning	0	0.0
Nursing (MSN)	2	4.3
Occupational Therapy	17	37.0
Post Baccalaureate Initial Teacher Certification	2	4.3
Principalship (MEd)	0	0.0
Teaching (MAT)	1	2.2
Missing	2	4.3

Note: Table includes answers from those respondents who indicated that they were graduate students in Question 1 (*n* = 46) only.

**Table B20. Which, if any, of the conditions listed below impact your learning, working or living activities? (mark all that apply) (Question 50)**

Disability	<i>n</i>	%
Acquired/Traumatic Brain Injury	5	0.2
Chronic Diagnosis or Medical Condition	97	4.1
Hearing impaired or Complete loss of hearing	38	1.6
Mental Learning Disability	107	5.0
Mental health/Psychological condition	162	6.9
Physical learning disability	7	0.3
Physical/Mobility condition that affects walking	39	1.7
Physical/Mobility condition that does not affect walking	17	0.7
Speech/Communication Condition	15	0.6
Visually Impaired or Complete Loss of Vision	46	2.0
Other	20	0.8
I have none of the listed conditions	1,782	75.6

Note: Percentages may not sum to 100% due to multiple responses.

**Table B21. What is your citizenship status in the US? (Mark all that apply) (Question 51)**

Citizenship status	<i>n</i>	%
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN visa holder)	27	1.1
Other legally documented status	2	0.1
Permanent resident	150	6.4
Undocumented resident	2	0.1
U.S. citizen	2,199	93.3

**Table B22. What is the language(s) spoken in your home? (Question 52)**

Language at home	<i>n</i>	%
English only	2,194	93.0
English and other language(s)	134	5.7
Other than English	19	0.8
Missing	11	0.5

**Table B23. What is your religious or spiritual identity? (Question 53)**

Spiritual Identity	<i>n</i>	%		<i>n</i>	%
Agnostic	167	7.1	<i>The Church of Jesus Christ of Latter-day Saints</i>	11	0.7
Atheist	134	5.7	<i>United Methodist</i>	100	6.1
Baha'i	1	0.0	<i>Unitarian Universalist</i>	8	0.5
Buddhist	22	0.9	<i>United Church of Christ</i>	15	0.9
Christian	1,627	69.0	<i>A Christian affiliation not listed above</i>	49	3.0
<i>AME</i>	5	0.3	Confucianist	0	0.0
<i>AME Zion</i>	2	0.1	Druid	1	0.0
<i>Assembly of God</i>	9	0.6	Hindu	5	0.2
<i>Baptist</i>	126	7.7	Jain	1	0.0
<i>Catholic/Roman Catholic</i>	552	33.9	Jehovah's Witness	1	0.0
<i>Church of Christ</i>	22	3.0	Jewish (Conservative, Orthodox, Reformed)	18	0.8
<i>Church of God in Christ</i>	17	1.0	Muslim	7	0.3
<i>Christian Orthodox</i>	3	0.2	Native American Traditional Practitioner or Ceremonial	6	0.3
<i>Christian Methodist Episcopal</i>	9	0.6	Pagan	13	0.6
<i>Christian Reformed Church</i>	8	0.5	Rastafarian	0	0.0
<i>Episcopalian</i>	28	1.7	Scientologist	0	0.0
<i>Evangelical</i>	22	1.4	Secular Humanist	22	0.9
<i>Greek Orthodox</i>	6	0.4	Shi'ite	2	0.1
<i>Lutheran</i>	273	16.8	Sufi	3	0.1
<i>Mennonite</i>	4	0.2	Sunni	2	0.1
<i>Moravian</i>	1	0.1	Shinto	1	0.0
<i>Nondenominational Christian</i>	179	11.0	Sikh	0	0.0
<i>Pentecostal</i>	7	0.4	Taoist	3	0.1
<i>Presbyterian</i>	57	3.5	Wiccan	10	0.4
<i>Protestant</i>	36	2.2	Spiritual, but no religious affiliation	153	6.5
<i>Protestant Reformed Church</i>	2	0.1	No affiliation	287	12.2
<i>Quaker</i>	2	0.1	A religious affiliation or spiritual identity not listed above	29	1.2
<i>Reformed Church of America</i>	9	0.6			
<i>Russian Orthodox</i>	3	0.2			
<i>Seventh Day Adventist</i>	5	0.3			

Note: Percentages may not sum to 100% due to multiple responses.

**Table B24. Students Only: Are you currently financially dependent (family/guardian assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)? (Question 54)**

<u>Dependency status</u>	<u><i>n</i></u>	<u>%</u>
Dependent	1,162	73.4
Independent	367	23.2
<u>Missing</u>	<u>54</u>	<u>3.4</u>

Note: Table includes answers from those respondents who indicated that they were students in Question 1 ( $n = 1,583$ ) only.

**Table B25. 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 55)**

Income	<i>n</i>	%
Below \$10,000	162	10.2
\$10,000-\$19,999	138	8.7
\$20,000-\$29,999	130	8.2
\$30,000-\$39,999	99	6.3
\$40,000-\$49,999	98	6.2
\$50,000-\$59,999	120	7.6
\$60,000-\$69,999	98	6.2
\$70,000-\$79,999	125	7.9
\$80,000-\$89,999	107	6.8
\$90,000-\$99,999	85	5.4
\$100,000-\$124,999	187	11.8
\$125,000-\$149,999	59	3.7
\$150,000-\$199,999	49	3.1
\$200,000 -\$249,999	26	1.6
\$250,000 -\$299,999	12	0.8
\$300,000-\$399,999	6	0.4
\$400,000-\$499,999	2	0.1
\$500,000 or more	9	0.6
Missing	71	4.5

Note: Table includes answers from those respondents who indicated that they were students in Question 1 (*n* = 1,583) only.

**Table B26. Students Only: Where do you live? (Question 56)**

Residence	<i>n</i>	%
<b>Campus housing</b>	<b>705</b>	<b>44.5</b>
First Year Suites (A-G House)	88	16.2
Living Center North	84	15.5
Living Center South	57	10.5
Living Center Southwest	56	10.3
Pine Grove Apartments	95	17.5
University Village East	39	7.2
University Village West	123	22.7
<b>Non-campus housing</b>	<b>873</b>	<b>55.1</b>
Independently in an apartment/house	420	56.1
Living with family member/guardian	329	43.9
<b>Homeless</b> (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)	<b>2</b>	<b>0.1</b>
<b>Missing</b>	<b>3</b>	<b>0.2</b>

Note Table includes answers from those respondents who indicated that they were students in Question 1 (*n* = 1,583) only.  
 Note: Percentages for sub-categories are valid percentages and do not include missing responses.

**Table B27. Students Only: Are you employed (on or off-campus)? (Question 57)**

Employed	<i>n</i>	%
<b>No</b>	<b>555</b>	<b>35.1</b>
<b>Yes, I work on campus</b>	<b>391</b>	<b>24.7</b>
1-10 hours/week	130	34.4
11-20 hours/week	222	58.7
21-30 hours/week	19	5.0
31-40 hours/week	6	1.6
41-50 hours/week	1	0.3
51-60 hours/week	0	0.0
More than 60 hours/week	0	0.0
<b>Yes, I work off campus</b>	<b>719</b>	<b>45.4</b>
1-10 hours/week	118	17.3
11-20 hours/week	219	32.1
21-30 hours/week	223	32.7
31-40 hours/week	96	14.1
41-50 hours/week	22	3.2
51-60 hours/week	4	0.6
More than 60 hours/week	1	0.1

Note: Table includes answers from those respondents who indicated that they were students in Question 1 (*n* = 1,583) only.

**Table B28. Students Only: Do you participate in any of the following at SVSU? (mark all that apply)  
 (Question 58)**

Clubs/Organizations	<i>n</i>	%
I do not participate in any clubs/organizations	442	27.9
Leadership & Service	303	19.1
Residential Life	96	6.1
Fraternity/Sorority	147	9.3
Honorary	126	8.0
Peer tutor	49	3.1
Special Interest (e.g. Cardinal Radio, Disney College, Cardinal Sins)	83	5.2
Service/Volunteer	268	16.9
Fundraising (e.g. Battle of the Valleys, Relay for Life)	184	11.6
Event Programming	58	3.7
Clubs & Activities	379	23.9
Academic & Professional Clubs	198	12.5
Arts & Culture (performing/appreciation)	68	4.3
Athletics (NCAA Varsity Teams)	70	4.4
Multicultural	40	2.5
Political	33	2.1
Religion & Faith-based/Spiritual	144	9.1
Spirit	8	0.5
LGBTQA+	27	1.7
Veterans and Military Students	13	0.8
Ability/Disability	8	0.5
Health/Wellness	72	4.5
Publications	11	0.7
Sports & Recreation	71	4.5
Club sports	106	6.7
Intramural sports	169	10.7
Recreational	63	4.0
An organization not listed here	90	5.7

Note: Table includes answers from those respondents who indicated that they were students in Question 1 (*n* = 1,583) only. Percentages may not sum to 100% due to multiple responses.

**Table B29. What is your current relationship status? (Question 59)**

Relationship status	<i>n</i>	%
Single, never married	1,380	58.5
Single, divorced	63	2.7
Single, widow (partner/spouse deceased)	13	0.6
Partnered	240	10.2
Partnered, in civil union/ Registered Domestic Partnerships	3	0.1
Married or remarried	614	26.0
Separated	11	0.5
Other	5	0.2
Missing	29	1.2

**Table B30. Students Only: At the end of your last semester, what was your cumulative grade point average? (Question 60)**

GPA	<i>n</i>	%
3.5 – 4.0	766	48.4
3.0 – 3.4	450	28.4
2.5 – 2.9	215	13.6
2.0 – 2.4	85	5.4
1.5 – 1.9	16	1.0
1.0 – 1.4	7	0.4
0.0 – .99	11	0.7
Missing	33	2.1

Note: Table includes answers from those respondents who indicated that they were students in Question 1 (*n* = 1,583) only.

**Table B31. Students only: Are you a former foster-care youth? (Question 61)**

Foster-care youth	<i>n</i>	%
Yes	19	1.2
No	1,557	98.4
Missing	7	0.4

Note: Table includes answers from those respondents who indicated that they were students in Question 1 (*n* = 1,583) only.

**Table B32. Students only: Have you experienced financial hardship while attending SVSU? (Question 62)**

Financial hardship	<i>n</i>	%
No	840	53.1
Yes	736	46.5
Missing	7	0.4

Note: Table includes answers from those respondents who indicated that they were students in Question 1 (*n* = 1,583) only.

**Table B33. Students only: How have you experienced the financial hardship? (Question 63)**

Financial hardship experience	<i>n</i>	%
Difficulty in affording child care	19	2.6
Difficulty affording food	347	47.1
Difficulty in affording health care	144	19.6
Difficulty in affording housing	354	48.1
Difficulty in affording other campus fees	270	36.7
Difficulty affording tuition	442	60.1
Difficulty commuting to campus	187	25.4
Difficulty participating in co-curricular events or activities (alternative spring breaks, class trips, study abroad, etc.)	206	28.0
Difficulty participating in social events	217	29.5
Difficulty purchasing my books	404	54.9
Difficulty traveling home during SVSU breaks	155	21.1
Other	30	4.1

Note: Table includes answers from those respondents who indicated that they were students and had experienced hardship in Question 60 (*n* = 512) only.

**Table B34. Students Only: How are you currently paying for your education at SVSU? (Question 64)**

Source of funding	<i>n</i>	%
Credit card	138	8.7
Family contribution	655	41.4
Federal Work/Study	141	8.9
Grant	367	40.2
Loans	1,040	65.7
Merit scholarship	498	31.5
Need-based scholarship	194	12.3
Personal contribution/job	499	31.5
Resident assistant	17	1.1
Other	90	5.7

Note: Table includes answers from those respondents who indicated that they were students in Question 1 (*n* = 1,583) only.

**Table B35. Students Only: On average, during the past academic year, how many hours a week did you spend in experiential learning activities (e.g. service learning, studios, internships, practicums, enterprises)? (Question 65)**

Experiential learning activities	<i>n</i>	%
I don't participate in any experiential learning activities	710	44.9
1-5 hours	269	17.0
6-10 hours	149	9.4
11-20 hours	155	9.8
21-30 hours	103	6.5
31-40 hours	49	3.1
More than 40 hours	132	8.3
Missing	16	1.0

Note: Table includes answers from those respondents who indicated that they were students in Question 1 (*n* = 1,583) only.

**PART II: Findings**

*The tables in this section contain valid percentages except where noted.*

**Table B36. Overall, how comfortable are you with the climate at SVSU? (Question 4)**

Comfort	<i>n</i>	%
Very comfortable	691	29.3
Comfortable	1,240	52.7
Neither comfortable nor uncomfortable	285	12.1
Uncomfortable	108	4.6
Very uncomfortable	31	1.3

**Table B37. Faculty/Staff Only: Over all, how comfortable are you with the climate in your department/work unit? (Question 5)**

Comfort	<i>n</i>	%
Very comfortable	277	35.8
Comfortable	277	35.8
Neither comfortable nor uncomfortable	89	11.5
Uncomfortable	91	11.8
Very uncomfortable	40	5.2

Note: Table includes answers from those respondents who indicated that they were faculty or staff in Question 1 (*n* = 775) only.

**Table B38. Students/Faculty Only: Over all, how comfortable are you with the climate in your courses? (Question 6)**

Comfort	<i>n</i>	%
Very comfortable	542	27.6
Comfortable	1,121	57.1
Neither comfortable nor uncomfortable	216	11.0
Uncomfortable	66	3.4
Very uncomfortable	12	0.6
Not applicable	7	0.4

Note Table includes answers from those respondents who indicated that they were students or faculty in Question 1 (*n* = 1,967) only.

**Table B39. Have you ever seriously considered leaving SVSU? (Question 7)**

Considered leaving	<i>n</i>	%
No	1,493	63.4
Yes	863	36.6

**Table B40. Students only: When did you seriously consider leaving SVSU? (Question 8)**

Year in school	<i>n</i>	%
During my first year as a student	292	57.0
During my second year as a student	219	42.8
During my third year as a student	122	23.8
During my fourth year as a student	53	10.4
During my fifth year as a student	20	3.9
After my fifth year as a student	7	1.4

Note: Table includes answers from those students who indicated that they considered leaving in Question 7 (*n* = 512) only.

**Table B41. Students only: Why did you seriously consider leaving SVSU?  
 (Question 9)**

Reasons considered leaving	<i>n</i>	%
Climate was unwelcoming	119	23.2
Coursework was too difficult	49	9.6
Coursework was not challenging enough	29	5.7
Didn't offer my major	71	13.9
Financial reasons	100	19.5
Homesick	101	19.7
My marital/relationship status	33	6.4
Personal reasons	115	22.5
Transfer/I never intended to graduate from SVSU	59	11.5
A reason not offered in the list above	191	37.3

Note: Table includes answers from those students who indicated that they considered leaving in Question 7 (*n* = 512) only.

**Table B43. Faculty/Staff only: Why did you seriously consider leaving SVSU?  
 (Question 10)**

Reasons considered leaving	<i>n</i>	%
Climate was unwelcoming	110	31.3
Family responsibilities	39	11.1
Financial reasons	143	40.7
Interested in a position at another higher education institution	97	27.6
Interested in a position outside academia	49	14.0
Lack of benefits	36	10.3
Limited opportunities for advancement	145	41.3
Personal reasons	22	6.3
Recruited or offered a position at another institution	37	10.5
Relocation	26	7.4
Spouse/partner relocated	10	2.8
Tension in department with supervisor/manager	126	35.9
A reason not offered in the list above	103	29.3

Note: Table includes answers from those faculty/staff who indicated that they considered leaving in Question 7 (*n* = 351) only.

**Table B44. Students Only: The following questions ask you about your academic experience at SVSU (Question 12)**

Academic Experience	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am performing up to my full academic potential.	424	26.8	871	55.1	143	9.1	128	8.1	14	0.9
Many of my courses this year have been intellectually stimulating.	499	31.7	817	51.9	181	11.5	61	3.9	16	1.0
I am satisfied with my academic experience at SVSU	388	24.9	814	52.1	244	15.6	97	6.2	18	1.2
I am satisfied with the extent of my intellectual development since enrolling at SVSU	474	30.1	809	51.3	206	13.1	69	4.4	18	1.1
I have performed academically as well as I anticipated I would.	382	24.2	701	44.5	246	15.6	200	12.7	47	3.0
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	514	32.6	798	50.7	189	12.0	60	3.8	14	0.9
My interest in ideas and intellectual matters has increased since coming to SVSU	524	33.3	735	46.8	220	14.0	74	4.7	19	1.2
I intend to graduate from SVSU	1,009	64.3	395	25.2	114	7.3	23	1.5	29	1.8
I am considering transferring to another college or university due to academic reasons.	69	4.4	125	8.0	166	10.6	396	25.2	814	51.8
I am aware of SVSU's environment/sustainability efforts, initiative, and course offerings	263	16.7	750	47.7	336	21.4	172	10.9	52	3.3

Note: Table includes answers from those respondents who indicated that they were students in Question 1 (*n* = 1,583) only.

**Table B45. Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored) intimidating, offensive, and/or hostile (bullying, harassing) behavior at SVSU? (Question 13)**

Experienced conduct	<i>n</i>	%
No	1,797	76.4
Yes, but it did not interfere with my ability to work or learn	398	16.9
Yes, and it interfered with my ability to work or learn	157	6.7

**B46. What do you believe the conduct was based upon? (Question 14)**

Conduct based upon	<i>n</i>	%
Position (staff, faculty, student)	128	23.1
Don't Know	106	19.1
Age	103	18.6
Gender/Gender identity	100	18.0
Philosophical views	64	11.5
Academic Performance	60	10.8
Ethnicity	60	10.8
Major field of study	59	10.6
Physical characteristics	55	9.9
Race	51	9.2
Educational credentials	49	8.8
Participation in an organization/team	41	7.4
Religious/spiritual views	40	7.2
Political views	36	6.5
Where I am from	34	6.1
Gender expression	29	5.2
Mental Health/ Psychological condition	27	4.9
Sexual identity	21	3.8
Socioeconomic status	20	3.6
Marital status (e.g. single, married, partnered)	19	3.4
Medical condition	15	2.7
English language proficiency/accent	11	2.0
Learning disability	10	1.8
International Status	9	1.6
Parental status (e.g., having children)	7	1.3
Physical disability	6	1.1
Immigrant/citizen status	5	0.9
Pregnancy	4	0.7
Military/veteran status	3	0.5
Other	120	21.6

Note: Table includes answers from those respondents who indicated that they experienced conduct (*n* = 555) only. Percentages do not sum to 100 due to multiple responses.

**Table B47. How did you experience this conduct? (Question 15)**

Form of conduct	<i>n</i>	%
I felt isolated or left out	238	42.9
I felt I was deliberately ignored or excluded	236	42.5
I felt intimidated/bullied	194	35.0
I was the target of derogatory verbal remarks	110	19.8
I observed others staring at me	96	17.3
I received derogatory written comments	49	8.8
I received derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts, etc.	49	8.8
I was singled out as the spokesperson for my identity group	47	8.5
I feared for my physical safety	37	6.7
I feared getting a poor grade because of a hostile classroom environment	31	5.6
I received a low performance evaluation	31	5.6
Someone assumed I was admitted/hired/promoted due to my identity	16	2.9
Someone assumed I was <u>not</u> admitted/hired/promoted due to my identity	14	2.5
I received threats of physical violence	11	2.0
I was the target of racial/ethnic profiling	11	2.0
I received derogatory phone calls	8	1.4
I was the target of stalking	7	1.3
I was the target of graffiti/vandalism	2	0.4
I was the victim of a crime	2	0.4
I feared for my family's safety	1	0.2
I was the target of physical violence	0	0.0
Other	58	10.5

Note: Table includes answers from those respondents who indicated that they experienced conduct (*n* = 555) only. Percentages do not sum to 100 due to multiple responses.

**Table B48. Where did this conduct occur? (Question 16)**

Location of conduct	<i>n</i>	%
In a public space at SVSU	138	24.9
In a meeting with a group of people	130	23.4
In a class/lab/clinical setting	121	21.8
While working at a SVSU job	106	19.1
In campus housing	102	18.4
In a SVSU administrative/staff office	95	17.1
In a meeting with one other person	62	11.2
At a SVSU event	54	9.7
On social networking sites/Facebook/Twitter/cell phone/other form of technological communication	53	9.5
In a faculty office	52	9.4
While walking on campus	46	8.3
Off campus	36	6.5
In SVSU dining facilities	21	3.8
In athletic facilities	16	2.9
In off-campus housing	8	1.4
In a University Health Center	4	0.7
In an experiential learning environment	3	0.5
In a study abroad program – faculty led	0	0.0
In a study abroad program – semester or year long	0	0.0
Other	41	7.4

Note: Table includes answers from those respondents who indicated that they experienced conduct (*n* = 555) only. Percentages do not sum to 100 due to multiple responses.

**Table B49. Who/what was the source of this conduct? (Question 17)**

Source of conduct	<i>n</i>	%
Student	202	36.
Faculty member/Instructor	114	20.5
Co-worker	88	15.9
Roommate	75	13.5
Staff member	59	10.6
Supervisor (repeated in survey)	54	9.7
Friend	51	9.2
Stranger	49	8.8
Senior Administrator	46	8.3
Department chair	36	6.5
Don't know source	19	3.4
Student staff	13	2.3
Academic advisor	12	2.2
Off campus community member	9	1.6
SVSU public safety/campus police	8	1.4
Social Networking site	8	1.4
Athletic coach/trainer	7	1.3
Person that I supervise	4	0.7
SVSU media	3	0.5
Teaching assistant/Lab Assistant/Tutor	3	0.5
Health Services	2	0.4
Alumni	1	0.2
Donor	0	0.0
Other	31	5.6

Note: Table includes answers from those respondents who indicated that they experienced conduct (*n* = 555) only. Percentages do not sum to 100 due to multiple responses.

**Table B50. Please describe your reactions to experiencing this conduct? (Question 18)**

Reactions to conduct	<i>n</i>	%
I was angry	271	48.8
I felt embarrassed	223	40.2
I told a friend	203	36.6
I told a family member	195	35.1
I avoided the harasser	164	29.5
I ignored it	157	28.3
I felt somehow responsible	79	14.2
I didn't report it for fear that my complaint would not be taken seriously	73	13.2
I was afraid	72	13.0
I left the situation immediately	72	13.0
I sought support from a faculty member	64	11.5
I did nothing	64	11.5
I confronted the harasser at the time	62	11.2
I sought support from a staff person	62	11.2
I confronted the harasser later	55	9.9
I sought support from an administrator	52	9.4
I reported it to a SVSU employee/official	49	8.8
I didn't know who to go to	37	6.7
I did report it but I did not feel the complaint was taken seriously	37	6.7
I sought support from a SVSU resource	29	5.2
It didn't affect me at the time	25	4.5
I sought support from student staff (e.g. peer counselor)	19	3.4
I sought support from a spiritual advisor	17	3.1
I sought information on-line	17	3.1
I contacted a local law enforcement official	11	2.0
I sought support from off-campus hot-line/advocacy services	10	1.8
I sought support from a teaching assistant	2	0.4
Other	35	6.3

Note: Table includes answers from those respondents who indicated that they experienced conduct (*n* = 555) only. Percentages do not sum to 100 due to multiple responses.

**Table B51. Have you experienced unwanted sexual contact (including forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, sexual assault, sexual assault with an object, and forcible fondling) while a member of the SVSU community? (Question 20)**

Experienced unwanted sexual contact	<i>n</i>	%
No	2,302	97.6
Yes	54	2.3
Missing	2	0.1

**Table B52. When did the unwanted sexual contact occur? (Question 21)**

When experienced unwanted sexual contact	<i>n</i>	%
Within the last 4 years	47	90.4
5-10 years ago	4	7.7
11-20 years	0	0.0
More than 20 years ago	1	1.9

Note: Table includes answers from those respondents who indicated that they experienced unwanted sexual contact (*n* = 24) only.

**Table B53. Students only: What semester were you in when you experienced the unwanted sexual contact? (Question 22)**

Semester	<i>n</i>	%
First semester	20	40.8
Second semester	5	10.2
Third semester	11	22.4
Fourth semester	3	6.1
Fifth semester	6	12.2
Sixth semester	2	4.1
Seventh semester	1	2.0
Eighth semester	1	2.0
After eighth semester	0	0.0
During my continuing education (non-credit) course or certificate	0	0.0

Note: Table includes answers from student respondents who indicated that they experienced unwanted sexual contact (*n* = 51).

**Table B54. Who did this to you? (Question 23)**

Source	<i>n</i>	%
Student	28	51.9
Acquaintance/friend	22	40.7
Stranger	8	14.8
Family member	1	1.9
Staff	1	1.9
Faculty	0	0.0
Other	5	9.3

Note: Table includes answers from those respondents who indicated that they experienced unwanted sexual contact (*n* = 54).

**Table B55. Where did the incident(s) occur? (Question 24)**

Location	<i>n</i>	%
Off-campus	23	42.6
On-campus	32	59.3

Note: Table includes answers from those respondents who indicated that they experienced unwanted sexual contact (*n* = 54).

**Table B56. Please describe your reactions to experiencing the incident(s)? (Question 25)**

Reactions to unwanted sexual contact	<i>n</i>	%
I told a friend	30	55.6
I felt embarrassed	28	51.9
I felt somehow responsible	23	42.6
I was angry	23	42.6
I left the situation immediately	17	31.5
I was afraid	16	29.6
I did nothing	14	25.9
I didn't know what to do	13	24.1
I ignored it	12	22.2
I told a family member	12	22.2
I didn't know who to go to	7	13.0
It didn't affect me at the time	5	9.3
I sought support from campus resource	5	9.3
I sought support from off-campus hot-line/advocacy services	4	7.4
I sought information on-line	3	5.6
I made an official complaint to a campus employee/official	2	3.7
I contacted campus police/public safety	1	1.9
I contacted a local law enforcement official	1	1.9
I sought support from a staff person	1	1.9
I sought support from an administrator	1	1.9
I sought support from a faculty member	1	1.9
I sought support from a teaching assistant/graduate assistant	0	0.0
I sought support from a spiritual advisor (e.g. pastor, rabbi, priest)	0	0.0
I sought support from student staff (e.g. peer counselor)	0	0.0
I sought support from my union representative	0	0.0
Other	4	7.4

Note: Table includes answers from those respondents who indicated that they experienced unwanted sexual contact (*n* = 54). Percentages do not sum to 100 due to multiple responses.

**Table B57. Staff/Faculty Only: Please respond to the following statements. (Question 28)**

	Strongly agree		Agree		Disagree		Strongly disagree		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision	99	12.8	139	18.0	251	32.6	233	30.2	49	6.4
My colleagues/co-workers expect me to represent “the point of view” of my identity	42	5.5	126	16.6	254	33.4	171	22.5	168	22.1
I believe salary determinations are clear	128	16.8	328	43.2	137	18.0	118	15.5	49	6.4
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career.	156	20.4	295	38.7	119	15.6	65	8.5	128	16.8
I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition.	93	12.2	150	19.6	316	41.4	151	19.8	54	7.1

Note: Table includes answers from those respondents who indicated that they were faculty or staff in Question 1 (*n* = 775).

**Table B58. Faculty Only: As a faculty member... (Question 30)**

	Strongly agree		Agree		Disagree		Strongly disagree		Not Applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that the tenure/promotion process is clear.	73	19.1	123	32.1	43	11.2	16	4.2	128	33.4
I believe that the tenure/promotion standards are reasonable.	70	18.4	131	34.5	36	9.5	9	2.4	134	35.3
I feel that my service contributions are important to tenure/promotion.	74	19.4	139	36.5	20	5.2	10	2.6	138	36.2
I feel pressured to change my research agenda to achieve tenure/promotion.	15	3.9	38	10.0	103	27.1	49	12.9	175	46.1
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	68	18.0	167	44.3	51	13.5	24	6.4	67	17.8
I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments, teaching load).	31	8.1	64	16.8	133	34.9	45	11.8	108	28.3
I feel that I am burdened by service responsibilities beyond those of my colleagues with similar performance expectations. (e.g., committee memberships, departmental work assignments, teaching load).	17	4.5	49	12.9	137	36.1	65	17.2	111	29.3
I feel that I perform more work to help students (e.g., formal and informal advising, sitting for qualifying exams/thesis committees, helping with student groups and activities, providing other support) beyond those of my colleagues with similar performance expectations.	31	8.2	97	25.7	132	34.9	51	13.5	67	17.7
I feel that my diversity-related research/teaching/service contributions have been/will be valued for promotion or tenure.	21	5.6	84	22.2	35	9.3	13	3.4	225	59.5
I utilize SVSU policies on taking leave for childbearing or adoption	6	1.6	21	5.5	22	5.8	10	2.6	320	84.4
I utilize SVSU policies on active service-modified duties	2	0.5	18	4.8	20	5.3	7	1.9	328	87.5
In my department, I believe faculty members who use family accommodation (FMLA) policies are disadvantaged in promotion or tenure.	2	0.5	19	5.1	96	25.5	59	15.7	200	53.2
I believe the tenure standards/promotion standards are applied equally to all faculty.	33	8.8	131	34.7	54	14.3	34	9.0	125	33.2
I find that SVSU is supportive of faculty taking sabbatical/faculty enhancement leave	58	15.3	151	39.9	15	4.0	6	1.6	148	39.2

Note: Table includes answers from those respondents who indicated that they were faculty in Question 1 (*n* = 384).

**Table B59. Staff/Faculty Only: Please respond to the following statements (Question 32)**

	Strongly agree		Agree		Disagree		Strongly disagree		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I find that SVSU is supportive of taking leave.	115	15.2	332	43.9	75	9.9	20	2.6	215	28.4
I find that SVSU is supportive of flexible work schedules.	115	15.2	393	51.8	113	14.9	44	5.8	94	12.4
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children	34	4.5	86	11.3	308	40.5	157	20.6	176	23.1
I feel that SVSU provides available resources to help employees balance work-life needs, such as childcare and elder care.	34	4.5	155	20.4	161	21.2	132	17.4	277	36.5
I have supervisors who give me job/career advice or guidance when I need it.	123	16.2	334	43.9	122	16.0	77	10.1	105	13.8
I have colleagues/co-workers who give me job/career advice or guidance when I need it.	159	20.9	401	52.8	80	10.5	38	5.0	82	10.8
My supervisor provides me with resources to pursue professional development opportunities.	147	19.3	336	44.2	129	17.0	63	8.3	86	11.3
SVSU provides me with resources to pursue professional development opportunities.	160	21.0	414	54.3	95	12.5	34	4.5	59	7.7
My supervisor provides ongoing feedback to help me improve my performance.	117	15.4	356	46.8	153	20.1	68	8.9	66	8.7
I have adequate access to administrative support	147	19.4	424	55.9	105	13.9	37	4.9	45	5.9

Note: Table includes answers from those respondents who indicated that they were faculty or staff in Question 1 (*n* = 775).

**Table B60. Within the past year, have you observed any conduct or communications directed towards a person or group of people at SVSU that you believe created an exclusionary, intimidating, offensive and/or hostile (bullied, harassing) working or learning environment? (Question 66)**

Observed conduct or communications	<i>n</i>	%
No	1,853	78.8
Yes	498	21.2

**Table B61. Who/what were the targets of this conduct? (Question 67)**

Target(s) of observed conduct	<i>n</i>	%
Student	290	58.2
Friend	87	17.5
Co-worker	76	15.3
Faculty member/Instructor	75	15.1
Staff member	61	12.2
Stranger	56	11.2
Roommate	40	8.0
Don't know target	32	6.4
Student staff	24	4.8
Social Networking site (e.g., Facebook, Twitter)	21	4.2
Supervisor	16	3.2
Academic advisor	10	2.0
SVSU media	10	2.0
Off-campus community member	10	2.0
Department chair	10	2.0
Senior Administrator	8	1.6
Athletic coach/trainer	6	1.2
Person that I supervise	6	1.2
SVSU public safety/campus police	4	0.8
Teaching assistant/Lab Assistant/Tutor	3	0.6
Alumni	2	0.4
Donor	0	0.0
Health Services	0	0.0
Other	24	4.8

Note: Table includes answers from those respondents who indicated that they observed conduct (*n* = 498). Percentages do not sum to 100 due to multiple responses.

**Table B62. Who/what was the source of this conduct? (Question 68)**

Source(s) of observed conduct	<i>n</i>	%
Student	236	47.4
Faculty member/Instructor	98	19.7
Staff member	55	11.0
Stranger	51	10.2
Supervisor	48	9.6
Co-worker	44	8.8
Senior Administrator	36	7.2
Don't know source	34	6.8
Roommate	33	6.6
Social Networking site (e.g., Facebook, Twitter)	29	5.8
Friend	27	5.4
Department chair	18	3.6
SVSU media (e.g., posters, brochures, flyers, handouts, web sites)	12	2.4
Academic advisor	11	2.2
Student staff	10	2.0
Athletic coach/trainer	8	1.6
SVSU public safety/campus police	8	1.6
Off-campus community member	7	1.4
Alumni	3	0.6
Teaching assistant/ Lab Assistant/Tutor	3	0.6
Donor	2	0.4
Health Services	0	0.0
Person that I supervise	0	0.0
Other	23	4.6

Note Table includes answers from those respondents who indicated that they observed conduct (*n* = 498). Percentages do not sum to 100 due to multiple responses.

**Table B63. What do you believe were the bases for this conduct? (Question 69)**

Bases of observed conduct	<i>n</i>	%
Race	118	23.7
Gender/Gender identity	106	21.3
Ethnicity	90	18.1
Don't know	89	17.9
Position (staff, faculty, student)	80	16.1
Sexual identity	73	14.7
Gender expression	61	12.2
Religious/spiritual views	55	11.0
Age	52	10.4
Academic Performance	44	8.8
Philosophical views	44	8.8
Physical characteristics	38	7.6
Political views	38	7.6
International status	32	6.4
English language proficiency/accent	31	6.2
Socioeconomic status	31	6.2
Educational credentials	30	6.0
Mental Health/Psychological condition	30	6.0
Learning disability	25	5.0
Major field of study	24	4.8
Physical disability	23	4.6
Immigrant/citizen status	17	3.4
Participation in an organization/team	15	3.0
Medical condition	14	2.8
Marital status	11	2.2
Pregnancy	11	2.2
Where I am from	8	1.6
Parental status (e.g., having children)	6	1.2
Military/veteran status	2	0.4
Other	69	13.9

Note: Table includes answers from those respondents who indicated that they observed conduct (*n* = 498). Percentages do not sum to 100 due to multiple responses.

**Table B64. What forms of behaviors have you observed or personally been made aware of?  
 (Question 70)**

Form(s) of observed conduct	<i>n</i>	%
Derogatory verbal remarks	298	59.8
Person felt isolated or left out	175	35.1
Deliberately ignored or excluded	170	34.1
Intimidated/bullied	136	27.3
Racial/ethnic profiling	110	22.1
Derogatory/unsolicited emails, text messages, Facebook posts, Twitter posts, etc.	103	20.7
Assumption that someone was admitted/hired/promoted based on his/her identity	80	16.1
Person singled out as the spokesperson for their identity group	77	15.5
Derogatory written comments	68	13.7
Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity	50	10.0
Receipt of a low performance evaluation	50	10.0
Feared for their physical safety	35	7.0
Threats of physical violence	24	4.8
Receipt of a poor grade b/c of a hostile classroom environment	22	4.4
Derogatory phone calls	16	3.2
Physical violence	15	3.0
Victim of a crime	14	2.8
Graffiti/vandalism	12	2.4
Feared for their family's safety	4	0.8
Other	25	5.0

Note: Table includes answers from those respondents who indicated that they observed conduct (*n* = 498). Percentages do not sum to 100 due to multiple responses.

**Table B65. How many times have you observed this type of conduct?  
(Question 71)**

Number of times	<i>n</i>	%
1	63	13.3
2	86	18.2
3	94	19.9
4	45	9.5
5	9	1.9
6 or more	175	37.1

Note: Table includes answers from those respondents who indicated that they observed conduct ( $n = 498$ ). Percentages do not sum to 100 due to multiple responses.

**Table B66. Where did this conduct occur? (mark all that apply)  
 (Question 72)**

Location of observed conduct	<i>n</i>	%
In a public space at SVSU	169	33.9
In a meeting with a group of people	109	21.9
In a class/lab/clinical setting	102	20.5
On social networking sites/Facebook/Twitter/cell phone/other form of technological communication	101	20.3
At a SVSU event	93	18.7
While working at a SVSU job	88	17.7
In campus housing	80	16.1
While walking on campus	78	15.7
In a SVSU administrative/staff office	62	12.4
In a meeting with one other person	46	9.2
Off campus	43	8.6
In a faculty office	38	7.6
In SVSU dining facilities	33	6.6
In athletic facilities	21	4.2
In off-campus housing	15	3.0
In an experiential learning environment	6	1.2
In the University Health Center	4	0.8
In a study abroad program – faculty led	2	0.4
In a study abroad program – semester or year-long	0	0.0
Other	19	3.8

Note Table includes answers from those respondents who indicated that they observed conduct (*n* = 498). Percentages do not sum to 100 due to multiple responses.

**Table B67. Please describe your reactions to observing this conduct? (mark all that apply)  
 (Question 73)**

Reactions to observed conduct	<i>n</i>	%
I was angry	215	43.2
I felt embarrassed	175	35.1
I told a friend	123	24.7
I told a family member	87	17.5
I ignored it	77	15.5
I avoided the harasser	77	15.5
I did nothing	67	13.5
I didn't report it for fear that my complaint would not be taken seriously	66	13.3
I felt somehow responsible	57	11.4
I confronted the harasser at the time	55	11.0
I left the situation immediately	51	10.2
I didn't know who to go to	51	10.2
I sought support from a staff person	47	9.4
I reported it to a SVSU employee/official	45	9.0
I confronted the harasser later	43	8.6
It didn't affect me at the time	42	8.4
I was afraid	40	8.0
I sought support from a faculty member	34	6.8
I sought support from an administrator	32	6.4
I sought support from a SVSU resource	22	4.4
I did report it but I did not feel the complaint was taken seriously	19	3.8
I sought information on-line	18	3.6
I sought support from student staff (e.g. peer counselor)	11	2.2
I contacted a local law enforcement official	9	1.8
I sought support from a spiritual advisor (e.g. pastor, rabbi, priest)	7	1.4
I sought support from off-campus hot-line/advocacy services	5	1.0
I sought support from a teaching assistant	1	0.2
Other	36	7.2

Note: Table includes answers from those respondents who indicated that they observed conduct (*n* = 498). Percentages do not sum to 100 due to multiple responses.

**Table B68. Faculty/Staff Only: I have observed hiring practices at SVSU (e.g. hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that I perceive to be unfair and/or unjust or would inhibit diversifying the community. (Question 75)**

Perceived Unfair/ Unjust Hiring	<i>n</i>	%
No	484	62.7
Yes	141	18.3
Don't know	147	19.0

Note: Table includes answers from those respondents who indicated that they indicated that they were faculty or staff in Question 1 (*n* = 775).

**Table B69. Staff/Faculty only: I believe that the unfair and unjust hiring practices were based upon:  
 (Question 76)**

Based On	<i>n</i>	%
Nepotism	37	26.2
Educational credentials	29	20.6
Position (staff, faculty, student)	28	19.9
Race	26	18.4
Gender/Gender identity	24	17.0
Age (listed twice in survey)	22	15.6
Ethnicity	22	15.6
Political views	9	6.4
Major field of study	7	5.0
Philosophical views	7	5.0
Gender expression	4	2.8
International status	4	2.8
Marital status	4	2.8
Sexual identity	4	2.8
Socioeconomic status	4	2.8
Immigrant/citizen status	3	2.1
Physical characteristics	3	2.1
Religious/spiritual views	3	2.1
English language proficiency/accent	2	1.4
Parental status (e.g., having children)	2	1.4
Where I am from	2	1.4
Military/veteran status	1	0.7
Learning disability	0	0.0
Mental Health/Psychological condition	0	0.0
Medical condition	0	0.0
Physical disability	0	0.0
Pregnancy	0	0.0
Don't know	4	2.8
Other	36	25.5

Note: Table includes answers from those respondents who indicated that they perceived discriminatory practices (*n* = 141). Percentages do not sum to 100 due to multiple responses.

**Table B70. Faculty/Staff only: I have perceived employment-related discipline or action up to and including dismissal at SVSU that I perceive to be unfair and unjust. (Question 78)**

Perceived Unfair/Unjust Disciplinary Actions	<i>n</i>	%
No	571	74.7
Yes	72	9.4
Don't know	121	15.8

Note: Table includes answers from those respondents who indicated that they were faculty or staff in Question 1 (*n* = 775).

**Table B71. Staff/Faculty only: I believe that the unfair and unjust employment-related discipline or action were based upon: (Question 79)**

Based On	<i>n</i>	%
Position (staff, faculty, student)	21	29.2
Philosophical views	16	22.2
Age	14	19.4
Gender/Gender identity	14	19.4
Race	8	11.1
Ethnicity	7	9.7
Political views	6	8.3
Educational credentials	5	6.9
Gender expression	4	5.6
Marital status	3	4.2
Mental Health/Psychological condition	2	2.8
Medical condition	2	2.8
Parental status (e.g., having children)	2	2.8
Physical disability	2	2.8
Religious/spiritual views	2	2.8
Sexual identity	2	2.8
Socioeconomic status	2	2.8
English language proficiency/accent	1	1.4
Learning disability	1	1.4
Major field of study	1	1.4
Where I am from	1	1.4
Immigrant/citizen status	0	0.0
International status	0	0.0
Military/veteran status	0	0.0
Physical characteristics	0	0.0
Pregnancy	0	0.0
Don't know	7	9.7
Other	19	26.4

Note: Table includes answers from those respondents who indicated that they perceived unjust or unfair employment-related discipline or action (*n* = 72).

Percentages do not sum to 100 due to multiple responses.

**Table B72. Faculty/Staff only: I have observed promotion/tenure/reappointment/reclassification practices at SVSU that I perceive to be unfair or unjust. (Question 81)**

Perceived Unfair/ Unjust Promotion	<i>n</i>	%
No	459	59.5
Yes	158	20.5
Don't know	154	20.0

Note: Table includes answers from those respondents who indicated that they were faculty or staff in Question 1 (*n* = 775).

**Table B73. Staff/Faculty only: I believe that the unfair and unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification were based upon: (Question 82)**

Based On	<i>n</i>	%
Position (staff, faculty, student)	33	20.9
Nepotism	32	20.3
Age	31	19.6
Educational credentials	31	19.6
Gender/Gender identity	23	14.6
Philosophical views	21	13.3
Political views	13	8.2
Ethnicity	11	7.0
Major field of study	10	6.3
Socioeconomic status	8	5.1
Race	7	4.4
Marital status	6	3.8
Gender expression	5	3.2
Pregnancy	4	2.5
Sexual identity	3	1.9
Parental status (e.g., having children)	2	1.3
Physical characteristics	2	1.3
Religious/spiritual views	2	1.3
Where I am from	2	1.3
Immigrant/citizen status	1	0.6
Physical disability	1	0.6
English language proficiency/accent	0	0.0
International status	0	0.0
Learning disability	0	0.0
Mental Health/Psychological condition	0	0.0
Medical condition	0	0.0
Military/veteran status	0	0.0
Don't know	26	16.5
Other	41	25.9

Note Table includes answers from those respondents who indicated that they perceived discriminatory practices related to promotion/tenure/reappointment/reclassification (*n* = 158). Percentages do not sum to 100 due to multiple responses.

**Table B74. Using a scale of 1-5, please rate the overall climate at SVSU on the following dimensions: (Question 84)**

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	1,128	47.9	907	38.5	266	11.3	47	2.0	6	0.3	<b>1.9</b>	<b>0.8</b>
Cooperative/Uncooperative	803	34.2	1,075	45.8	347	14.8	102	4.3	18	0.8	<b>2.1</b>	<b>0.9</b>
Improving/Regressing	766	32.9	907	39.0	503	21.6	111	4.8	41	1.8	<b>2.1</b>	<b>0.9</b>
Positive for persons with disabilities/Negative	885	38.0	946	40.6	426	18.3	62	2.7	12	0.5	<b>2.0</b>	<b>0.9</b>
Positive for people who identify as lesbian, gay, bisexual/Negative	738	31.9	892	38.5	589	25.4	74	3.2	22	1.0	<b>2.1</b>	<b>1.0</b>
Positive for people who identify as transgender/Negative	623	27.2	738	32.2	789	34.5	94	4.1	46	2.0	<b>2.4</b>	<b>1.1</b>
Positive for people of Christian faith/Negative	990	42.6	819	35.2	432	18.6	63	2.7	22	0.9	<b>1.9</b>	<b>1.0</b>
Positive for people of other faith backgrounds faith/Negative	713	30.7	837	36.1	618	26.6	129	5.6	22	0.9	<b>2.4</b>	<b>1.2</b>
Positive for people of Color/Negative	933	40.2	857	36.9	412	17.7	90	3.9	31	1.3	<b>1.9</b>	<b>0.9</b>
Positive for men/Negative	1,177	50.5	769	33.0	336	14.4	35	1.5	12	0.5	<b>1.7</b>	<b>0.8</b>
Positive for women/Negative	990	42.5	850	36.5	406	17.4	69	3.0	13	0.6	<b>2.2</b>	<b>1.0</b>
Positive for non-native English speakers/Negative	676	29.2	859	37.1	601	26.0	156	6.7	23	1.0	<b>2.5</b>	<b>1.1</b>
Positive for people who are not U.S. Citizens/Negative	690	29.8	871	37.6	608	26.2	128	5.5	21	0.9	<b>2.3</b>	<b>1.1</b>
Welcoming/Not welcoming	1,152	49.2	871	37.2	248	10.6	57	2.4	15	0.6	<b>1.8</b>	<b>0.8</b>
Respectful/disrespectful	960	41.1	941	40.3	316	13.5	96	4.1	20	0.9	<b>2.2</b>	<b>1.0</b>
Positive for people of high socioeconomic status/Negative	1,006	43.5	808	34.9	455	19.7	32	1.4	12	0.5	<b>2.1</b>	<b>1.0</b>
Positive for people of low socioeconomic status/Negative	675	29.2	792	34.3	615	26.6	183	7.9	45	1.9	<b>2.6</b>	<b>1.1</b>

**Table B75. Using a scale of 1-5, please rate the overall climate at SVSU on the following dimensions: (Question 85)**

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	737	31.7	902	38.7	472	20.3	190	8.2	27	1.2	<b>2.6</b>	<b>1.1</b>
Not sexist/sexist	764	32.9	876	37.7	493	21.2	158	6.8	30	1.3	<b>2.7</b>	<b>1.1</b>
Not homophobic/homophobic	733	31.8	906	39.3	494	21.4	149	6.5	24	1.0	<b>2.6</b>	<b>1.1</b>
Not transphobic/transphobic	729	31.8	831	36.3	541	23.6	146	6.4	42	1.8	<b>2.7</b>	<b>1.2</b>
Not age biased/age biased	804	34.8	822	35.6	479	20.7	175	7.6	32	1.4	<b>2.3</b>	<b>1.0</b>
Not classist (socioeconomic status)/classist	745	32.5	839	36.6	519	22.6	154	6.7	36	1.6	<b>2.4</b>	<b>0.9</b>
Not classist (position: faculty, staff, student)/ classist	705	30.6	794	34.4	527	22.9	201	22.9	78	3.4	<b>2.3</b>	<b>1.0</b>
Disability friendly/ not disability friendly	922	39.7	929	40.0	391	16.8	67	2.9	12	0.5	<b>2.0</b>	<b>0.8</b>

**Table B76. Students Only: Please indicate the extent to which you agree with each of the following statements: (Question 86)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in the classroom	465	29.4	800	50.6	198	12.5	98	6.2	19	1.2
I feel valued by other students in the classroom	344	21.8	724	45.9	389	24.7	103	6.5	16	1.0
I think SVSU faculty are genuinely concerned about my welfare	477	30.3	699	44.4	241	15.3	128	8.1	31	2.0
I think SVSU staff are genuinely concerned with my welfare	405	25.7	699	44.4	304	19.3	129	8.2	37	2.4
I think SVSU faculty pre-judge my abilities based on perceived identity/background	158	10.1	334	21.3	424	27.0	479	30.5	174	11.1
I believe the campus climate encourages free and open discussion of difficult topics	373	23.7	698	44.3	349	22.1	129	8.2	27	1.7
I have faculty whom I perceive as role models	563	35.7	605	38.4	264	16.7	111	7.0	34	2.2
I have staff whom I perceive as role models	406	25.8	565	35.9	415	26.4	144	9.2	42	2.7

Note: Table includes answers from those respondents who indicated that they were students in Question 1 (*n* = 1,583).

**Table B77. Faculty Only: Please indicate the extent to which you agree with each of the following statements: (Question 87)**

	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	121	31.7	157	41.1	51	13.4	36	9.4	17	4.5
I feel valued by my department chair	149	39.4	142	37.6	35	9.3	32	8.5	20	5.3
I feel valued by students in the classroom	154	40.6	175	46.2	39	10.3	8	2.1	3	0.8
I think SVSU administrators are genuinely concerned with my welfare	71	18.7	148	38.9	88	23.2	54	14.2	19	5.0
I think that the SVSU faculty association is genuinely concerned with my welfare	66	21.4	131	42.4	76	24.6	22	7.1	14	4.5
I think faculty in my department pre-judge my abilities based on their perception of my identity/background	24	6.3	69	18.2	102	26.9	109	28.8	75	19.8
I think that my department chair/head pre-judges my abilities based on their perception of my identity/background	20	5.4	44	11.9	99	26.8	106	28.6	101	27.3
I believe that the campus climate encourages free and open discussion of difficult topics	57	15.1	167	44.3	79	21.0	58	15.4	16	4.2
I feel that my research is valued	44	12.8	114	33.2	131	38.2	41	12.0	13	3.8
I feel that my teaching is valued	115	30.3	183	48.2	43	11.3	32	8.4	7	1.8
I feel that my service contributions are valued	81	22.6	157	43.7	81	22.6	32	8.9	8	2.2

Note: Table includes answers from those respondents who indicated that they were faculty in Question 1 (*n* = 384).

**Table B78. Staff Only: Please indicate the extent to which you agree with each of the following statements: (Question 88)**

	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by co-workers in my work unit	164	42.2	169	43.4	26	6.7	22	5.7	8	2.1
I feel valued by my supervisor/manager	150	38.8	129	33.3	30	7.8	55	14.2	23	5.9
I think SVSU administrators are genuinely concerned with my welfare	91	23.9	132	34.7	69	18.2	54	14.2	34	8.9
I think that the SVSU support staff association is genuinely concerned with my welfare	55	24.1	82	36.0	63	27.6	17	7.5	11	4.8
I think co-workers in my department pre-judge my abilities based on their perception of my identity/background	20	5.2	64	16.7	101	26.3	121	31.5	78	20.3
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background	28	7.4	64	16.8	92	24.2	115	30.3	81	21.3
I believe that my work unit encourages free and open discussion of difficult topics	76	19.8	149	38.9	61	15.9	63	16.4	34	8.9
I feel that my skills is valued	114	29.7	152	39.6	47	12.2	45	11.7	26	6.8

Note: Table includes answers from those respondents who indicated that they were faculty in Question 1 (*n* = 384).

**Table B79. Respondents with disabilities only. Within the past year, have you experienced a barrier in any of the following areas? (Question 89)**

	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Facilities</b>						
Albert E's Food Court	11	4.6	124	51.7	105	43.8
Athletic Facilities	12	5.0	108	45.4	118	49.6
Center for Academic Achievement	6	2.6	107	45.9	120	51.5
"C" Store	4	1.7	112	48.3	116	50.0
Classroom Buildings	12	5.2	128	55.2	92	39.7
Classrooms, labs	14	6.1	116	50.4	100	43.5
College housing	12	5.3	94	41.4	121	53.3
Computer labs	7	3.1	121	53.3	99	43.6
Doors	9	4.0	128	56.4	90	39.6
Elevators/lifts	7	3.1	128	56.6	91	40.3
Emergency preparedness	6	2.7	117	52.2	101	45.1
Einstein Bros. Bagels	6	2.7	112	50.2	105	47.1
Field Trips	2	0.9	89	40.8	127	58.3
Library	9	4.1	123	55.9	88	40.0
Other campus buildings	7	3.2	122	55.5	91	41.4
Parking	29	13.0	103	46.2	91	40.8
Podium	5	2.3	110	50.0	105	47.7
Programs and Activities	8	3.7	112	51.1	99	45.2
Recreational facilities	3	1.4	110	50.0	107	48.6
Restrooms	13	5.9	122	55.5	85	38.6
Ryder P.O.D. Express	3	1.4	102	46.6	114	52.1
Studios/ Performing Arts spaces	6	2.8	103	47.2	109	50.0
The Marketplace at Doan	10	4.6	105	47.9	104	47.5
Walkways and pedestrian paths	16	7.3	117	53.4	86	39.3
<b>Technology/Online Environment</b>						
Accessible electronic format	16	7.7	108	51.9	84	40.4

<b>Table B79 (cont.)</b>	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
ATM machines	9	4.3	101	48.3	99	47.4
Availability of FM listening systems	4	1.9	95	45.5	110	52.6
Clickers	8	3.7	112	51.1	99	45.2
Course management system	3	1.4	110	50.0	107	48.6
Closed captioning at athletic events	13	5.9	122	55.5	85	38.6
E-curriculum	3	1.4	102	46.6	114	52.1
Electronic forms	6	2.8	103	47.2	109	50.0
Electronic signage	10	4.6	105	47.9	104	47.5
Electronic surveys	16	7.3	117	53.4	86	39.3
Kiosks	16	7.7	108	51.9	84	40.4
Library database	9	4.3	101	48.3	99	47.4
mySVSU Portal	14	6.8	116	56.0	77	37.2
PA system	9	4.1	123	55.9	88	40.0
SVSU Mobile	7	3.2	122	55.5	91	41.4
Video	29	13.0	103	46.2	91	40.8
Website	5	2.3	110	50.0	105	47.7
<b>Instructional/Campus Material</b>						
Brochures	8	3.7	112	51.1	99	45.2
Food menus	3	1.4	110	50.0	107	48.6
Forms	13	5.9	122	55.5	85	38.6
Events/Exhibits/Movies	3	1.4	102	46.6	114	52.1
Journal articles	6	2.8	103	47.2	109	50.0
Library books	9	4.3	110	52.6	90	43.1
Other publications	12	5.0	108	45.4	118	49.6
Signage	6	2.6	107	45.9	120	51.5
Textbooks	4	1.7	112	48.3	116	50.0
Video-closed captioning and text description	12	5.2	128	55.2	92	39.7

Note: Table includes answers from those respondents who indicated that they had a disability (*n* = 440).

**Table B80. Student/Faculty Only: Please indicate the extent to which you agree that you perceive tension in class discussions based on the following characteristics. (Question 91)**

Characteristic	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	75	4.1	238	13.0	653	35.5	538	29.3	333	18.1
English language proficiency/accent	117	6.4	407	22.2	582	31.8	441	24.1	283	15.5
Ethnicity	92	5.0	368	20.2	577	31.6	486	26.6	302	16.5
Gender	93	5.1	277	15.2	593	32.5	526	28.8	336	18.4
Gender expression	112	6.2	315	17.3	623	34.3	465	25.6	302	16.6
Immigrant status	77	4.2	256	14.1	666	36.7	500	27.5	318	17.5
Learning disability	81	4.5	236	13.0	640	35.3	518	28.6	339	18.7
Medical conditions	72	4.0	174	9.6	663	36.6	539	29.7	365	20.1
Military/Veteran status	62	3.4	105	5.8	638	35.2	554	30.6	452	25.0
Parental status	64	3.5	167	9.2	645	35.5	562	31.0	377	20.8
Participation in a student organization	83	4.6	159	8.8	639	35.2	527	29.1	406	22.4
Participation in an athletic team	88	4.9	198	10.9	614	33.9	521	28.8	391	21.6
Physical characteristics	96	5.3	255	14.1	649	35.9	473	26.2	335	18.5
Physical disability	77	4.3	200	11.0	649	35.9	522	28.8	362	20.0
Political views	150	8.3	396	21.9	592	32.7	394	21.8	279	15.4
Psychological disorder	82	4.5	236	13.1	678	37.5	486	26.9	324	17.9
Race	122	6.8	351	19.4	590	32.7	434	24.0	310	17.2
Religious/Spiritual views	127	7.0	346	19.1	602	33.2	440	24.3	296	16.3
Sexual orientation	124	6.9	278	15.4	630	34.9	463	25.7	309	17.1
Socioeconomic status	104	5.7	226	12.5	673	37.2	481	26.6	325	18.0

Note: Table includes answers from those respondents who indicated that they were faculty or staff in Question 1 (*n* = 1,967).

**Table B81. Students Only: Please indicate the extent to which you agree that your courses at SVSU include sufficient materials, perspectives, and/or experiences of people based on each of the following characteristics: (Question 92)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Disability	402	27.3	840	56.9	205	13.9	28	1.9
Ethnicity	404	27.3	897	60.7	158	10.7	19	1.3
Gender/Gender identity	380	25.8	844	57.3	202	13.7	46	3.1
Immigrant/Citizen status	351	23.9	841	57.3	249	17.0	27	1.8
International status	372	25.3	851	58.0	218	14.9	27	1.8
Military/Veteran status	382	26.1	841	57.4	218	14.9	23	1.6
Philosophical views	367	25.0	887	60.5	183	12.5	29	2.0
Political views	373	25.4	865	58.9	199	13.6	31	2.1
Racial Identity	393	26.8	874	59.5	177	12.1	24	1.6
Religious/Spiritual views	359	24.4	858	58.4	219	14.9	34	2.3
Sexual identity	361	24.6	834	56.9	228	15.5	44	3.0
Socioeconomic status	354	24.2	863	59.1	214	14.6	30	2.1

Note: Table includes answers from those respondents who indicated that they were students in Question 1 (*n* = 1,583).

**Table B82. Students only: If you responded “Strongly Agree” or “Agree” to Q92, what percentage of course in your major included materials, perspectives, and/or experiences reflective of the characteristics listed? (Question 93)**

Percentage of course	<i>n</i>	%
0-9%	93	7.0
10-19%	71	5.4
20-29%	92	6.9
30-39%	80	6.0
40-49%	86	6.5
50-59%	191	14.4
60-69%	113	8.5
70-79%	175	13.2
80-89%	223	16.8
90-99%	202	15.2

Note: Table includes answers from those respondents who indicated that they were students in Question 1 (*n* = 1,583).

**Table B83. 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 94)**

Institutional initiatives	Initiative Available at SVSU						Initiative NOT available at SVSU					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Positively influences climate		Has no influence on climate		Negatively influences climate	
	<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)	119	65.0	58	31.7	6	3.3	77	82.8	13	14.0	3	3.2
Providing recognition and rewards for including diversity issues in courses across the curriculum	101	57.1	66	37.3	10	5.6	70	65.4	32	29.9	5	4.7
Providing diversity training for faculty	163	67.6	65	27.0	13	5.4	49	76.6	13	20.3	2	3.1
Providing access to counseling for people who have experienced harassment	181	79.7	42	18.5	4	1.8	60	92.3	5	7.7	0	0.0
Providing mentorship for new faculty	204	86.4	28	11.9	4	1.7	71	94.7	4	5.3	0	0.0
Providing a clear and fair process to resolve conflicts	183	85.1	29	13.5	3	1.4	66	93.0	4	5.6	1	1.4
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	99	53.8	61	33.2	24	13.0	49	48.0	38	37.3	15	14.7
Providing equity and diversity training to search, promotion & tenure committees	131	61.2	69	32.2	14	6.5	43	61.4	22	31.4	5	7.1
Providing career span development opportunities for faculty	157	80.9	32	16.5	5	2.6	93	91.2	8	7.8	1	1.0

Note: Table includes answers from those respondents who indicated that they were faculty in Question 1 (*n* = 384).

**Table B84. Staff only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each affects the climate for diversity at SVSU: (Question 96)**

Institutional initiatives	Initiative Available at SVSU						Initiative NOT available at SVSU					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Positively influences climate		Has no influence on climate		Negatively influences climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity training for staff	200	67.6	86	29.1	10	3.4	42	75.0	13	23.2	1	1.8
Providing access to counseling for people who have experienced harassment	236	86.4	33	12.1	4	1.5	66	91.7	6	8.3	0	0.0
Providing mentorship for new staff	175	87.9	23	11.6	1	0.5	151	97.4	4	2.6	0	0.0
Providing a clear and fair process to resolve conflicts	191	85.3	30	13.4	3	1.3	116	95.1	3	2.5	3	2.5
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	141	58.8	72	30.0	27	11.3	46	48.4	31	32.6	18	18.9
Providing career development opportunities for staff	237	88.4	27	10.1	4	1.5	76	93.8	3	3.7	2	2.5

Note: Table includes answers from those respondents who indicated that they were staff in Question 1 (*n* = 391).

**Table B85. 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 98)**

Institutional initiatives	Initiative Available at SVSU						Initiative NOT available at SVSU					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Positively influences climate		Has no influence on climate		Negatively influences climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity training for students	745	75.9	223	22.7	14	1.4	293	73.4	95	23.8	11	2.8
Providing diversity training for staff	825	80.0	199	19.3	7	0.7	278	81.0	57	16.6	8	2.3
Providing diversity training for faculty	823	80.1	195	19.0	10	1.0	274	81.5	55	16.4	7	2.1
Providing a person to address student complaints of classroom inequality	774	78.5	189	19.2	23	2.3	328	84.8	51	13.2	8	2.1
Increasing opportunities for cross-cultural dialogue among students	784	78.1	207	20.6	13	1.3	302	81.6	63	17.0	5	1.4
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	769	78.8	189	19.4	18	1.8	316	82.1	62	16.1	7	1.8
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	735	74.5	222	22.5	29	2.9	293	76.3	82	21.4	9	2.3
Providing effective faculty mentorship of students	911	85.1	154	14.4	6	0.6	268	87.3	35	11.4	4	1.3
Providing effective academic advising	1003	85.7	152	13.0	15	1.3	183	87.1	23	11.0	4	1.9

Note: Table includes answers from those respondents who indicated that they were students in Question 1 (*n* = 1,583).

## **Appendix C**

### **Comment Analysis (Questions #100 and #101)**

Among the 2,358 surveys submitted for the SVSU climate assessment, 1,033 contained respondents' remarks to the open-ended questions throughout the survey. The follow-up questions that allowed respondents to provide more detail about their answers to a previous survey question were included in the body of the full report. This section of the report summarizes the comments<sup>1</sup> submitted for the final two survey questions and provides examples of those remarks echoed by several respondents.

#### **Additional Thoughts on Campus Climate**

The first open-ended question allowed respondents to provide additional information on the climate at SVSU. Three hundred seventy-five respondents elaborated on their survey response by further describing their experiences, or offering additional insights about issues and ways that SVSU might be able to improve the campus climate. Many of these responses supported themes previously offered in the narrative and were included in the analyses. The remaining responses were divergent, but one theme emerged and was related to a positive experience with SVSU. This theme is offered below, with supporting quotations highlighting how respondents felt that the climate was positive at SVSU.

*Good time & welcoming.* These respondent narratives indicated that they felt welcomed at SVSU and generally were having a positive experience. Respondents offered comments that echoed the respondents who offered, "Overall, I have absolutely loved my time here at SVSU." Other respondents agreed: "SVSU is a GREAT place to work," "SVSU is a very human, friendly and collegial environment," and "SVSU is a very open and supportive environment to live and learn in." Respondents who had started as undergraduate students and transitioned into the full-time work force at SVSU had encouraging things to say about their experiences as well. One such respondent wrote, "I have had exceedingly positive experiences here at SVSU as a student and now as graduate student and full-time employee." Overall, many respondents elaborated on this

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<sup>1</sup>This report provides respondents' verbatim comments.

survey question to express that they have had “a great experience at SVSU and have not had any problems with the campus climate.”

### **Thoughts on the Survey**

More than 250 respondents offered feedback in response to a request for any additional comments they had about the survey. The majority of respondents expressed that they were pleased with the survey through comments like, “I love this survey. Great idea” and “Nice work. I feel like I had an outlet for some of my concerns.” Another theme that was evident from the comments offered by respondents was related to their concern with what will be done with the information from the survey. This theme is presented below, with supporting quotations to highlight respondent concerns.

*All talk.* Many respondents expressed that they were not completely confident that SVSU would use the information gathered from this survey to implement change on campus. One respondent wrote, “I like the idea of this survey, but SVSU is typically all talk and no go.” Another respondent shared, “I hope this isn’t a waste of time and that we can see real change for the positive.” Yet another respondent wrote, “I feel the survey is a great idea. It’s only a matter will it be just a great idea sitting on a shelf. Or will the new President take advantage of the findings and make changes at SVSU.” Generally, these respondents were anxious that taking the survey “was a sad waste of time” and “really hope that the administration will review the findings of the survey and make every effort to address the concerns.”

Saginaw Valley State University  
Assessment of Climate for Learning, Living, and Working  
This survey is accessible in alternative formats.  
For more information please contact:  
Office of Disability Services  
989-964-7000

## ***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 survey of students, faculty, 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 provided by participants 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 contact/review:

For Employees and Staff, you may contact the Employee Assistance Program:  
<http://www.svsu.edu/hr/benefits/benefitsnim/employeeassistanceprogram/>

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:  
<http://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. Your confidentiality in participating will be insured. In addition, the consultant (Rankin & Associates) will not report any data for groups of fewer than 5 individuals that may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to remove any potential for information to be identifiable. 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  
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  
989-964-4068

Gary Thompson  
Professor and Department Chair, English Department  
glt@svsu.edu  
989-964-4308

**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) 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 number in the upper right corner. Subjects should not sign this document if the corner does not show a stamped date and reference number.

PLEASE PRINT A COPY OF THIS DOCUMENT FOR YOUR RECORDS, OR IF YOU DO NOT HAVE PRINT CAPABILITIES, YOU MAY CONTACT THE RESEARCHER TO OBTAIN A COPY

### **Survey Terms and Definitions**

**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.

**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:** Refers to the assigning (naming) of the biological sex of a baby at birth.

**Bullied:** Unwanted offensive and malicious behavior which undermines, patronizes, intimidates, or demeans the recipient or target.

**Classist:** A bias 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.

**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 privileges based on of 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.

**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 (internship, service learning, co-operative education, field experience, practicum, cross-cultural experiences, apprenticeship, etc.).

**Family Leave:** The Family 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 one of the following situations: a serious health condition that makes the employee unable to perform his or her job; caring for a sick family member; caring for a new child (including birth, adoption or foster care).

**Gender Identity:** A person's inner sense of being man, woman, both, or neither. The internal 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.

**Harassment:** Harassment is unwelcomed behavior that demeans, threatens or offends another person or group of people and results in a hostile environment for the targeted person/group.

**Homophobia:** The irrational hatred and fear of homosexuals or homosexuality. Homophobia includes prejudice, discrimination, harassment, and acts of violence brought on by fear and hatred.

**Intersex:** A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male.

**Non-Native English Speakers:** People for whom English is not their first language.

**Pansexual:** A person who experiences sexual, romantic, physical, and/or spiritual attraction for members of all gender identities/expressions.

**People of Color:** People who self-identify as other than White.

**Physical Characteristics:** Term that refers to one's appearance.

**Position:** The status one holds by virtue of her/his position/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator, etc.)

**Racial Identity:** A socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

**Sexual Identity:** Term that refers to the sex of the 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.

**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 [previously defined] is different from that traditionally associated with their sex assigned at birth [previously defined].

**Transphobic:** Showing discriminatory attitudes to or treatment of transgender people.

**Unwanted Sexual Contact:** Unwanted physical sexual contact includes forcible fondling, sexual assault, forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, and sexual assault with an object.

### **Directions**

Please read and answer each question carefully. For each answer, click on the appropriate oval and/or fill in the appropriate blank. If you want to change an answer, click on the oval of your new answer and/or edit the appropriate blank, and your previous response will be erased. 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 and must be completed in one sitting.

**To protect your confidentiality, no ID numbers are attached to your survey responses. Surveys less than 50% completed will not be entered into the data set.**

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
    - Adjunct
    - Lecturer
    - Assistant Professor/Instructor
- Staff
- Administrative Professional

2. If employed by the university, what is your employment status at SVSU?
- Regular/Continuing
  - Temporary
  - Student Worker
  - I am not employed at SVSU
3. Are you full-time or part-time in that **primary** status?
- Full-time
  - Part-time

## Part 1: Personal Experiences

**Please reflect on your experiences WITHIN THE PAST YEAR...**

4. Overall, how comfortable are you with the climate at SVSU?
- Very comfortable
  - Comfortable
  - Neither comfortable nor uncomfortable
  - Uncomfortable
  - Very uncomfortable
5. **Faculty/Staff only:** Overall, how comfortable are you with the climate in your department/work unit?
- Very comfortable
  - Comfortable
  - Neither comfortable nor uncomfortable
  - Uncomfortable
  - Very uncomfortable
6. **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
7. Have you ever seriously considered leaving SVSU?
- No
  - Yes
8. **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
9. **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
  - Didn't offer my major
  - Financial reasons
  - Homesick
  - 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) \_\_\_\_\_
10. **Faculty/Staff only:** When did you seriously consider leaving SVSU?  
please specify when: \_\_\_\_\_

10. **Faculty/Staff only:** Why did you seriously consider leaving SVSU? **(Mark all that apply)**

- Climate was unwelcoming
- Family responsibilities
- Financial reasons (e.g., salary, resources, etc.)
- Interested in a position at another higher education institution
- Interested in a position outside of academia
- Lack of benefits
- Limited opportunities for advancement
- Personal reasons (medical, family emergencies, etc.)
- Recruited or offered a position at another institution
- Relocation
- Spouse or partner relocated
- Tension in department with supervisor/manager
- A reason not offered in the list above (please specify) \_\_\_\_\_

11. We are interested in hearing more about your experience. If you wish to elaborate on why you seriously considered leaving, please do so here.

12. **Students only:** The following questions ask you about your academic experience at SVSU.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am performing up to my full academic potential.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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 at SVSU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the extend 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"/>
I am aware of SVSU's environmental/sustainability efforts, initiative, and course offerings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. **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 [Goto question Q20]
- Yes, but it did not interfere with my ability to work or learn
- Yes, and it interfered with my ability to work or learn

14. What do you believe the conduct was based upon? **(Mark all that apply)**

- Academic Performance
- Age
- Educational credentials (M.S., Ph.D., etc.)
- English language proficiency/accent
- Ethnicity
- 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 (staff, faculty, student)
- Pregnancy
- Race
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Where I am from
- Don't know
- Other (please specify) \_\_\_\_\_

15. How did you experience the conduct? **(Mark all that apply)**

- I feared for my physical safety
- I feared for my family's safety
- I was singled out as the spokesperson for my identity group
- I feared getting a poor grade because of a hostile classroom environment
- I felt I was deliberately ignored or excluded
- I felt intimidated/bullied
- I felt isolated or left out
- I observed others staring at me
- I received derogatory written comments
- I received derogatory phone calls
- I received derogatory/unsolicited e-mails, text messages, Facebook posts, Twitter posts, etc.
- I received threats of physical violence
- I received a low performance evaluation
- I was the target of derogatory verbal remarks
- I was the target of graffiti/vandalism
- I was the target of physical violence
- I was the target of racial/ethnic profiling
- I was the target of stalking
- I was the victim of a crime
- Someone assumed I was admitted/hired/promoted due to my identity
- Someone assumed I was not admitted/hired/promoted due to my identity
- Other (please specify) \_\_\_\_\_

16. Where did the conduct occur? **(Mark all that apply)**

- At a SVSU event
- In a class/lab/clinical setting
- In the University Health Center
- In SVSU dining facilities
- In a SVSU administrative/staff office
- In an experiential learning environment (e.g., internship, service learning)
- 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
- Off campus
- On social networking sites/Facebook/Twitter/cell phone/other form of technological communication
- While working at a SVSU job
- While walking on campus
- Other (please specify) \_\_\_\_\_

17. 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., Dean, Vice President)
- Social networking site (e.g., Facebook, Twitter)
- Staff member
- Stranger
- Student
- Student staff (e.g., Residence hall assistant)
- Supervisor
- Supervisor
- Teaching assistant/Lab assistant/Tutor
- Other (please specify) \_\_\_\_\_

18. Please describe your reactions to experiencing the conduct. **(Mark all that apply)**

- I felt embarrassed
- I felt somehow responsible
- I ignored it
- I was afraid
- I was angry
- It didn't affect me at the time
- I left the situation immediately
- I sought support from off-campus hot-line/advocacy services
- I sought support from a SVSU resource (e.g., Counseling Center, Office of Diversity Programs, Ombudsperson)
- I confronted the harasser at the time
- I confronted the harasser later
- I avoided the harasser
- I told a friend
- I told a family member
- I contacted a local law enforcement official
- I sought support from a staff person
- I sought support from a teaching assistant
- I sought support from an administrator
- I sought support from a faculty member
- I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)
- I sought support from student staff (e.g., residence hall assistant)
- I sought information on-line
- I didn't know who to go to
- I reported it to a SVSU employee/official
- I didn't report it for fear that my complaint would not be taken seriously
- I did report it but I did not feel the complaint was taken seriously
- I did nothing
- Other (please specify) \_\_\_\_\_

19. We are interested in hearing more about your experience. If you would like to elaborate on your personal experiences, 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 Staff, you may contact the Employee Assistance Program:  
<http://www.svsu.edu/hr/benefits/benefitsnim/employeeassistanceprogram/>

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:  
<http://www.svsu.edu/studentcounselingcenter/servicesforstudents/communityresources/>

**The following questions are related to unwanted physical sexual contact.**

20. Have you experienced unwanted sexual contact (including forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, sexual assault, sexual assault with an object, and forcible fondling) while a member of the SVSU community?
- No
  - Yes
21. When did the unwanted sexual contact occur?
- Within the last 4 years
  - 5-10 years ago
  - 11-20 years ago
  - More than 20 years ago
22. **Students only:** What semester were you in when you experienced the unwanted sexual contact?
- First semester
  - Second semester
  - Third semester
  - Fourth semester
  - Fifth semester
  - Sixth semester
  - Seventh semester
  - Eighth semester
  - After eighth semester
  - During my continuing education (non-credit) course or certificate
23. Who did this to you? **(Mark all that apply)**
- Acquaintance/friend
  - Family member
  - Faculty
  - Staff
  - Stranger
  - Student
  - Other (please specify) \_\_\_\_\_
24. Where did the incident(s) occur? **(Mark all that apply)**
- Off-campus (please specify location) \_\_\_\_\_
  - On-campus (please specify location) \_\_\_\_\_

25. Please describe your response to experiencing the incident(s). **(Mark all that apply)**

- I did nothing
- I felt embarrassed
- I felt somehow responsible
- I ignored it
- I was afraid
- I was angry
- It didn't affect me at the time
- I left the situation immediately
- I sought support from off-campus hot-line/advocacy services/therapist
- I sought support from campus resource (e.g., Counseling Center, Student Affairs, Office of Diversity Programs)
- I told a friend
- I told a family member
- I contacted campus police/public safety
- I contacted a local law enforcement official
- I sought support from a staff person
- I sought support from a teaching assistant/graduate assistant
- I sought support from an administrator
- I sought support from a faculty member
- I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)
- I sought support from student staff (resident assistant)
- I sought support from my union representative
- I sought information on-line
- I didn't know who to go to
- I didn't know what to do
- I made an official complaint to a campus employee/official
- Other (please specify) \_\_\_\_\_

26. We are interested in hearing more about your experience. If you did not report the unwanted sexual contact to a campus official or staff member please explain why you did not.

27. If you did report the unwanted sexual contact to a campus official or staff member, did you feel that it was responded to appropriately? If not, please explain why you felt that it was not.

***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/diversity/>

## Part 2: Work-Life

28. **Staff/Faculty only:** Please respond to the following statements.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
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"/>				
My colleagues/co-workers expect me to represent “the point of view” of my identity (e.g., ability, ethnicity, gender, race, religion, sexual identity).	<input type="radio"/>				
I believe salary determinations are clear.	<input type="radio"/>				
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career.	<input type="radio"/>				
I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition.	<input type="radio"/>				

29. **Staff/Faculty only:** We are interested in hearing more about your thoughts regarding the statement offered in this section. If you would like to elaborate on any of your responses to the previous statements, please do so here.

30. **Faculty only:** As a faculty member ...

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
I believe that the tenure/promotion process is clear.	<input type="radio"/>				
I believe that the tenure/promotion standards are reasonable.	<input type="radio"/>				
I feel that my service contributions are important to tenure/promotion.	<input type="radio"/>				
I feel pressured to change my research agenda to achieve tenure/promotion.	<input type="radio"/>				
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	<input type="radio"/>				
I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments, teaching load).	<input type="radio"/>				
I feel that I am burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental work assignments, teaching load).	<input type="radio"/>				
I feel that I perform more work to help students beyond those of my colleagues with similar performance expectations (e.g., formal and informal advising, sitting for qualifying exams/thesis committees, helping with student groups and activities, providing other support).	<input type="radio"/>				
I feel that my diversity-related research/teaching/service contributions have been/will be valued for promotion or tenure.	<input type="radio"/>				
I utilize SVSU policies on taking leave for childbearing or adoption.	<input type="radio"/>				
I utilize SVSU policies on active service-modified duties.	<input type="radio"/>				
In my department I believe faculty members who use family accommodation (FMLA) policies are disadvantaged in promotion or tenure.	<input type="radio"/>				
I believe the tenure standards/promotion standards are applied equally to all faculty.	<input type="radio"/>				
I find that SVSU is supportive of faculty taking sabbatical/faculty enhancement leave.	<input type="radio"/>				

31. **Faculty only:** We are interested in hearing more about your thoughts regarding the statement offered in this section. If you would like to elaborate on any of your responses to the previous questions, please do so here.

32. **Staff/Faculty only:** Please respond to the following statements.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not applicable</b>
I find that SVSU is supportive of taking leave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find that SVSU is supportive of flexible work schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that people who do not have children are burdened with work responsibilities beyond those who do have children (e.g., stay late, off-hour work, work week-ends).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that SVSU provides available resources to help employees balance work-life needs, such as childcare and elder care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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/co-workers 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"/>
My supervisor provides me with resources to pursue professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SVSU provides me with resources to pursue professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides ongoing feedback to help me improve my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate access to administrative support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. **Staff/Faculty only:** We are interested in hearing more about your thoughts regarding the statement offered in this section. If you would like to elaborate on any of your responses to the previous statements 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 aggregated to eliminate any potential for individual participants to be identified. You may also skip questions.**

34. What is your birth sex (assigned)?

- Female
- Intersex
- Male

35. What is your gender/gender identity?

- Genderqueer
- Man
- Transgender
- Woman
- A gender identity not listed above (please specify) \_\_\_\_\_

36. What is your current gender expression?

- Androgynous
- Feminine
- Masculine
- A gender expression not listed above (please specify) \_\_\_\_\_

37. 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) \_\_\_\_\_
- Latino(a)/Chicano(a)/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) \_\_\_\_\_

38. Which term best describes your sexual identity?

- Asexual
- Bisexual
- Gay
- Genderqueer
- Heterosexual
- Lesbian
- Pansexual
- Queer
- Questioning
- A sexual identity not listed above (please specify) \_\_\_\_\_

39. What is your age?

- 20 and under
- 21-23
- 24-29
- 30-39
- 40-49
- 50-59
- 60 and over

40. Do you have substantial parenting or caregiving responsibility?

- No
- Yes **(Mark all that apply)**
  - Children 18 years of age or under
  - Children over 18 years of age, but still legally dependent (in college, disabled, etc.)
  - Independent adult children over 18 years of age
  - Sick or disabled partner
  - Senior or other family member
  - Other (e.g., pregnant, expectant partner, adoption pending) (please specify) \_\_\_\_\_

41. Are/were you a member of the U.S. Armed Forces?

- I have not been in the military
- Active military
- Reservist/National Guard
- ROTC
- Veteran

42. **Students only:** What is the highest level of education achieved by your primary parent(s)/guardian(s)?

	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 (M.A., M.S., MBA)	Specialist degree (Ed.S.)	Doctoral degree (e.g., Ph.D., Ed.D)	Professional degree (e.g., MD., JD.)	Unknown	Not applicable
Parent/Guardian 1:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent/Guardian 2:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

43. **Staff only:** What is your highest level of education?

- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/Technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree
- Specialist degree (Ed.S.)
- Doctoral degree (Ph.D., Ed.D.)
- Professional degree (e.g., MD, JD)

44. **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

45. **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
46. **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
47. **Staff only:** With which division are you **primarily affiliated** at this time
- Academic Affairs
  - Administration & Business Affairs
  - President's Office
48. **Undergraduate Students only:** What is your academic major? (**only allow 2 choices**)
- Undecided
  - Accounting
  - Applied Mathematics
  - Applied Studies
  - Art
  - Athletic Training
  - Biochemistry
  - Biology
  - Biology Education
  - Business Chemistry
  - Chemical Physics
  - Chemistry
  - Chemistry ACS
  - Chemistry Education
  - Clinical Laboratory Science
  - Communication
  - Communication & Theatre Education
  - Computer Information Systems
  - Computer Science
  - Criminal Justice
  - Economics
  - Electrical Engineering
  - Elementary Education
  - Engineering Technology Management
  - English – Literature
  - English –Creative Writing
  - English Education
  - Exercise Science
  - Finance
  - Fine Arts
  - French
  - French Education
  - General Business
  - General Science Teacher Education
  - Graphic Design
  - Health Science

- History
- History Education
- Industrial Management
- Industrial Technology Education
- Integrated Science Major
- International Business
- International Studies
- Management
- Marketing
- Mathematics
- Mathematics Education
- Mechanical Engineering
- Medical Laboratory Science
- Medical Technology
- Music
- Music Education
- Nursing
- Occupational Therapy
- Optical Physics
- Physical & Health Education
- Physics
- Physics Education
- Political Science
- Political Science – Public Administration
- Professional & Technical Writing
- Psychology
- RN to BSN
- Social Work
- Sociology
- Spanish
- Spanish Education
- Special Education
- Special Education – Elementary
- Theatre
- Visual Art Education

49. **Graduate Students only:** What is your academic degree program?

- Administrative Science (MAS)
- Business Administration (MBA)
- Communication & Digital Media
- Doctor of Nursing Practice
- Education – Non-Degree & Endorsement Programs (TC)
- Education Specialist (EdS)
- Energy & Materials (MEM)
- Health Administration & Leadership (MSHAL)
- Instructional Technology & E-Learning
- Nursing (MSN)
- Occupational Therapy
- Post Baccalaureate Initial Teacher Certification
- Principalship (MEd)
- Teaching (MAT)

50. Which, if any, of the conditions listed below impact your learning, working or living activities? **(Mark all that apply)**

- Acquired/Traumatic Brain Injury
- Chronic Diagnosis or Medical Condition (e.g., Lupus, Cancer, Multiple Sclerosis, Fibromyalgia, etc.)
- Hearing impaired or Complete Loss of hearing
- Mental Learning Disability (e.g., Asperger's/Autism Spectrum, Attention Deficit/Hyperactivity Disorder, Attention Deficit Disorder, etc.)
- Mental Health/Psychological Condition
- Physical Learning Disability
- Physical/Mobility condition that affects walking
- Physical/Mobility condition that does not affect walking
- Speech/Communication Condition
- Visually Impaired or Complete Loss of Vision
- Hearing impaired or Complete Loss of hearing
- Other (please specify) \_\_\_\_\_
- I have none of the listed conditions

51. What is your citizenship status in U.S.? **(Mark all that apply)**

- A visa holder (F-1, J-1, H1-B, A, L, G, E, and TN)
- Other legally documented status (e.g., adjustment of status to Permanent Resident)
- Permanent Resident
- Undocumented resident
- U.S. citizen

52. What is the language(s) spoken in your home?

- English only
- English and other language(s) (please specify \_\_\_\_\_)
- Other than English (please specify \_\_\_\_\_)

53. 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

- Unitarian Universalist
- United Church of Christ
- A Christian affiliation not listed above (please specify) \_\_\_\_\_
- Confucianist
- Druid
- Hindu
- Jain
- Jehovah's Witness
- Jewish (Conservative, Orthodox, Reformed)
- Muslim (Ahmadi, etc.)
- Native American Traditional Practitioner or Ceremonial
- Pagan
- Rastafarian
- Scientologist
- Secular Humanist
- Shi'ite
- Sufi
- Sunni
- Shinto
- Sikh
- Taoist
- Wiccan
- Spiritual, but no religious affiliation
- No affiliation
- A religious affiliation or spiritual identity not listed above (please specify) \_\_\_\_\_

54. **Students only:** Are you currently financially dependent (family/guardian is assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)?

- Dependent
- Independent

55. **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)?

- Below \$10,000
- \$10,000-\$19,999
- \$20,000-\$29,999
- \$30,000 - \$39,999
- \$40,000 - \$49,999
- \$50,000 - \$59,999
- \$60,000- \$69,999
- \$70,000- \$79,999
- \$80,000 - \$89,999
- \$90,000- \$99,999
- \$100,000 - \$124,999
- \$125,000 - \$149,999
- \$150,000 - \$199,999
- \$200,000 - \$249,999
- \$250,000 - \$299,999
- \$300,000 - \$399,999
- \$400,000 - \$499,999
- \$500,000 or more

56. **Students only:** Where do you live?

- Campus housing
  - First Year Suites (A-G House)
  - Living Center North
  - 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
- Homeless (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)

57. **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

58. **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) \_\_\_\_\_

59. What is your current relationship status?
- Single, never married
  - Single, divorced
  - Single, widow (partner/spouse deceased)
  - Partnered
  - Partnered, in civil union/registered Domestic Partnership
  - Married or remarried
  - Separated
  - Other (please specify) \_\_\_\_\_
60. **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
61. **Students only:** Are you a former foster-care youth?
- Yes
  - No
62. **Students only:** Have you experienced financial hardship while attending SVSU?
- No [Goto question Q64]
  - Yes
63. **Students only:** How have you experienced the financial hardship? **(Mark all that apply)**
- Difficulty affording child care
  - Difficulty affording food
  - Difficulty affording health care
  - Difficulty affording housing
  - Difficulty affording other campus fees
  - Difficulty affording tuition
  - Difficulty commuting to campus
  - Difficulty participating in co-curricular events or activities (alternative spring breaks, class trips, studyabroad, etc.)
  - Difficulty participating in social events
  - Difficulty purchasing my books
  - Difficulty traveling home during SVSU breaks
  - Other (please specify) \_\_\_\_\_
64. **Students only:** How are you currently paying for your education at SVSU? **(Mark all that apply)**
- Credit card
  - Family contribution
  - Federal Work/Study
  - Grant (Pell, etc.)
  - Loans
  - Merit scholarship (HOPE, athletic, etc.)
  - Need-based scholarship
  - Personal contribution /job
  - Resident assistant
  - Other (please specify) \_\_\_\_\_

65. **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

## 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.

66. **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
- Yes

67. 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., Dean, Vice President)
- Social networking site (e.g., Facebook, Twitter)
- Staff member
- Stranger
- Student
- Student staff (e.g., Residence hall assistant)
- Supervisor
- Teaching assistant/Lab assistant/Tutor
- Other (please specify) \_\_\_\_\_

68. 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., Dean, Vice President)
- Social networking site (e.g., Facebook, Twitter)
- Staff member
- Stranger
- Student
- Student staff (e.g., Residence hall assistant)
- Supervisor
- Teaching assistant/Lab assistant/Tutor
- Other (please specify) \_\_\_\_\_

69. What do you believe were the bases for the conduct? **(Mark all that apply)**

- Academic Performance
- Age
- Educational credentials (M.S., Ph.D., etc.)
- English language proficiency/accent
- Ethnicity
- 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 (staff, faculty, student)
- Pregnancy
- Race
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Where I am from
- Don't know
- Other (please specify) \_\_\_\_\_

70. What forms of behaviors have you observed or personally been made aware of? **(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 eliberately ignored or excluded
- 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
- Other (please specify) \_\_\_\_\_

71. How many times have you observed the conduct?

- 1
- 2
- 3
- 4
- 5
- 6 or more

72. Where did the conduct occur? **(Mark all that apply)**

- At a SVSU event
- In a class/lab/clinical setting
- In the University Health Center
- In SVSU dining facilities
- In a SVSU administrative/staff office
- In an experiential learning environment (e.g., internship, service learning)
- 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
- Off campus
- On social networking sites/Facebook/Twitter/cell phone/other form of technological communication
- While working at a SVSU job
- While walking on campus
- Other (please specify) \_\_\_\_\_

73. Please describe your reactions to observing the conduct. **(Mark all that apply)**

- I felt embarrassed
- I felt somehow responsible
- I ignored it
- I was afraid
- I was angry
- It didn't affect me at the time
- I left the situation immediately
- I sought support from off-campus hot-line/advocacy services
- I sought support from a SVSU resource (e.g., Counseling Center, Office of Diversity Programs, Ombudsperson)
- I confronted the harasser at the time
- I confronted the harasser later
- I avoided the harasser
- I told a friend
- I told a family member
- I contacted a local law enforcement official
- I sought support from a staff person
- I sought support from a teaching assistant
- I sought support from an administrator
- I sought support from a faculty member
- I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)
- I sought support from student staff (e.g., residence hall assistant)
- I sought information on-line
- I didn't know who to go to
- I reported it to a SVSU employee/official
- I didn't report it for fear that my complaint would not be taken seriously
- I did report it but I did not feel the complaint was taken seriously
- I did nothing
- Other (please specify) \_\_\_\_\_

74. 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 Staff, you may contact the Employee Assistance Program:  
<http://www.svsu.edu/hr/benefits/benefitsnim/employeeassistanceprogram/>

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:  
<http://www.svsu.edu/studentcounselingcenter/servicesforstudents/communityresources/>

Please respond to the following question based on the **last year or most recent hires**.

75. **Staff/Faculty only:** I have observed **hiring** practices at SVSU that I perceive to be unfair/unjust or that would inhibit diversifying the community (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool).
- No
  - Yes
  - Don't know [Goto question Q78]

76. **Staff/Faculty only:** I believe that the unfair/unjust **hiring** practices were based upon (**Mark all that apply**)

- Age
- Age
- Educational credentials (M.S., Ph.D., etc.)
- English language proficiency/accent
- Ethnicity
- 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
- Nepotism
- Parental status (e.g., having children)
- Physical characteristics
- Physical disability
- Philosophical views
- Political views
- Position (staff, faculty, student)
- Pregnancy
- Race
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Where I am from
- Don't know
- Other (please specify) \_\_\_\_\_

77. **Staff/Faculty 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 unfair or unjust employment-related discipline up to and including dismissal.

78. **Staff/Faculty only:** I have observed employment-related discipline or action up to and including termination at SVSU that I perceive to be unfair/unjust or that would inhibit diversifying the community.

- No
- Yes
- Don't know

79. **Staff/Faculty 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
- 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)
- Physical characteristics
- Physical disability
- Philosophical views
- Political views
- Position (staff, faculty, student)
- Pregnancy
- Race
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Where I am from
- Don't know
- Other (please specify) \_\_\_\_\_

80. **Staff/Faculty 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.

**Please respond to the following question based on the most RECENT ACTIONS with regard to promotion/tenure/reappointment/reclassification.**

81. **Staff/Faculty only:** I have observed promotion/tenure/reappointment/reclassification practices at SVSU that I perceive to be unfair/unjust.

- No
- Yes
- Don't know

82. **Staff/Faculty 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
- 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
- Parental status (e.g., having children)
- Physical characteristics
- Physical disability
- Philosophical views
- Political views
- Position (staff, faculty, student)
- Pregnancy
- Race
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Where I am from
- Don't know
- Other (please specify) \_\_\_\_\_

83. **Staff/Faculty 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.

84. Using a scale of 1-5, please rate the overall 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				
Cooperative	<input type="radio"/>	Uncooperative				
Improving	<input type="radio"/>	Regressing				
Positive for persons with Disabilities	<input type="radio"/>	Negative for persons with disabilities				
Positive for people who identify as lesbian, gay, or bisexual	<input type="radio"/>	Negative for people who identify as lesbian, gay, or bisexual				
Positive for people who identify as transgender	<input type="radio"/>	Negative for people who identify as transgender				
Positive for people of Christian Faith	<input type="radio"/>	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 non-native English Speakers	<input type="radio"/>	Negative for non-native 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				

85. Using a scale of 1-5, please rate the overall climate at SVSU 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 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, staff, student)	<input type="radio"/>	Classist (position: faculty, staff, student)				
Disability Friendly	<input type="radio"/>	Not disability friendly				

86. **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 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 faculty 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 staff 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 staff whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

87. **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"/>

88. **Staff 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 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"/>

89. **(Respondents with disabilities only)** Within the past year, have you experienced a barrier in any of the following areas at SVSU?

	Yes	No	Not applicable
<b>Facilities</b>			
Albert E's Food Court	<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"/>
mySVSU Portal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PA system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SVSU Mobile	<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"/>

90. 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.

91. **Student/Faculty only:** Please indicate the extent to which you agree that you perceive tension in class discussions based on the following characteristics.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
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

92. **Students only:** Please indicate the extent to which you agree that your courses at SVSU include sufficient materials, perspectives, and/or experiences of people based on each of the following characteristics.

	Strongly agree	Agree	Disagree	Strongly disagree
Disability	<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"/>
Gender/Gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant/Citizen status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International status	<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"/>
Philosophical views	<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"/>
Racial identity	<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"/>
Sexual identity	<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"/>

93. **Students only:** If you responded “Strongly Agree” or “Agree” to Q92, what percentage of courses in your major included materials, perspectives, and/or experiences reflective of the characteristics listed?

- 0-9%
- 10-19%
- 20-29%
- 30-39%
- 40-49%
- 50-59%
- 60-69%
- 70-79%
- 80-89%
- 90-99%

94. **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.

	Initiative Available at SVSU			Initiative 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).	<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 training for faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people who have experienced harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear 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 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 search, promotion & tenure 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"/>

95. **Faculty 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.

96. **Staff only.** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at SVSU.

	Initiative Available at SVSU			Initiative NOT Available at SVSU		
	Positively influences climate	Has no influence on climate	Positively influences climate	Has no influence on climate	Positively influences climate	Has no influence on climate
Providing diversity training for staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people who have experienced harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear 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 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 staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

97. **Staff 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.

98. **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.

	Initiative Available at SVSU			Initiative NOT Available at SVSU		
	Positively influences climate	Has no influence on climate	Positively influences climate	Has no influence on climate	Positively influences climate	Has no influence on 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 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"/>
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, 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"/>

99. **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

100. 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.**

101. Please provide any additional comments you have about this survey.

## 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 be eligible to win a prize, please provide your position (faculty/staff or student), full name and e-mail address. This page will be separated from your survey responses upon receipt by Rankin & Associates and will not be used with any of your responses. Providing this information is voluntary, but must be provided if you wish to be entered into the drawing. 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 staff include:

- Gift cards

\*\*\*\*\*

- Faculty
- Staff
- Student

Name \_\_\_\_\_

E-mail address \_\_\_\_\_

\*\*\*\*\*

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 contact/review:

\*\*\*\*\*

For Employees and Staff, you may contact the Employee Assistance Program:  
<http://www.svsu.edu/hr/benefits/benefitsnim/employeeassistanceprogram/>

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:  
<http://www.svsu.edu/studentcounselingcenter/servicesforstudents/communityresources/>