Assessment of Working, Living, and Learning

Michigan Technological University

September 20-21, 2018

Climate In Higher Education

Barcelo, 2004; Bauer, 1998; Kuh & Whitt, 1998; Hurtado, 1998, 2005; Ingle, 2005; Milhem, 2005; Peterson, 1990; Rankin, 1994, 1998, 2003, 2005; Rankin & Reason, 2008; Smith, 2009; Tierney, 1990; Worthington, 2008

Assessing Campus Climate

What is it?

- Campus Climate is a construct

Definition?

- *Current attitudes, behaviors, and standards and practices of employees and students of an institution*

How is it measured?

- Personal Experiences
- Perceptions
- Institutional Efforts

Rankin & Reason, 2008

Campus Climate & Students

How students experience their campus environment influences both **learning and developmental outcomes.**[1]

Discriminatory environments have a **negative effect** on student learning.[2]

Research supports the pedagogical value of a **diverse student body** and faculty on **enhancing learning outcomes.**[3]

[1] Pascarella & Terenzini, 1991, 2005; Harper & Hurtado, 2009; Maramba. & Museus, 2011; Patton, 2011; Strayhorn, 2012
[2] Cabrera, Nora, Terenzini, Pascarella, & Hagedron, 1999; Feagin, Vera & Imani, 1996; Pascarella & Terenzini, 2005
[3] Hale, 2004; Harper & Quaye, 2004; Harper & Hurtado, 2009; Hurtado, 2003; Nelson & Niskodé-Dossett, 2010; Strayhorn, 2013

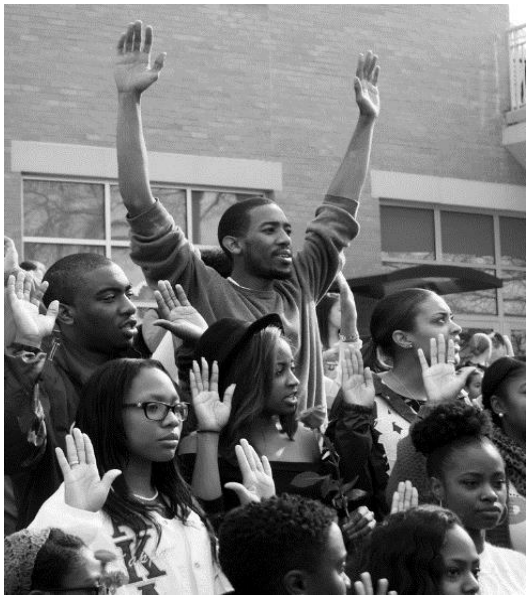
Campus Climate & Faculty/Staff

The **personal and professional development** of employees including faculty members, administrators, and staff members are impacted by campus climate.[1]

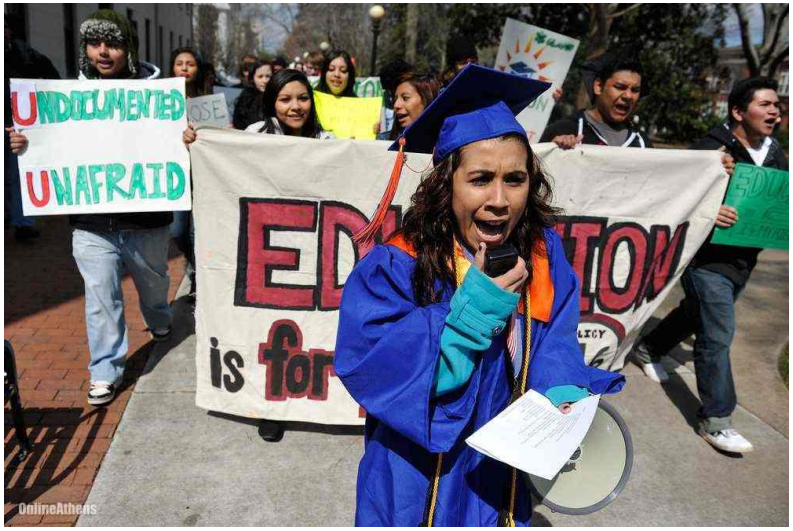
Faculty members who judge their campus **climate more positively** are more likely to feel personally **supported** and perceive their work unit as more supportive.[2]

Research underscores the **relationships** between (1) workplace **discrimination** and negative job/career **attitudes** and (2) workplace encounters with **prejudice** and lower health/**well-being**.[3]

[1]Settles, Cortina, Malley, and Stewart, 2006; Gardner, 2013; Jayakumar, Howard, Allen, & Han, 2009
[2]Costello, 2012; Sears, 2002; Kaminski & Geisler, 2012; Griffin, Pérez, Holmes, & Mayo, 2010
[3]Silverschanz, Cortina, Konik, & Magley, 2007; Waldo, 1999



Climate Matters



Climate Matters

Academic Freedom

Hate Speech

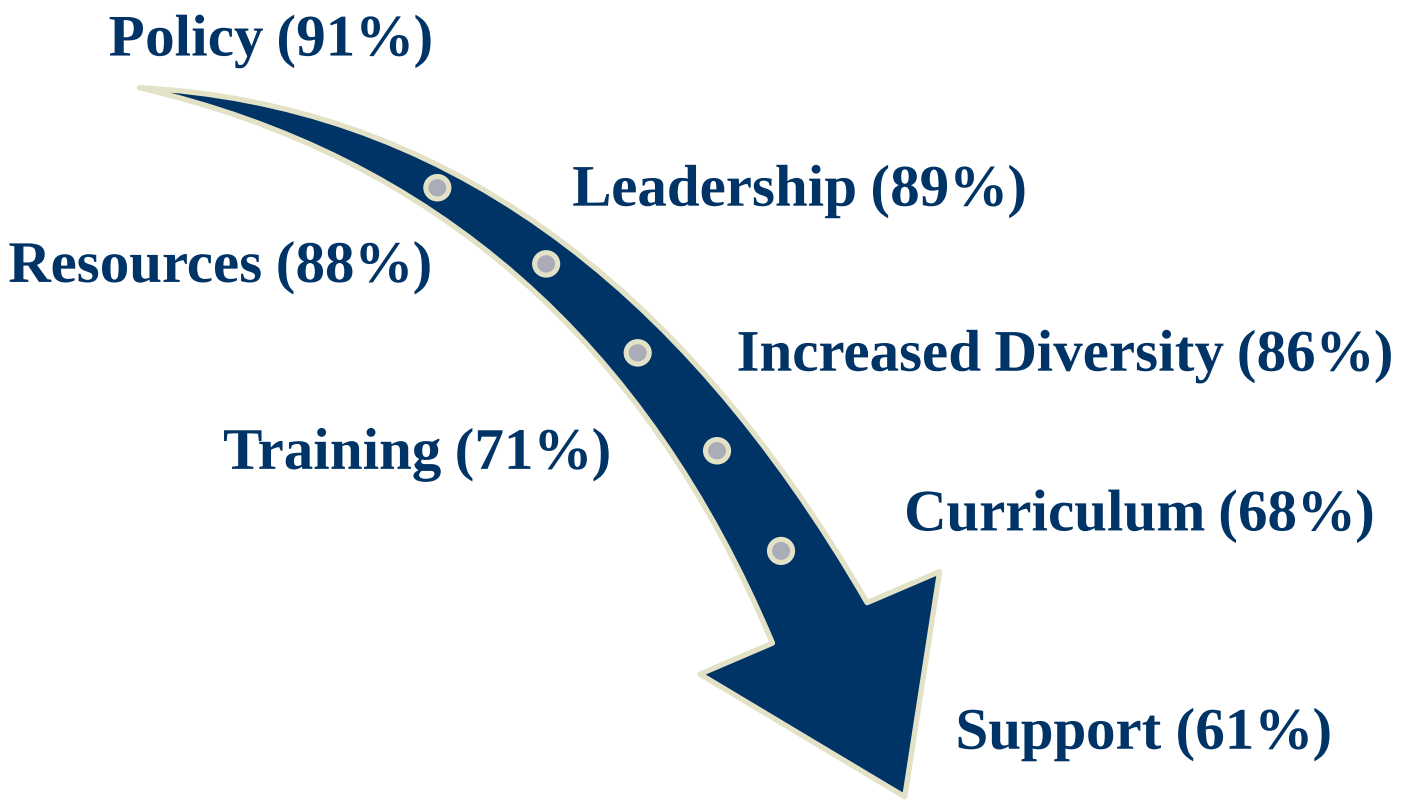
What Are Students Demanding?

While the demands vary by institutional context, a qualitative analysis reveals similar themes across the 76 institutions and organizations (representing 73 U.S. colleges and universities, three Canadian universities, one coalition of universities and one consortium of Atlanta HBCUs.)

Chessman & Wayt explore these overarching themes in an effort to provide collective insight into what is important to today's students in the heated context of racial or other bias-related incidents on college and university campuses.

Source: Chessman & Wayt, 2016; http://www.thedemands.org/

Seven Major Themes



Source: Chessman & Wayt, 2016; http://www.thedemands.org/

Responses to Unwelcoming Campus Climates

What are students' behavioral responses?

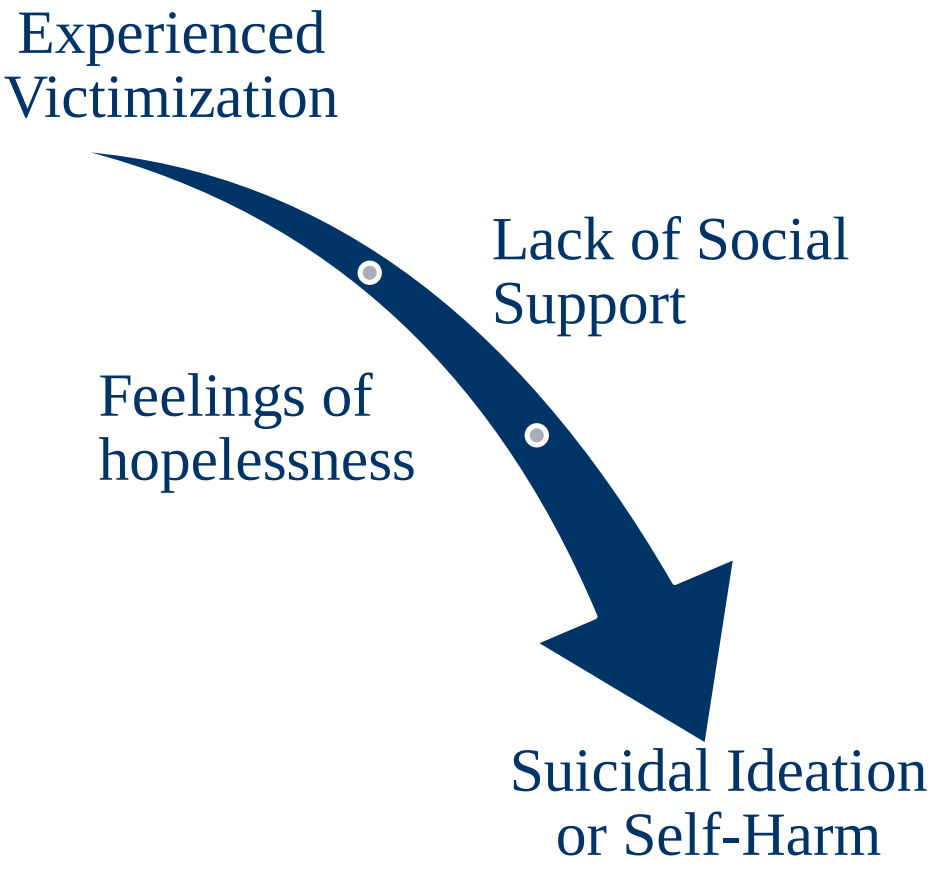
Lack of Persistence

30% of respondents have seriously considered leaving their institution

What do students offer as the main reason for their departure?

Source: R&A, 2015; Rankin et al., 2010; Strayhorn, 2012

Student Departure



Source: Liu & Mustanski, 2012

Projected Outcomes

Michigan Tech will add to their knowledge base with regard to how constituent groups currently feel about their particular campus climate and how the community responds to them (e.g., work-life issues, curricular integration, inter-group/intra-group relations, respect issues).

Michigan Tech will use the results of the survey to inform current/on-going work.

Setting the Context for Beginning the Work

Examine the Research

- Review work already completed

Preparation

- Readiness of each campus

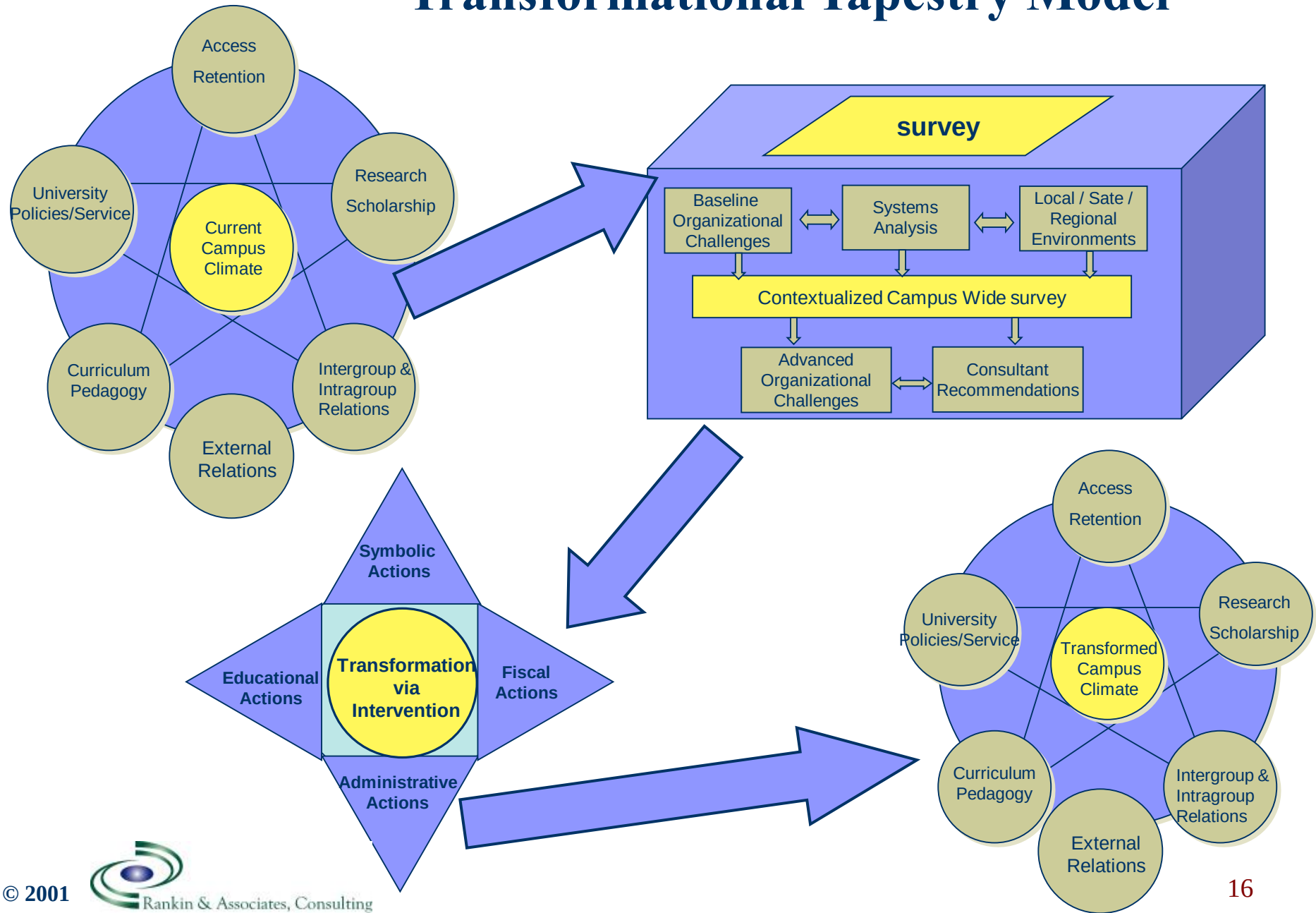
survey

- Examine the climate

Follow-up

- Building on the successes and addressing the challenges

Transformational Tapestry Model©



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Project Overview

Phase I - Survey

- **Initial Proposal Meetings**
- **Survey Tool Development and Implementation**
- **Outreach Plan**

Phase II – Data Analysis

- **Quantitative Data Analysis**
- **Qualitative Data Analysis – Content analysis**

Phase III – Results

- **Final Report**
- **Presentation**

Phase I
Fall 2017

In collaboration with R&A, the Campus Climate survey Work Group (CSWG; composed of students, faculty, staff, and administrators) was created.

Meetings occurred with the CSWG to develop the survey instrument.

The CSWG reviewed multiple drafts of the survey and approved the final survey instrument.

Phase I
Fall 2017

The final survey was distributed to the entire Michigan Tech community (students, faculty, staff, and administrators) via an invitation from President Glenn D. Mroz.

Instrument/Sample

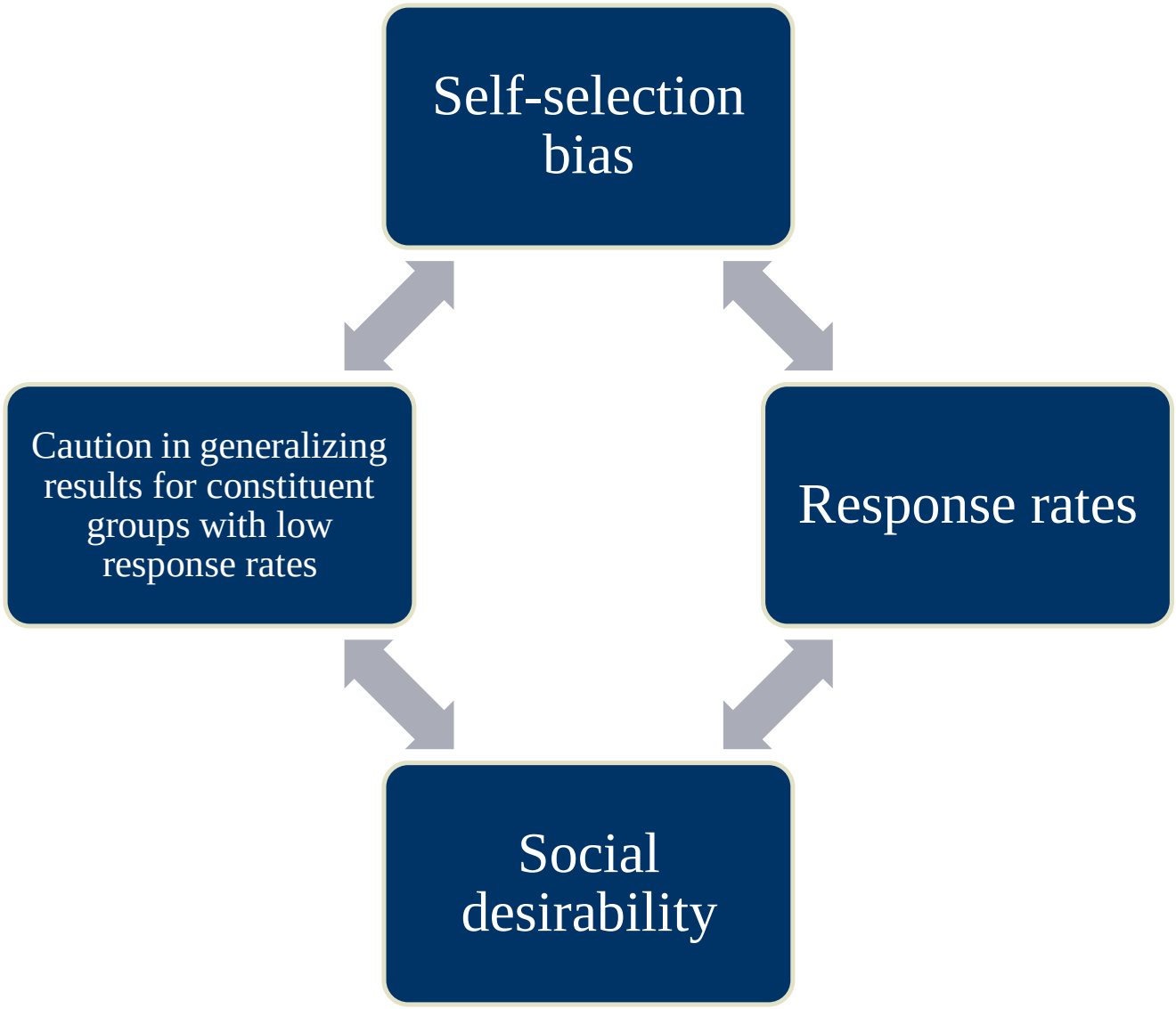
- **Survey Instrument**
  - 111 questions including space for respondents to provide commentary
  - On-line or paper & pencil options

- **Sample = Population**
  - All community members were invited to take the survey
  - Available from October 17 through November 10, 2017

Structure of the Survey

Section	
	1: Personal Experiences of Campus Climate
	2: Workplace Climate for Employees
	3. Demographic Information
	4. Perceptions of Campus Climate
	5. Institutional Actions

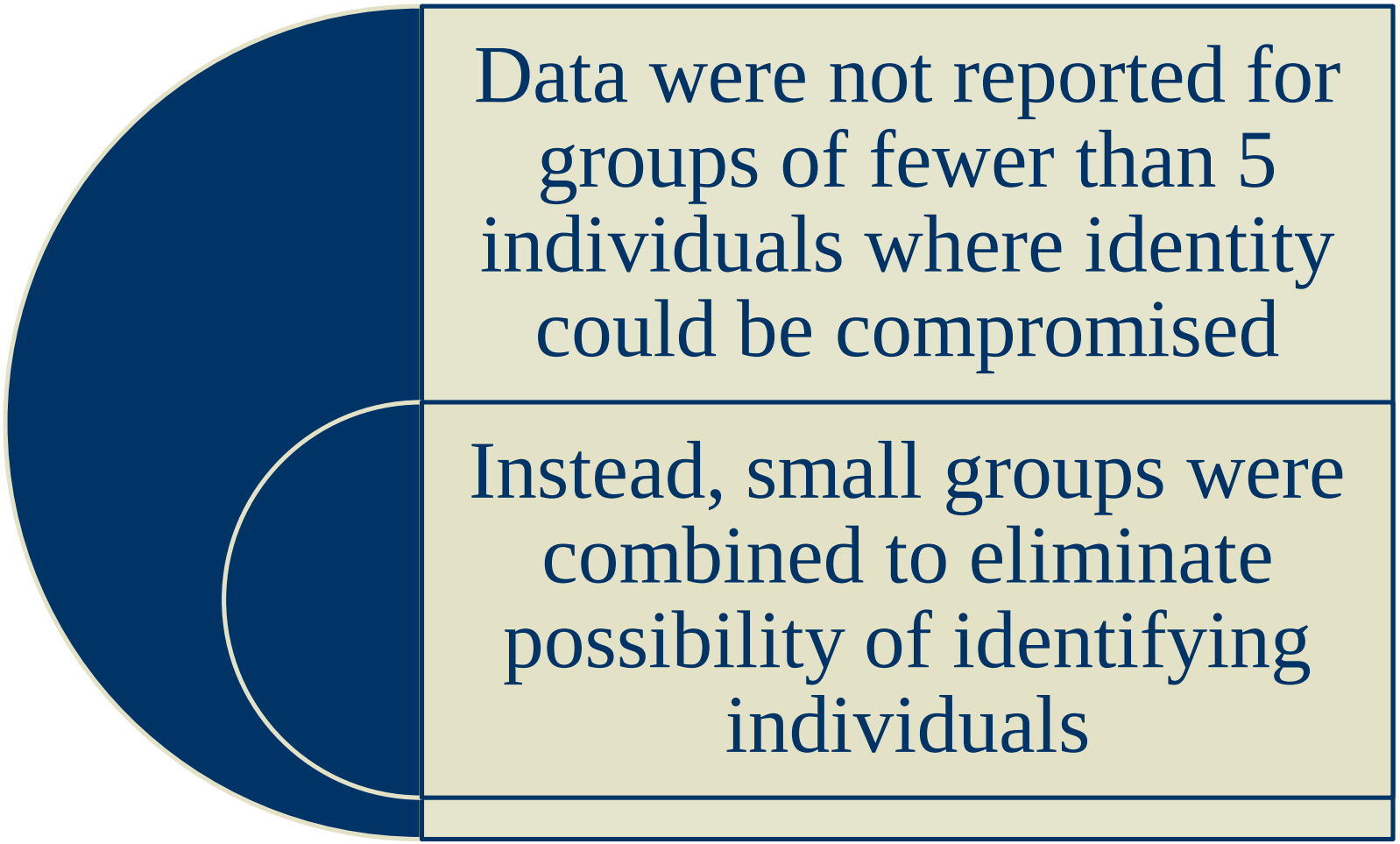
Survey Limitations



Phase II
Winter 2017-Spring 2018

Quantitative and qualitative analyses conducted

Methods Limitation



Phase III
Spring – Fall 2018

Report draft reviewed by the CSWG

Final report submitted to Michigan Tech

Presentation to Michigan Tech campus community

Results: Response Rates

Who are the respondents?

2,413 surveys were returned for a 27% overall response rate

Response Rates by Employee Position

94% • Academic Admin w/Faculty Rank (*n* = 30)

53% • Staff/Admin w/o Faculty Rank (*n* = 678)

46% • Faculty (*n* = 221)

Response Rates by Student Position

25%

- Graduate (*n* = 348)

19%

- Undergraduate (*n* = 1,132)

Response Rates by Gender Identity

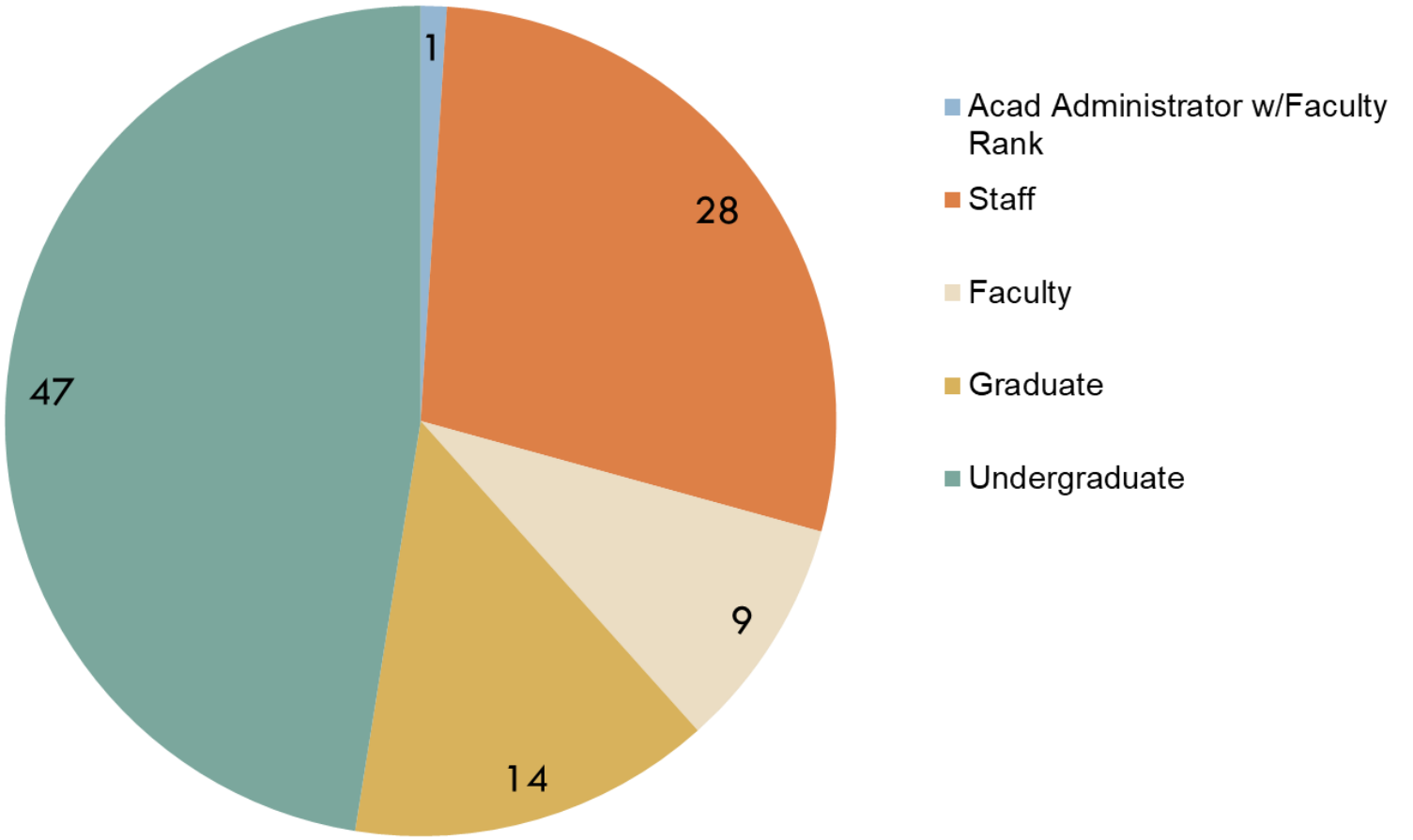
35%	• Women (*n* = 979)
21%	• Men (*n* = 1,353)
N/A	• Transspectrum (*n* = 30)

Response Rates by Racial Identity

- **91%** • Asian/Asian American (*n* = 173)
- **27%** • White/European American (*n* = 1,934)
- **15%** • Additional People of Color (*n* = 132)
- **N/A** • Multiracial (*n* = 103)

Sample Characteristics

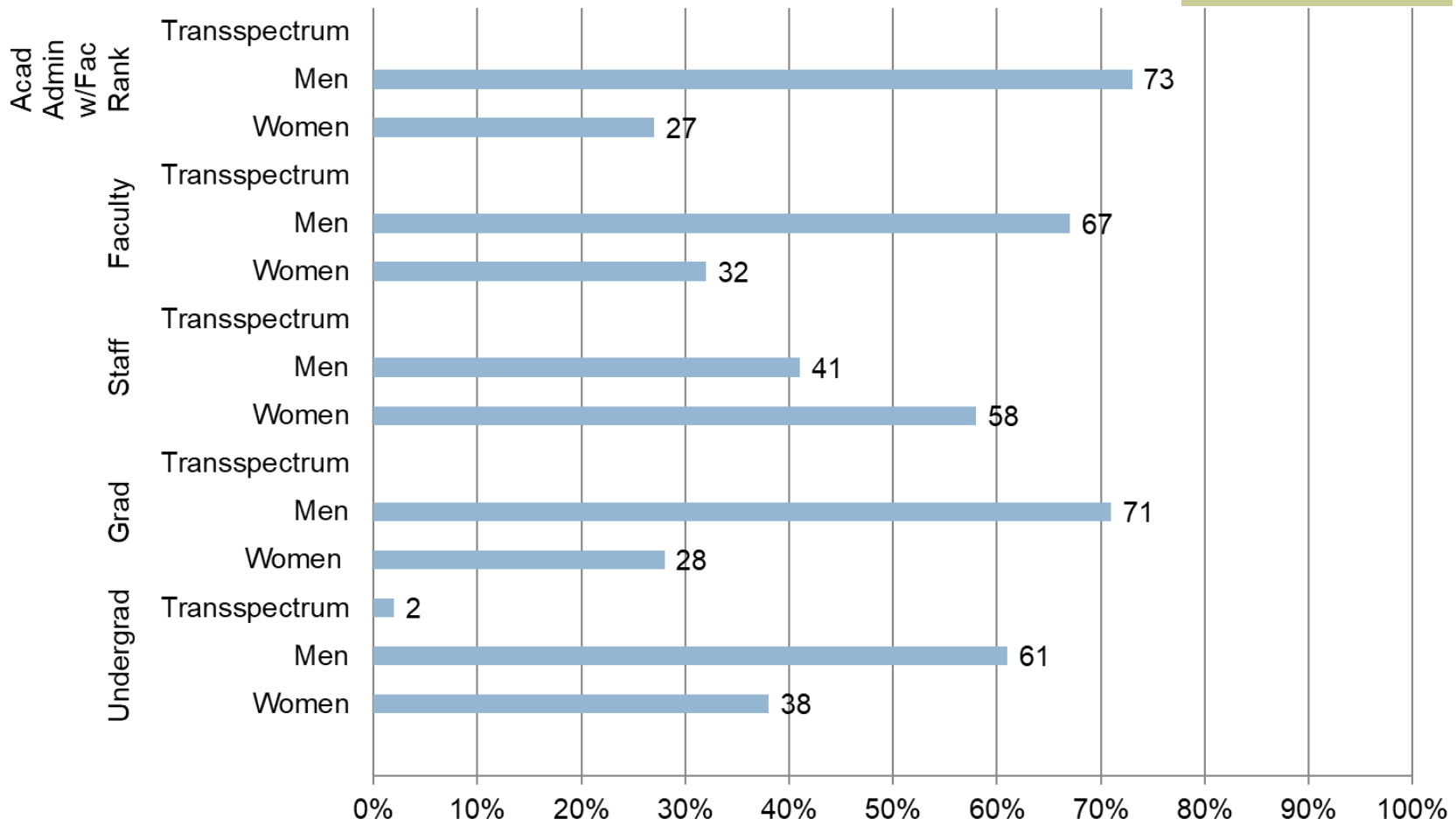
Respondents by Position (%)



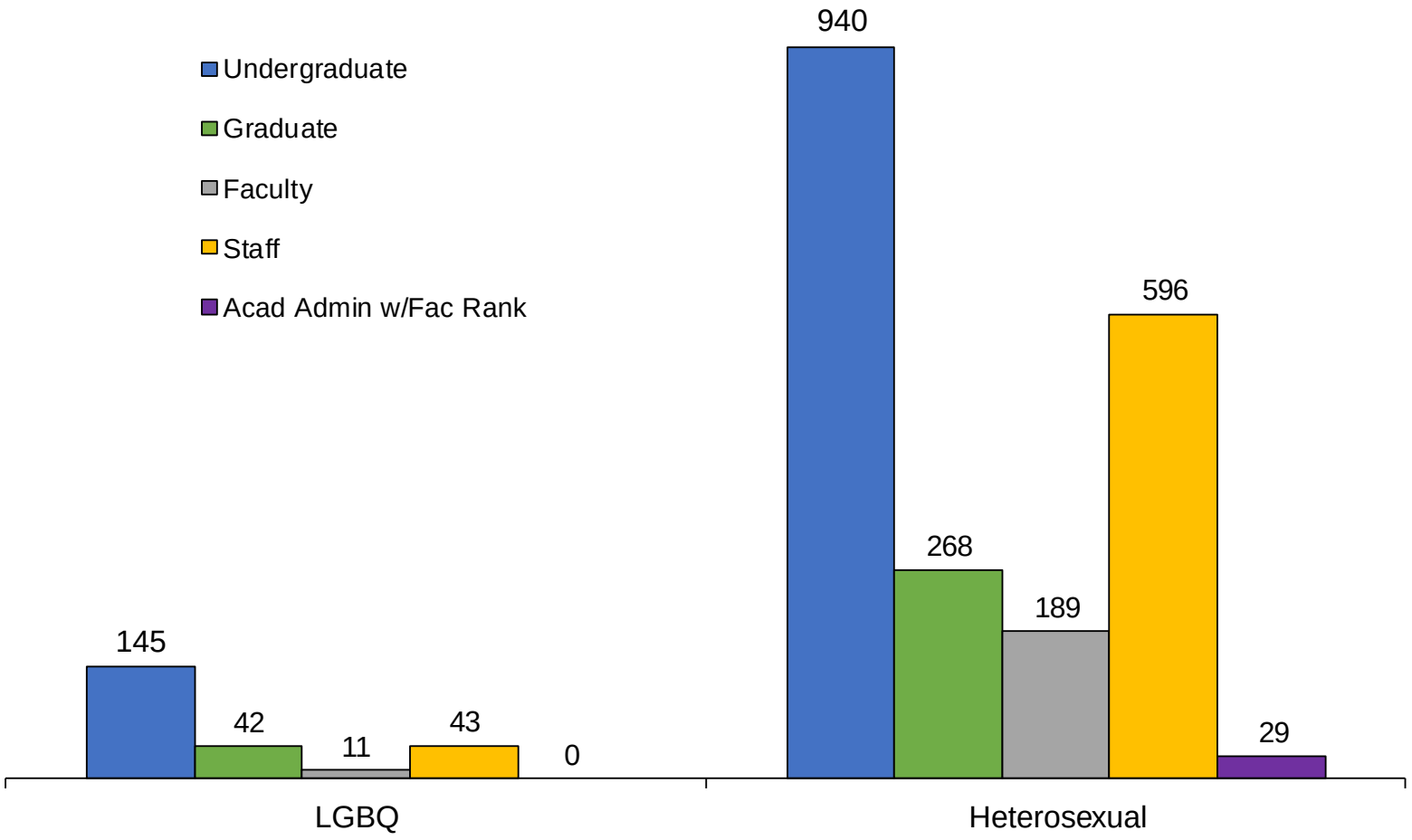
Respondents' Full-Time Status in Primary Positions

98% (*n* = 1,104) of Undergraduate Students
95% (*n* = 328) of Graduate Students
91% (*n* = 200) of Faculty
93% (*n* = 626) of Staff
97% (*n* = 29) of Academic Administrators with Faculty Rank

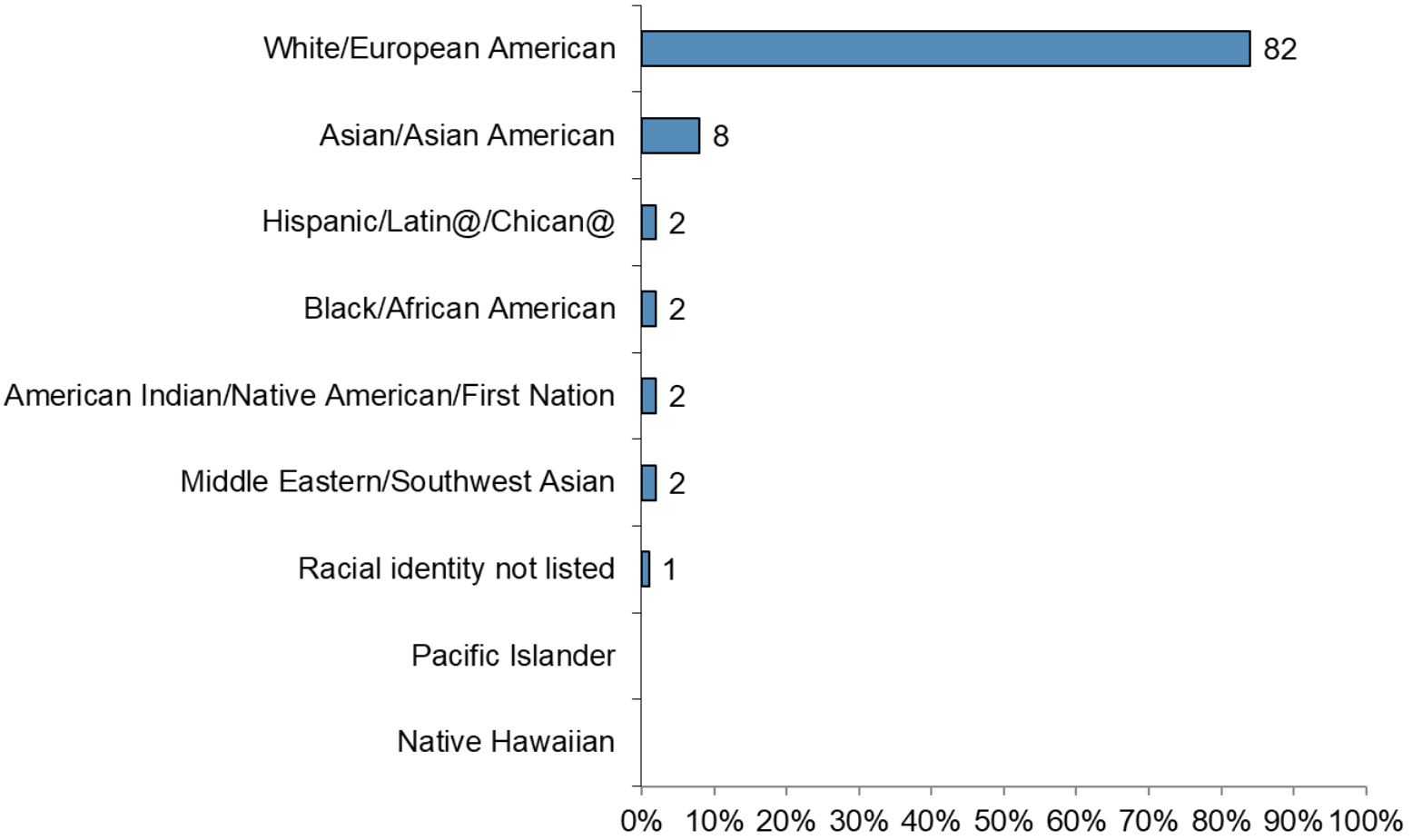
Respondents by Gender Identity and Position Status (%)



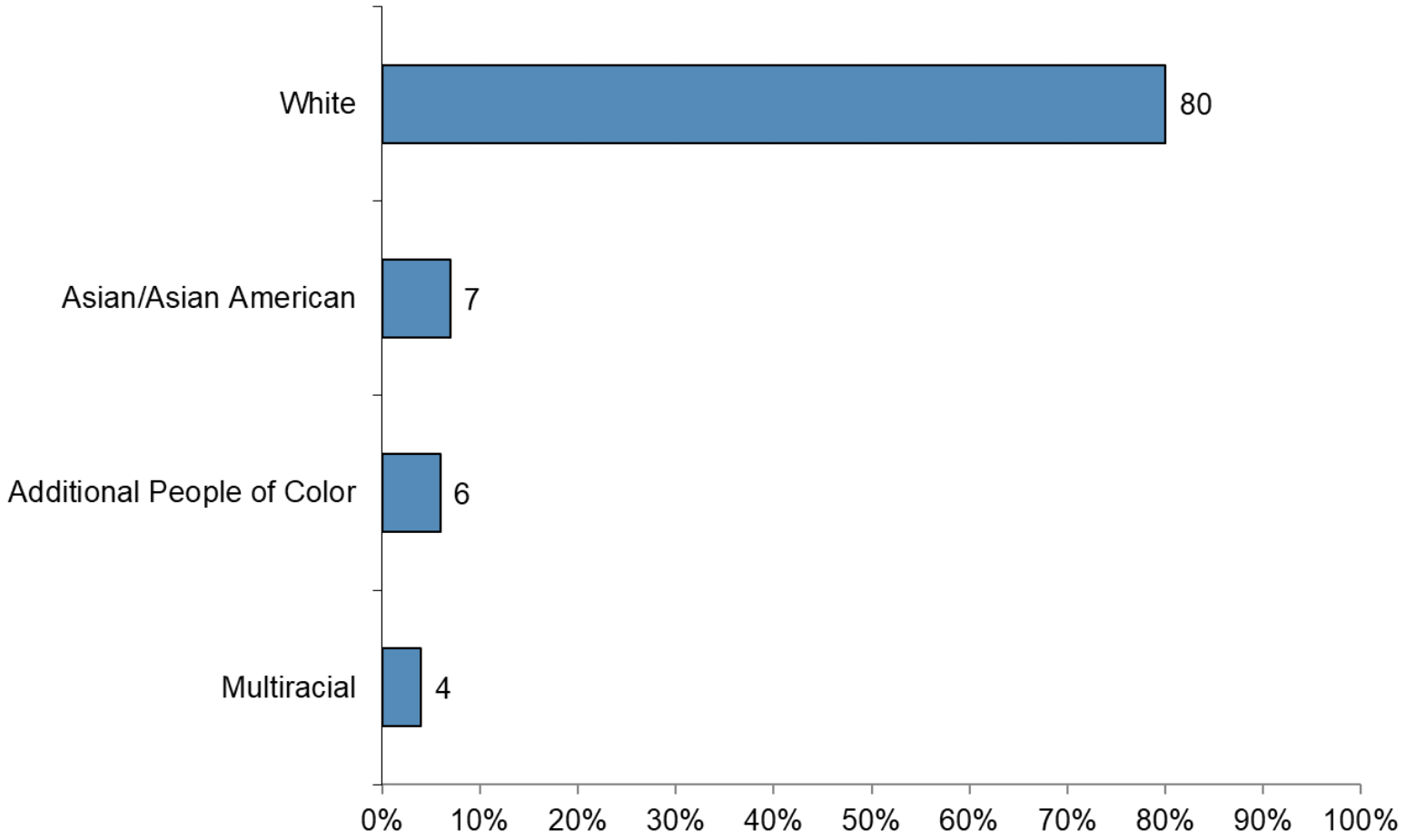
Respondents by Sexual Identity and Position Status (*n*)



Respondents by Racial/Ethnic Identity (%) (Duplicated Total)



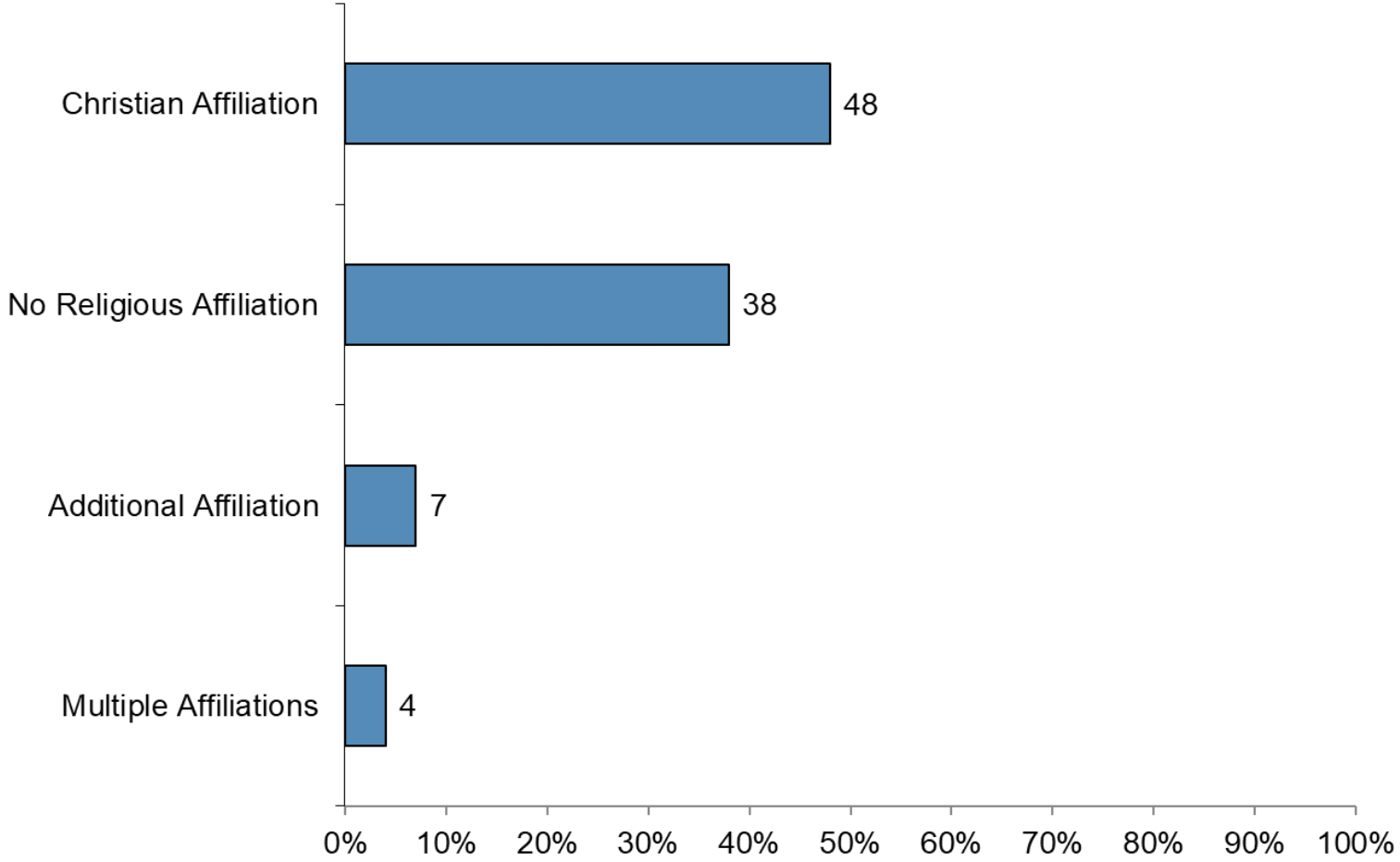
Respondents by Racial/Ethnic Identity (%) (Unduplicated Total)



11% (*n* = 276) of Respondents Had a Condition that Influenced Their Learning, Living, or Working Activities

Top conditions	***n***	**%**
Mental health/psychological condition	133	48.2
Learning difference/language processing disorder	78	28.3
Chronic medical condition	65	23.6

Respondents by Religious Affiliation (%)



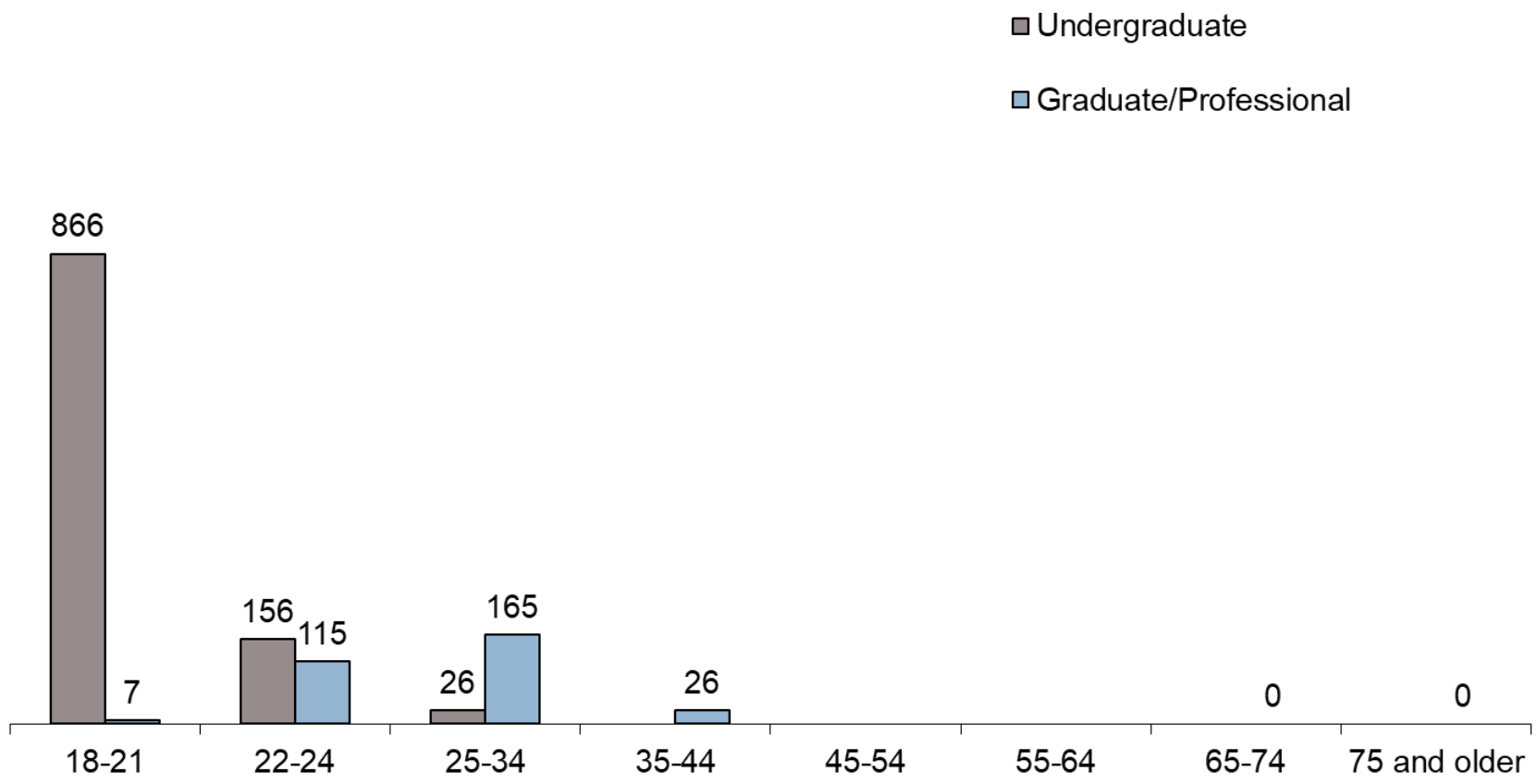
Citizenship Status

Citizen	***n***	**%**
U.S. citizen, birth	2,046	84.8
U.S. citizen, naturalized	59	2.4
A visa holder (such as F-1, J-1, H1-B, and U)	232	9.6
Permanent resident	55	2.3

Military Status

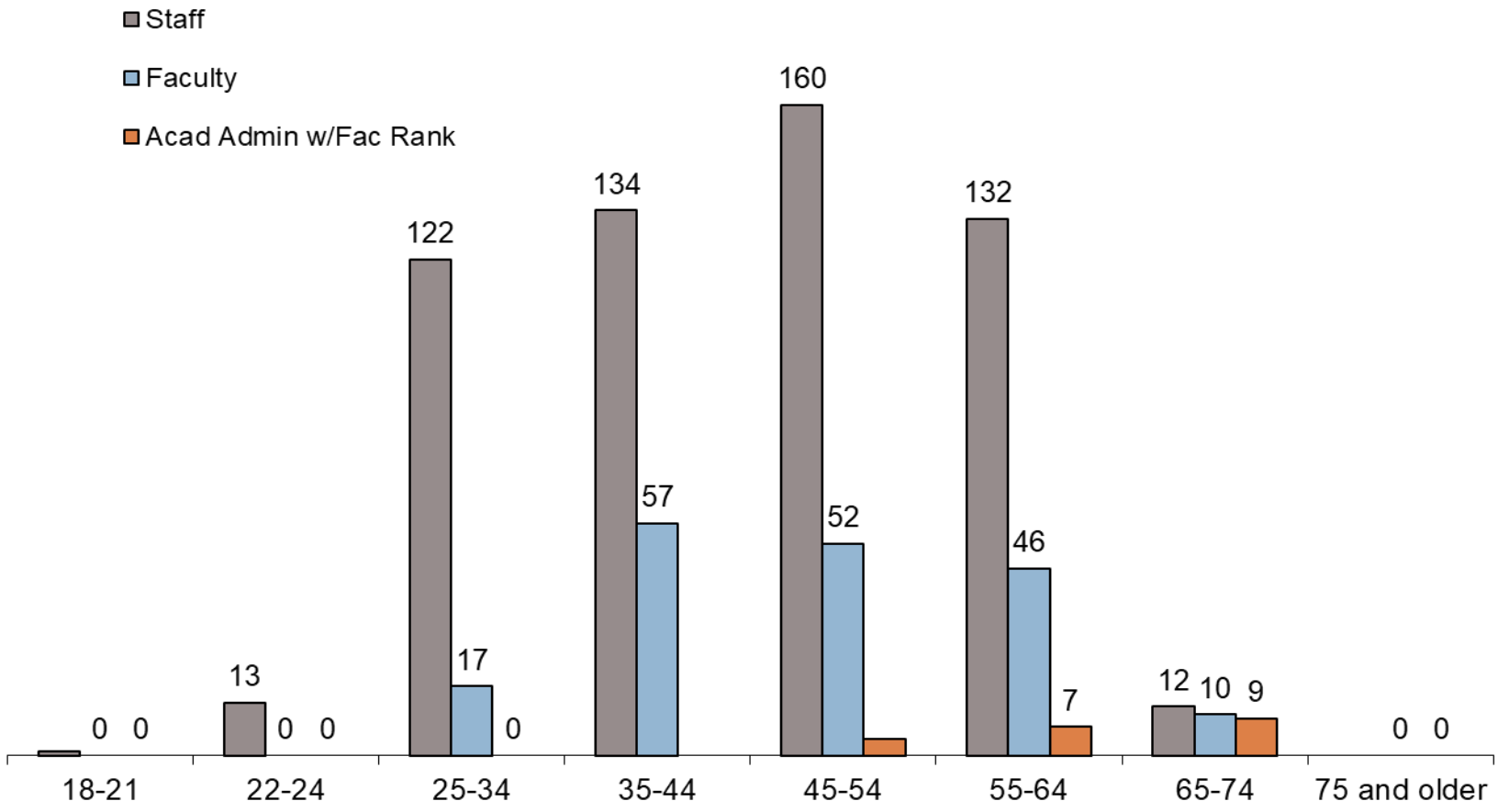
Military	***n***	**%**
Never served in the military	2,271	94.1
Now on active duty (including Reserves or National Guard)	7	0.3
On active duty in the past, but not now	66	2.7
ROTC	54	2.2

Student Respondents by Age (*n*)



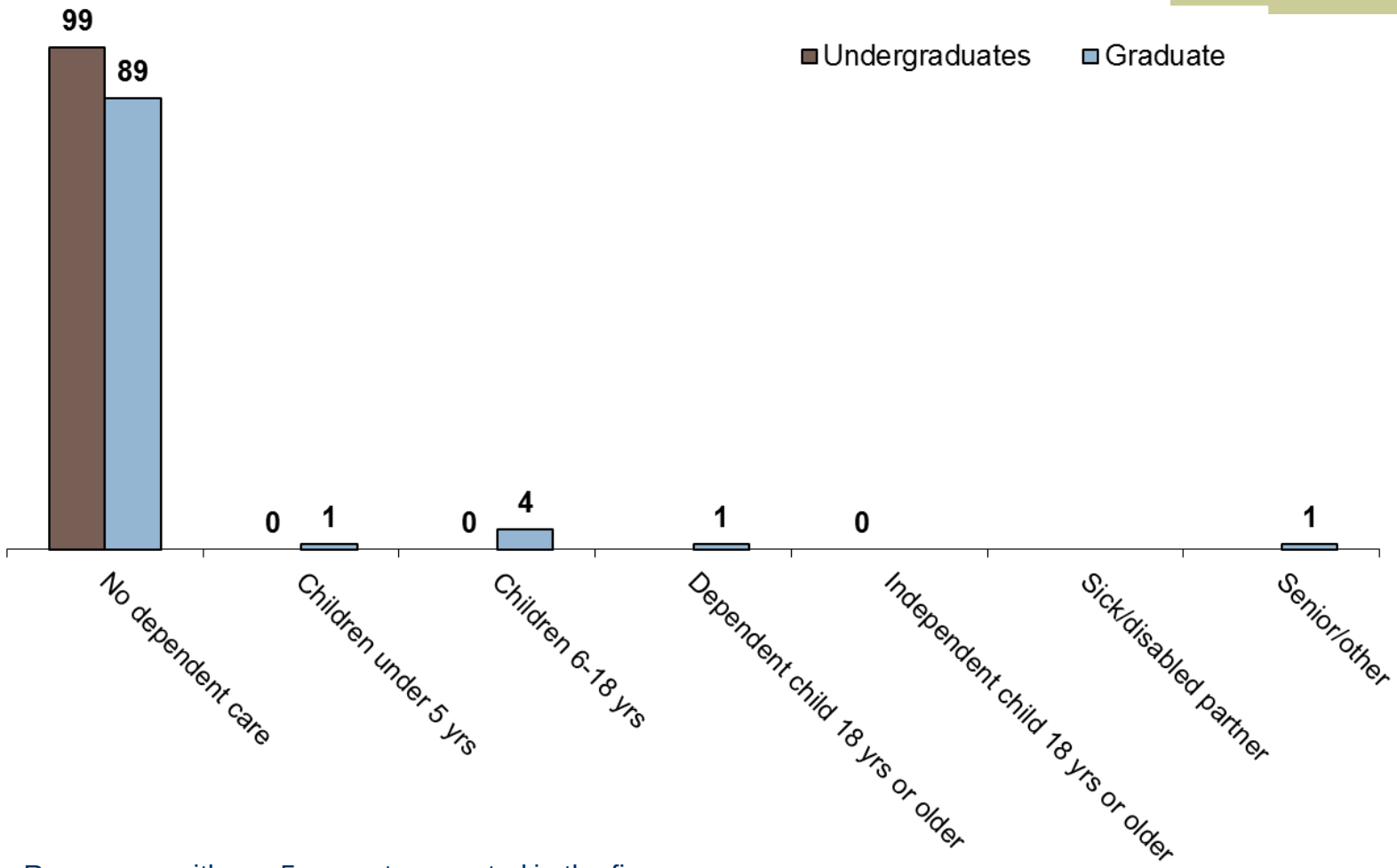
Note: Responses with *n* < 5 are not presented in the figure.

Employee Respondents by Age (*n*)



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

Student Respondents by Caregiving Responsibilities (%)



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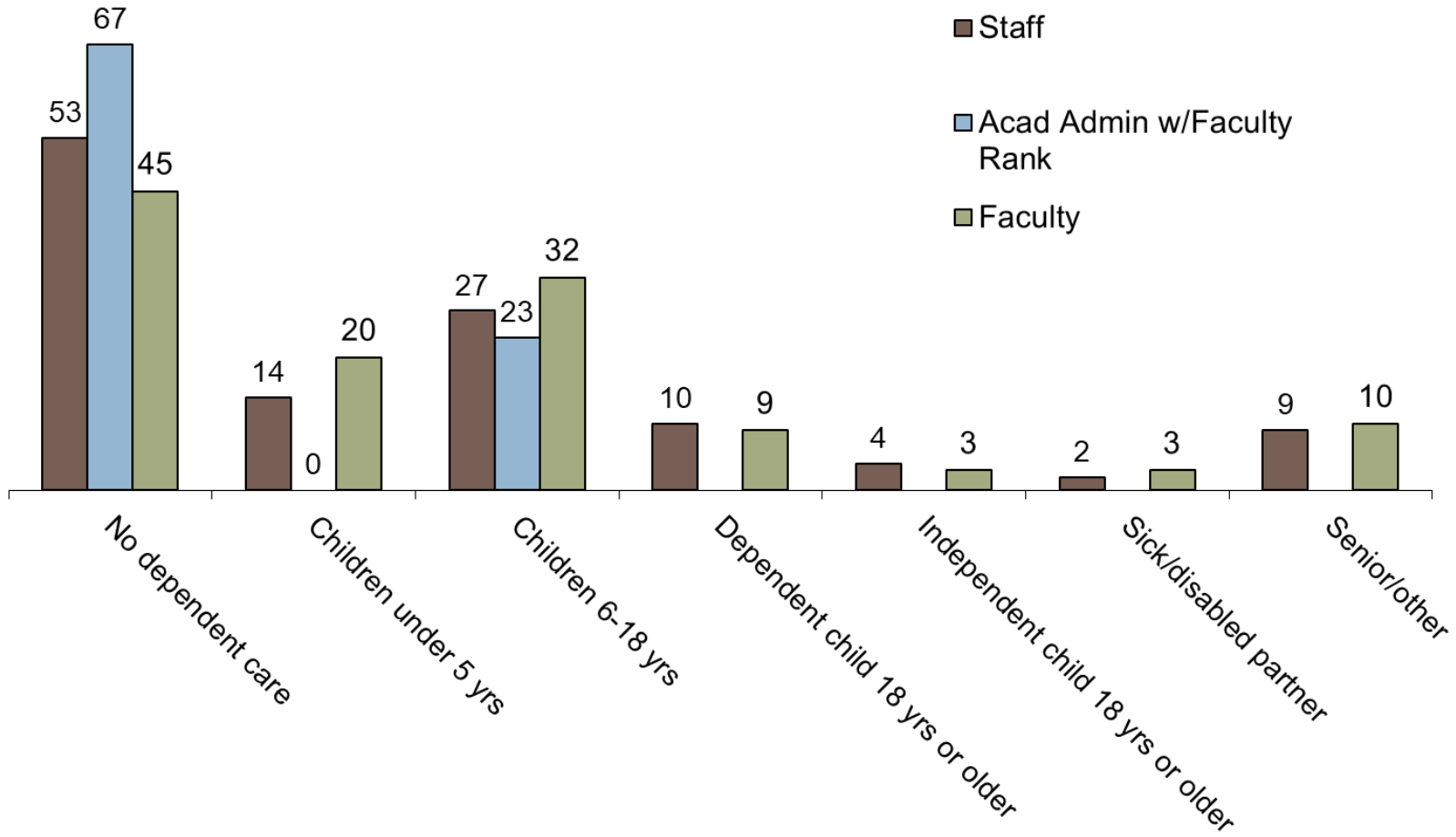
Employee Respondents by Caregiving Responsibilities (%)



Employee Respondents' Length of Employment

Time	*n*	%
Less than 1 year	10	2.1
1-5 years	133	28.2
6-10 years	117	24.8
11-15 years	67	14.2
16-20 years	59	12.5
More than 20 years	77	16.3

Note: For a list of Staff respondents academic division/work unit affiliations, please see Table 5 in full report.

Note: For a list of Faculty respondents primary academic divisions/affiliations, please see Table 6 in full report.

Undergraduate Student Respondents' Year at Michigan Tech

Year	***n***	**%**
First year	306	27.0
Second year	259	22.9
Third year	243	21.5
Fourth year	207	18.3
Fifth year	100	8.8
Sixth year (or more)	16	1.4

Note: For a list of Undergraduate Student respondents current or intended majors, please see Table 12 in full report.

Graduate Student Respondents' Year at Michigan Tech

Year	*n*	%
Certificate student	**< 5**	**---**
Accelerated master's degree student	**23**	**6.6**
First year	20	87.0
Two or more years	< 5	---
Coursework master's degree student	**87**	**25.0**
First year	52	64.2
Second year	27	33.3
Third year or more	< 5	---
Report master's degree student	**13**	**3.7**
First year	< 5	---
Second year	7	58.3
Third year or more	< 5	---

Note: For a list of Graduate Student respondents academic programs, please see Table 13 in full report.

Graduate Student Respondents' Year at Michigan Tech

Year	*n*	%
Thesis master's degree student	**61**	**17.5**
First year	28	51.9
Second year	23	42.6
Third year or more	< 5	---
Doctoral student	**160**	**46.0**
First year	40	27.0
Second year	30	20.3
Third year	33	22.3
Fourth year	20	13.5
Fifth year	14	9.5
Sixth year or more	11	7.4

Note: For a list of Graduate Student respondents academic programs, please see Table 13 in full report.

Student Respondents' Residence

Non-campus housing
(53%, *n* = 782)

Campus housing
(46%, *n* = 684)

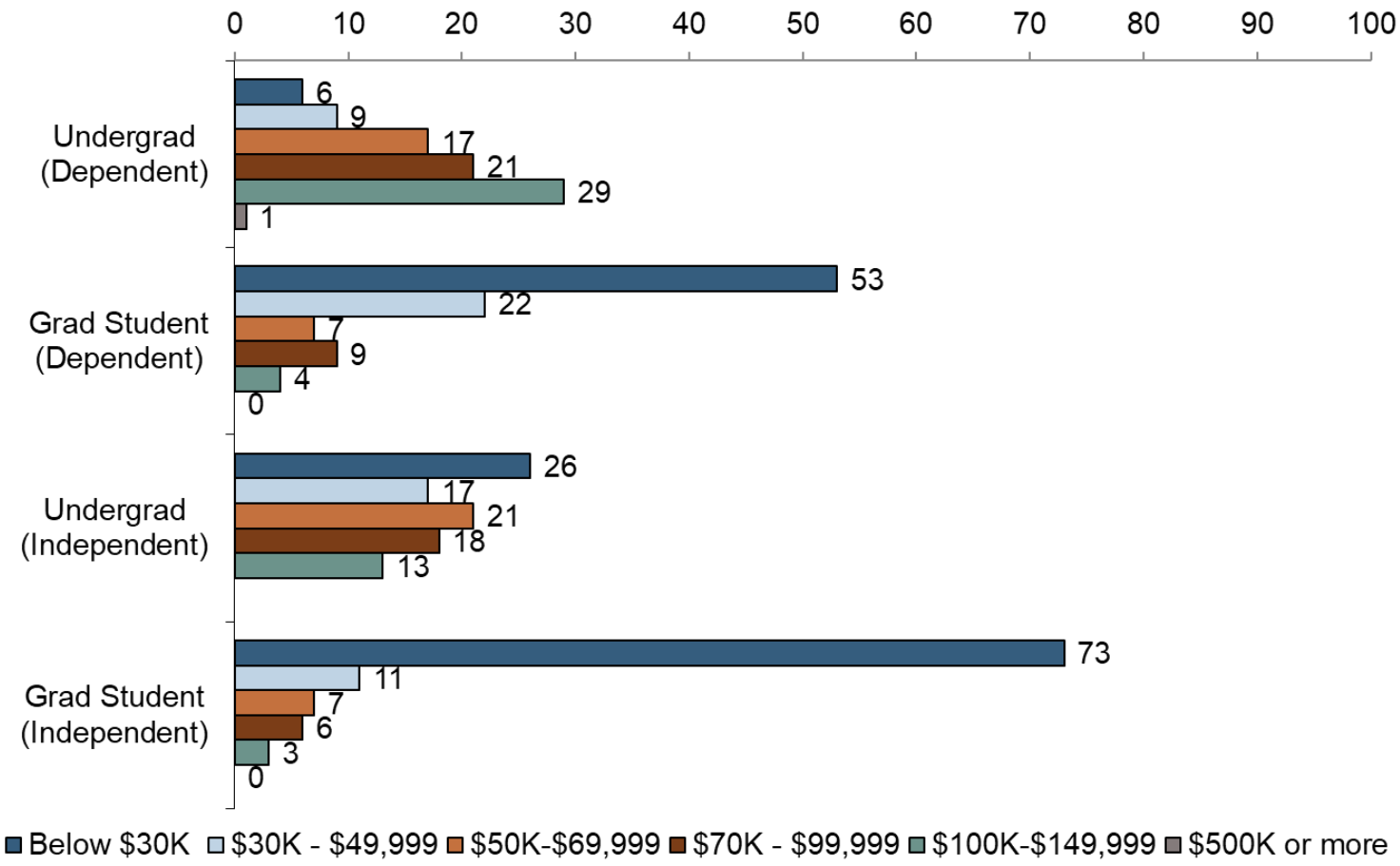
Non-Campus Housing

Residence	***n***	**%**
College-operated housing (e.g., East Street, Magnuson Hotel)	77	0.9
Independently in an apartment/house in Houghton/Hancock	568	72.6
Independently in an apartment/house not in Houghton/Hancock	76	9.7
Living with family member/guardian	43	5.5

Campus Housing

Residence	***n***	**%**
Douglass Houghton Hall	67	9.8
McNair Hall	151	22.1
Wadsworth Hall	197	28.8
Hillside Place	27	3.9
Daniell Heights	120	17.5

Student Respondents' Income by Dependency Status (%)



How Student Respondents Experienced Financial Hardship

Top financial hardships	***n***	**%**
Affording tuition	474	32.0
Affording books/course materials	366	24.7
Affording housing	324	21.9
Affording social or recreational events/activities	264	17.8
Affording food	243	16.4

Note: For a complete list of how Student respondents experienced financial hardship, please see Table 15 in full report.

How Student Respondents Were Paying For College

Top Sources of funding	***n***	**%**
Loans	766	51.8
Family contribution	703	47.5
Non-need-based scholarship (e.g., Michigan merit scholarship, ROTC)	594	40.1
Personal contribution/job	539	36.4
Campus employment	266	18.0
Grant (e.g., Pell)	260	17.6
Need-based scholarship (e.g., TIP, Gates)	238	16.1

Note: For a complete list of how Student respondents were paying for college, please see Table 16 in full report.

Student Employment

	Undergraduate		Graduate	
GPA	***n***	**%**	***n***	**%**
Yes, I am currently on co-op	**28**	**2.5**	**9**	**2.6**
Yes, I work on campus	**364**	**32.2**	**192**	**55.2**
1-10 hours/week	223	19.7	36	10.3
11-20 hours/week	119	10.5	111	31.9
21-30 hours/week	19	1.7	17	4.9
31-40 hours/week	< 5	---	12	3.4
More than 40 hours/week	< 5	---	10	2.9
Yes, I work off campus	**164**	**14.5**	**27**	**7.8**
1-10 hours/week	56	4.9	8	2.3
11-20 hours/week	70	6.2	5	1.4
21-30 hours/week	23	2.0	< 5	---
31-40 hours/week	7	0.6	5	1.4
More than 40 hours/week	8	0.7	6	1.7

Student Respondents' Participation in Clubs/Organizations at Michigan Tech

Top clubs/organizations	***n***	**%**
I do not participate in any clubs or organizations at Michigan Tech.	307	20.7
Social	299	20.2
Club sport	279	18.9
Academic and academic honorary organizations	272	18.4
Professional or pre-professional organization	263	17.8

Note: For a complete list of Student respondents' participant in clubs/organizations, please see Table 18 in full report.

Student Respondents' G.P.A. at the End of Last Semester

	Undergraduate		Graduate	
GPA	***n***	**%**	***n***	**%**
3.75 – 4.00	152	13.5	153	44.7
3.50 – 3.74	115	10.2	57	16.7
3.25 – 3.49	114	10.1	15	4.4
3.00 – 3.24	155	13.8	15	4.4
2.75 - 2.99	112	9.9	< 5	---
2.50 – 2.74	87	7.7	< 5	---
2.25 – 2.49	47	4.2	0	0.0
2.00 – 2.24	29	2.6	< 5	---
1.99 and below	12	1.1	0	0.0

Findings

Comfort with Climate Examples

Overall Campus (83%)

- Asian/Asian American respondents less comfortable than other groups by racial identity
- LGBQ respondents less than Heterosexual respondents
- Low-Income less than Not-Low-Income Student respondents

Department/ School/Work Unit (76%)

- Faculty and Staff less than Administrator with Faculty Rank respondents
- Union Staff less than Non-Union Staff respondents

Classroom (84%)

- Women less than Men Faculty and Student respondents
- Faculty and Student Respondents with a Single and Multiple Disabilities less than those with No Disability

Comfort With Overall Climate

Staff, Faculty and Graduate Student respondents less than Undergraduate Student respondents

Asian/Asian American respondents less than other groups by racial identity

Women less than Men respondents

Note: Answered by all respondents.

Comfort With Overall Climate

LGBQ respondents less than Heterosexual respondents

Low-Income less than Not-Low-Income Student respondents

Respondents with a Single and Multiple Disabilities less than Respondents with No Disability

Note: Answered by all respondents.

Comfort With Overall Climate

Non-U.S. Citizen/U.S. Citizen Naturalized respondents less than U.S. Citizen respondents

Note: Answered by all respondents.

Comfort With Department/School or Work Unit

Faculty and Staff less than Administrator with Faculty Rank respondents

Union Staff less than Non-Union Staff respondents

Women less than Men Faculty and Staff respondents

Note: Answered by Faculty and Staff respondents.

Comfort With Classroom Climate

Women less than Men Faculty and Student respondents

Faculty and Student Respondents with Single and Multiple Disabilities less than those with No Disability

Multiracial Faculty and Student respondents less than other groups by racial identity

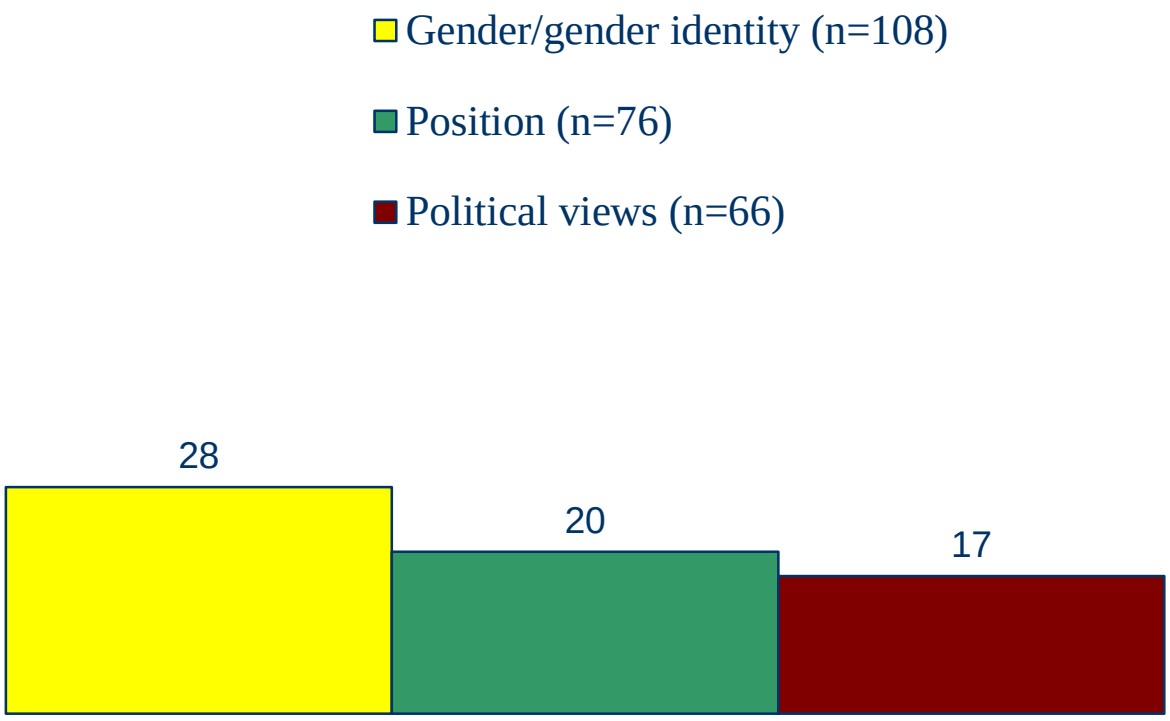
Note: Answered by Student and Faculty respondents

Challenges and Opportunities

Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct

16% (*n* = 389) indicated that they had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassed) conduct at Michigan Tech within the past year

Respondents' Top Bases of Experienced Exclusionary Conduct (%)



Note: Table reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 389). Percentages do not sum to 100 due to multiple responses.

Staff Respondents' Top Bases of Experienced Exclusionary Conduct

Basis	***n***	**%**
Position (e.g., staff, faculty, student)	48	34.5
Age	29	20.9
Gender/gender identity	29	20.9
Length of service at Michigan Tech	27	19.4
Do not know	22	15.8
A reason not listed above	39	28.1

Note: Table reports only responses from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 139). Percentages do not sum to 100 due to multiple responses.

Faculty Respondents' Top Bases of Experienced Exclusionary Conduct

Basis	*n*	%
Gender/gender identity	18	32.7
Major field of study	12	21.8
Ethnicity	12	21.8
Age	11	20.0
Political views	10	18.2
Position (e.g., staff, faculty, student)	10	18.2
A reason not listed above	11	20.0

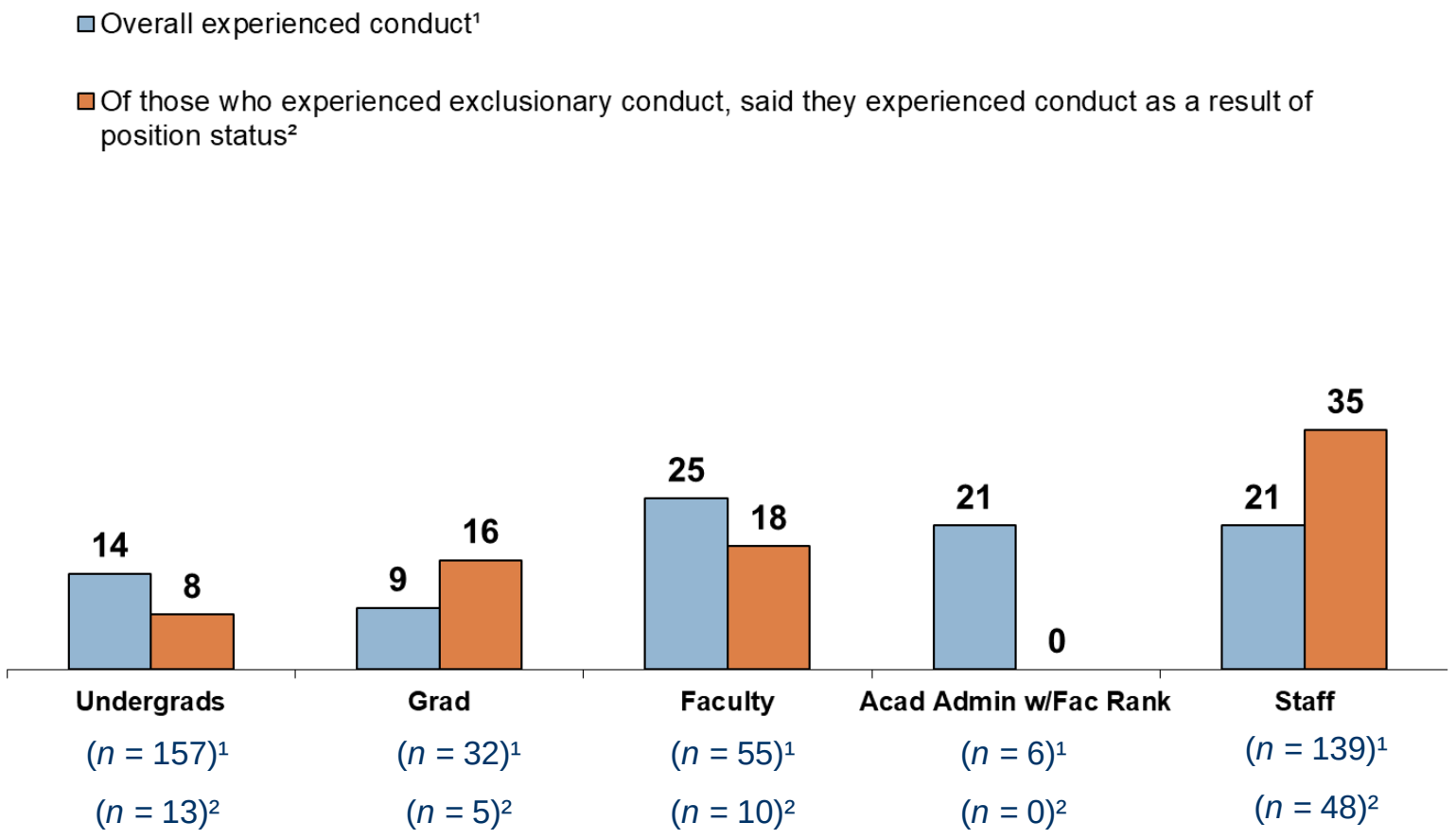
Note: Table reports only responses from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 55). Percentages do not sum to 100 due to multiple responses.

Student Respondents' Top Bases of Experienced Exclusionary Conduct

Basis	*n*	%
Gender/gender identity	59	31.2
Major field of study	32	16.9
Racial identity	21	11.1
Physical characteristics	19	10.1
Philosophical views	19	10.1
Political views	39	20.6
A reason not listed above	21	11.1

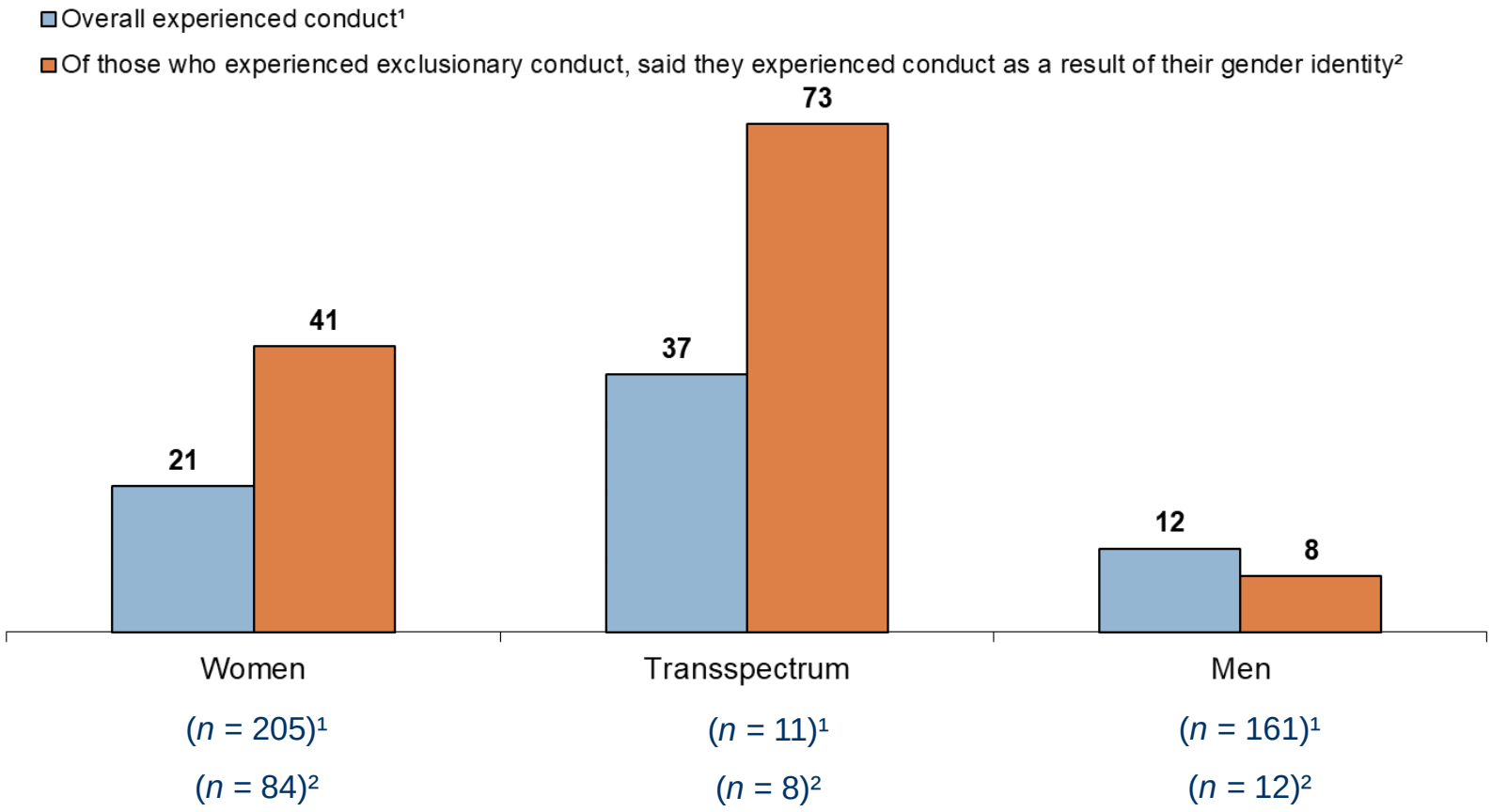
Note: Table reports only responses from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 189). Percentages do not sum to 100 due to multiple responses.

Personal Experiences of Exclusionary Conduct as a Result of Position Status (%)



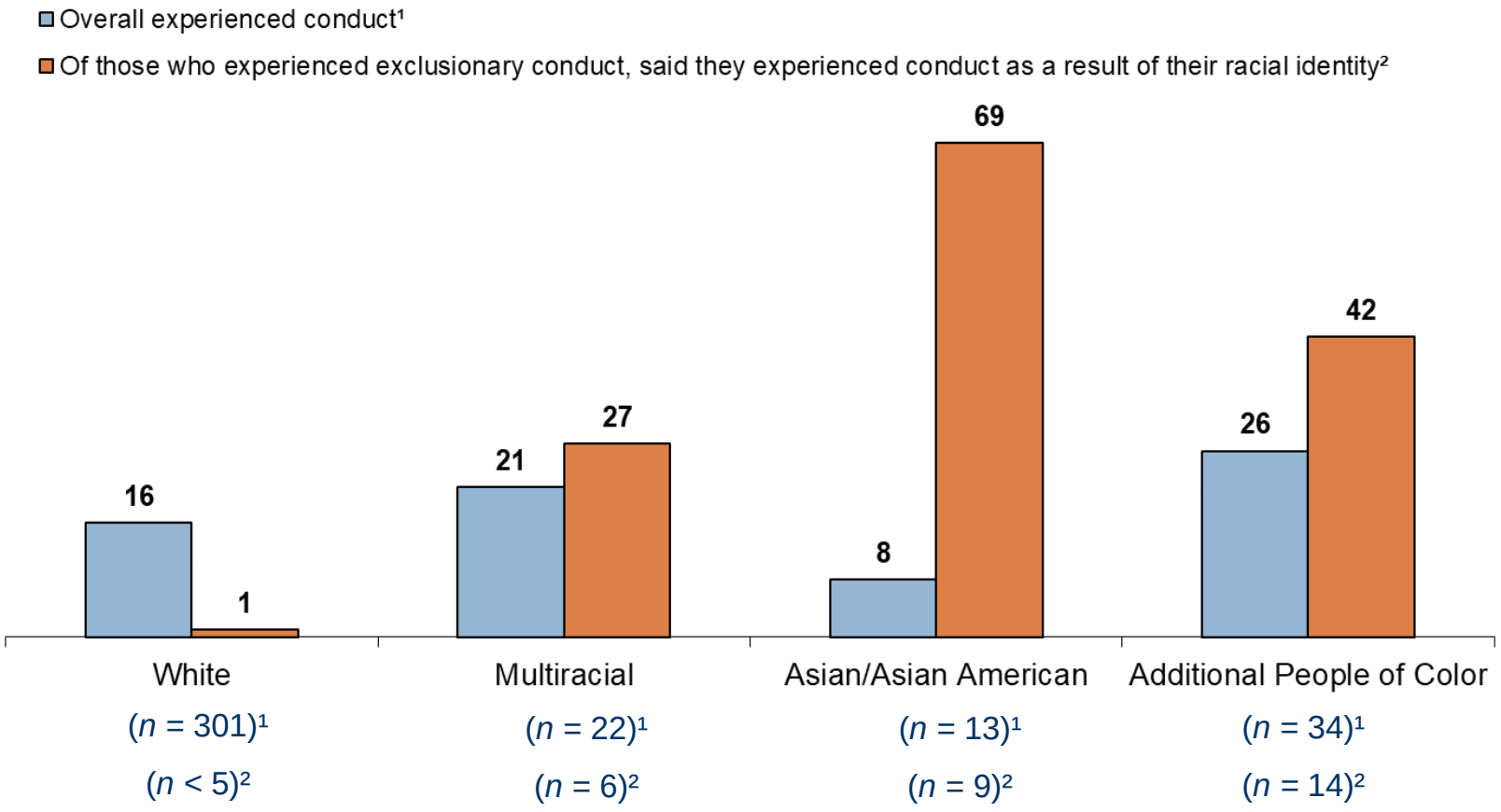
[1] Percentages are based on total n split by group.
[2] Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Personal Experiences of Exclusionary Conduct as a Result of Gender Identity (%)



¹ Percentages are based on total n split by group.
² Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Personal Experiences of Exclusionary Conduct as a Result of Racial Identity (%)



[1] Percentages are based on total n split by group.
[2] Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Top Forms of Experienced Exclusionary Conduct

Form	*n*	%
I was ignored or excluded.	177	45.5
I was isolated or left out.	154	39.6
I was intimidated/bullied.	141	36.2
I was the target of derogatory verbal remarks.	122	31.4
I experienced a hostile work environment.	106	27.2
An experience not listed above	57	14.7

Note: Table reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 389). Percentages do not sum to 100 due to multiple responses.

Top Locations of Experienced Exclusionary Conduct

Location	*n*	%
While working at a Michigan Tech job	107	27.5
In a meeting with a group of people	102	26.2
In a class/lab	89	22.9

Note: Table reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 389). Percentages do not sum to 100 due to multiple responses.

Staff Respondents' Top Locations of Experienced Exclusionary Conduct

Location	*n*	%
While working at a Michigan Tech job	76	54.7
In a meeting with a group of people	41	29.5
In a Michigan Tech administrative office	29	20.9
In a meeting with one other person	19	13.7
In other public spaces at Michigan Tech	12	8.6

Note: Table reports only responses from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 139). Percentages do not sum to 100 due to multiple responses.

Faculty Respondents' Top Locations of Experienced Exclusionary Conduct

Location	*n*	%
In a meeting with a group of people	22	10.0
In a meeting with one other person	16	7.2
In a faculty office	16	7.2
While working at a Michigan Tech job	14	6.3
In a Michigan Tech administrative office	8	3.6
On phone calls/text messages/email	8	3.6

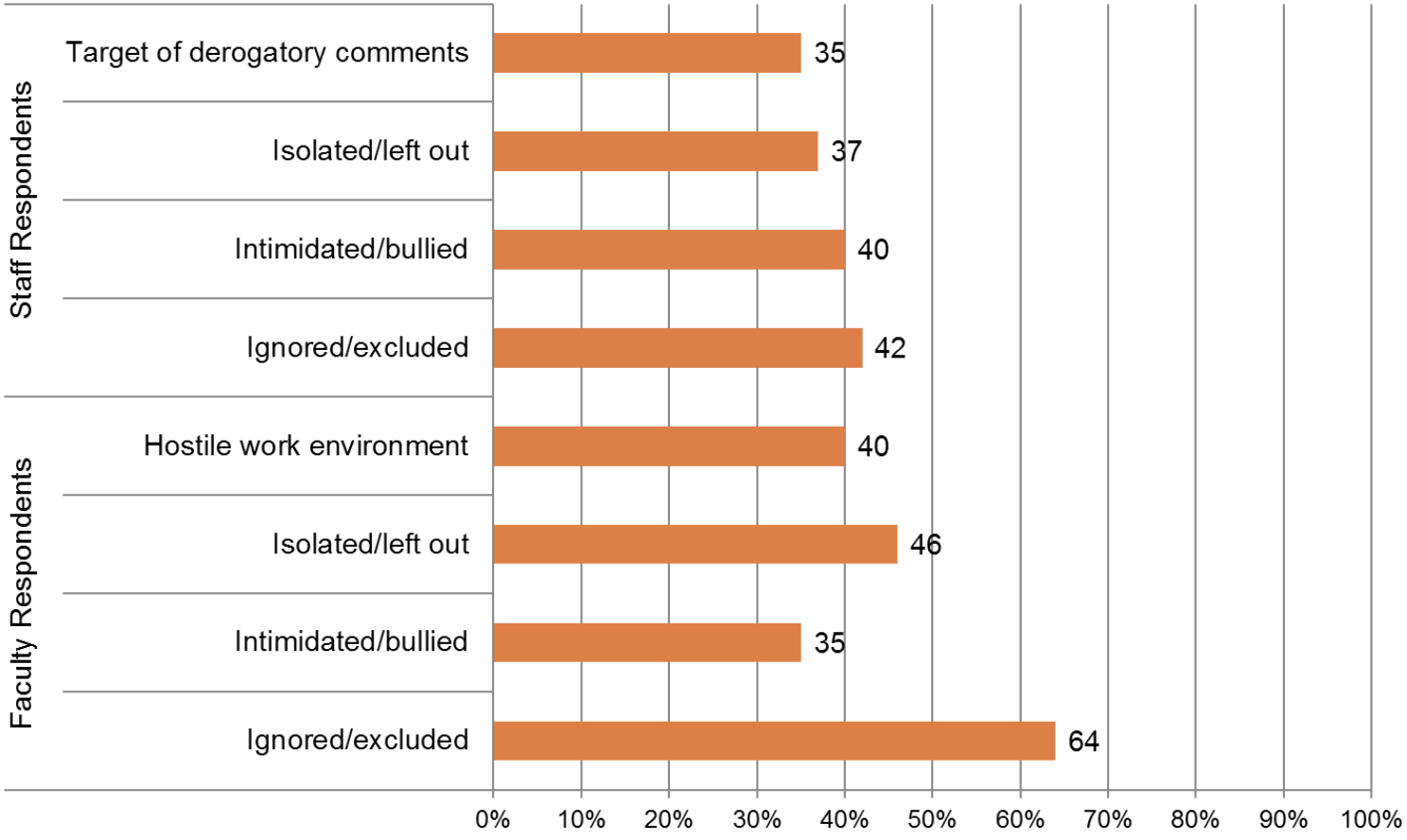
Note: Table reports only responses from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 55). Percentages do not sum to 100 due to multiple responses.

Student Respondents' Top Locations of Experienced Exclusionary Conduct

Location	*n*	%
In a class/lab	80	42.3
In campus housing	52	27.5
In a meeting with a group of people	34	18.0
Off campus	34	18.0
In other public spaces at Michigan Tech	32	16.9

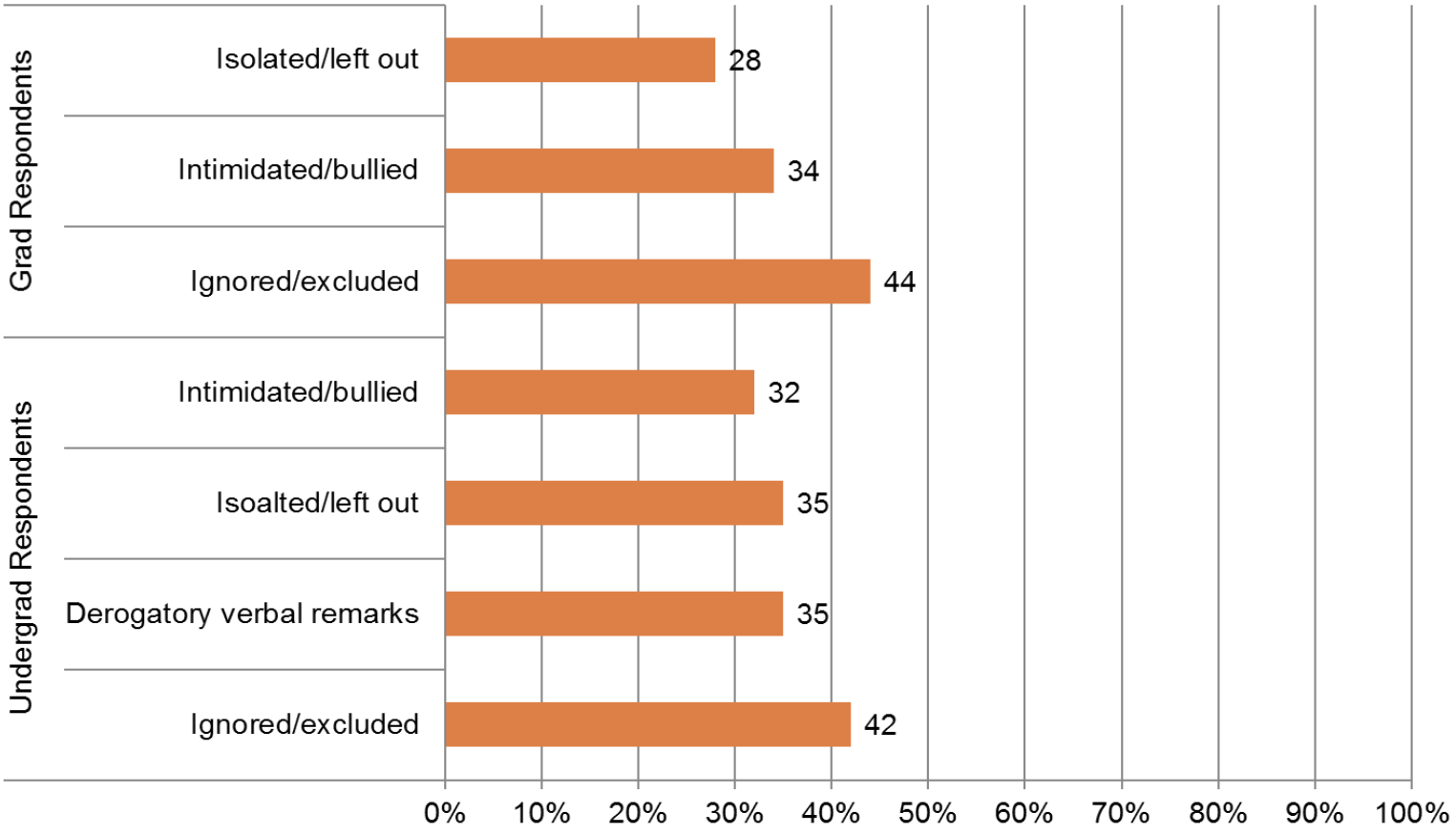
Note: Table reports only responses from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 189). Percentages do not sum to 100 due to multiple responses.

Top Sources of Experienced Exclusionary Conduct by Employee Position (%)



Note: Figure reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 389). Percentages do not sum to 100 due to multiple responses.

Top Sources of Experienced Exclusionary Conduct by Student Position (%)



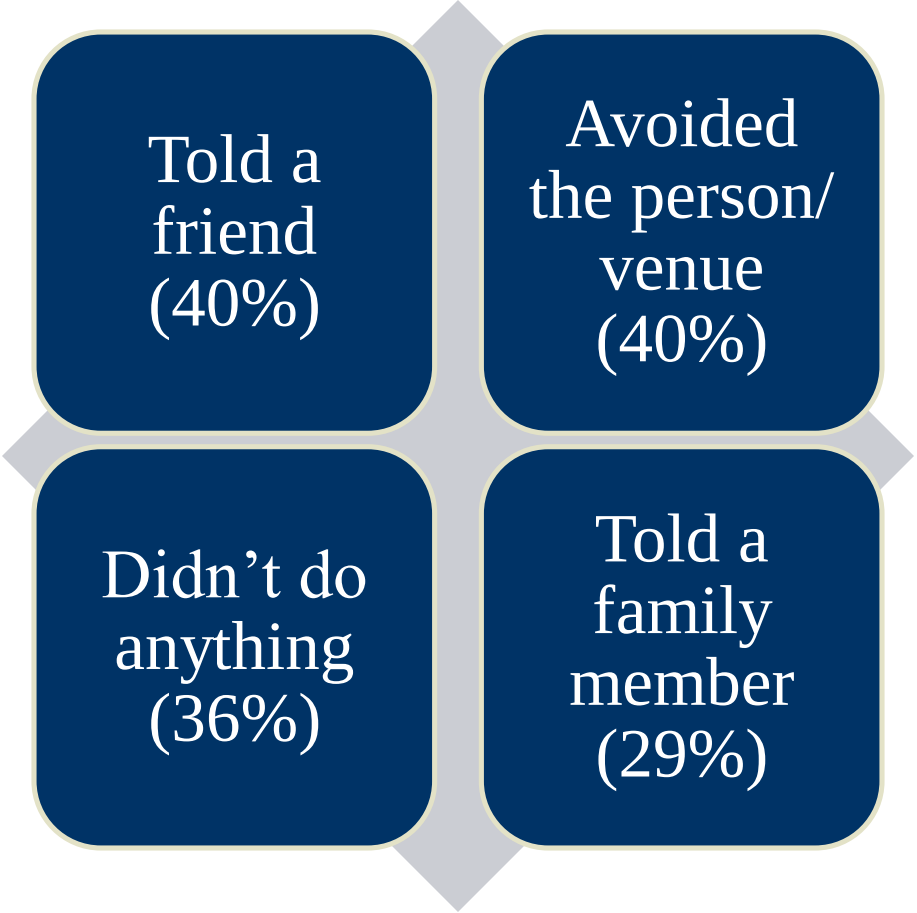
Note: Figure reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 389). Percentages do not sum to 100 due to multiple responses.

What did you do? Emotional Responses

- Felt angry (65%)
- Felt less confident (48%)
- Felt embarrassed (39%)
- Felt afraid (21%)
- Ignored it (19%)
- Felt somehow responsible (17%)

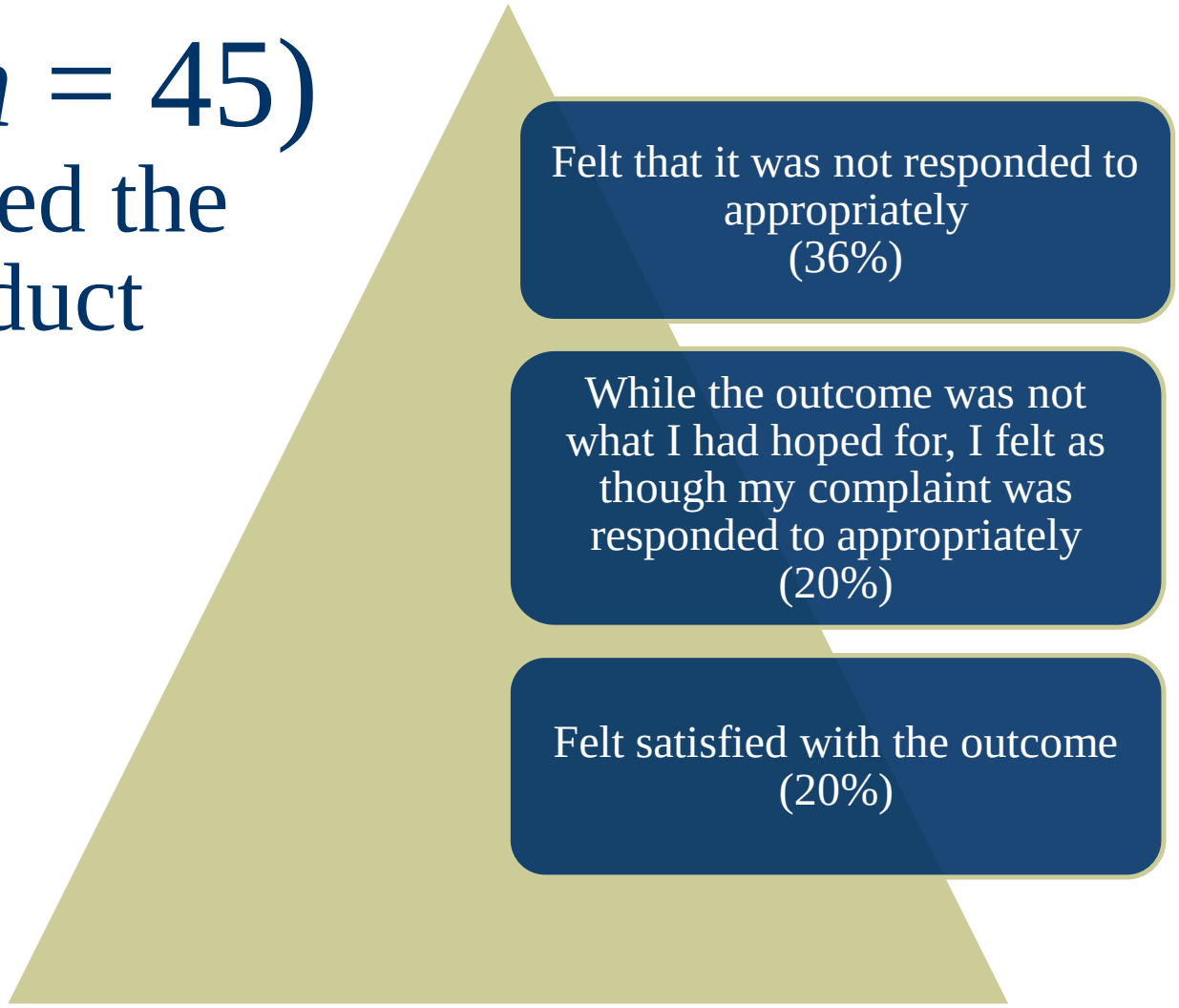
Note: Table reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 389). Percentages do not sum to 100 due to multiple responses.

What did you do? Actions



Note: Figure reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 389). Percentages do not sum to 100 due to multiple responses.

12% (*n* = 45) Reported the Conduct



Note: Figure reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 389). Percentages do not sum to 100 due to multiple responses.

Qualitative Themes
Experienced Exclusionary Conduct

Employees: Hostile supervisors

Employees: Treatment as second-class-citizens

Students: Conduct directed towards women and other minorities

Accessibility

Top Facilities Barriers for Respondents with Disabilities

Facilities	***n***	**%**
Classrooms, labs (including computer labs)	34	13.1
Campus transportation/parking	30	11.7
Classroom buildings	30	11.6
Temporary barriers due to snow and ice	22	8.6
Athletic and recreational facilities	21	8.0

Note: Table reports only responses from individuals who indicated on the survey that they had a disability (n = 276).

Top Technology/Online Barriers for Respondents with Disabilities

Technology/online environment	***n***	**%**
Computer equipment (e.g., screens, mouse, keyboard)	16	6.4
Accessible electronic format	14	5.6
Canvas	12	4.8
Software (e.g., voice recognition/audiobooks)	12	4.8

Note: Table reports only responses from individuals who indicated on the survey that they had a disability (n = 276).

Top Identity Barriers for Respondents with Disabilities

Identity	***n***	**%**
Learning technology	13	5.2
Electronic databases (e.g., MyMichiganTech, Banner)	12	4.8
Surveys	9	3.6

Note: Table reports only responses from individuals who indicated on the survey that they had a disability (n = 276).

Top Instructional/Campus Materials Barriers for Respondents with Disabilities

Instructional/campus materials	***n***	**%**
Textbooks	17	6.9
Food menu	15	6.0

Note: Table reports only responses from individuals who indicated on the survey that they had a disability (n = 276).

Qualitative Themes for Respondents with Disabilities: Accessibility of Michigan Tech Campus

Specific barriers to physical accessibility

Campus buildings identified as inaccessible

Identified disability/condition as non-physical

Top Facilities Barriers for Transgender/Genderqueer/Nonbinary Respondents

Facilities	***n***	**%**
Restrooms	7	26.9
Signage	7	26.9
Identity Accuracy	***n***	**%**
Electronic databases (e.g., MyMichiganTech, Banner)	8	30.8
Surveys	5	20.0

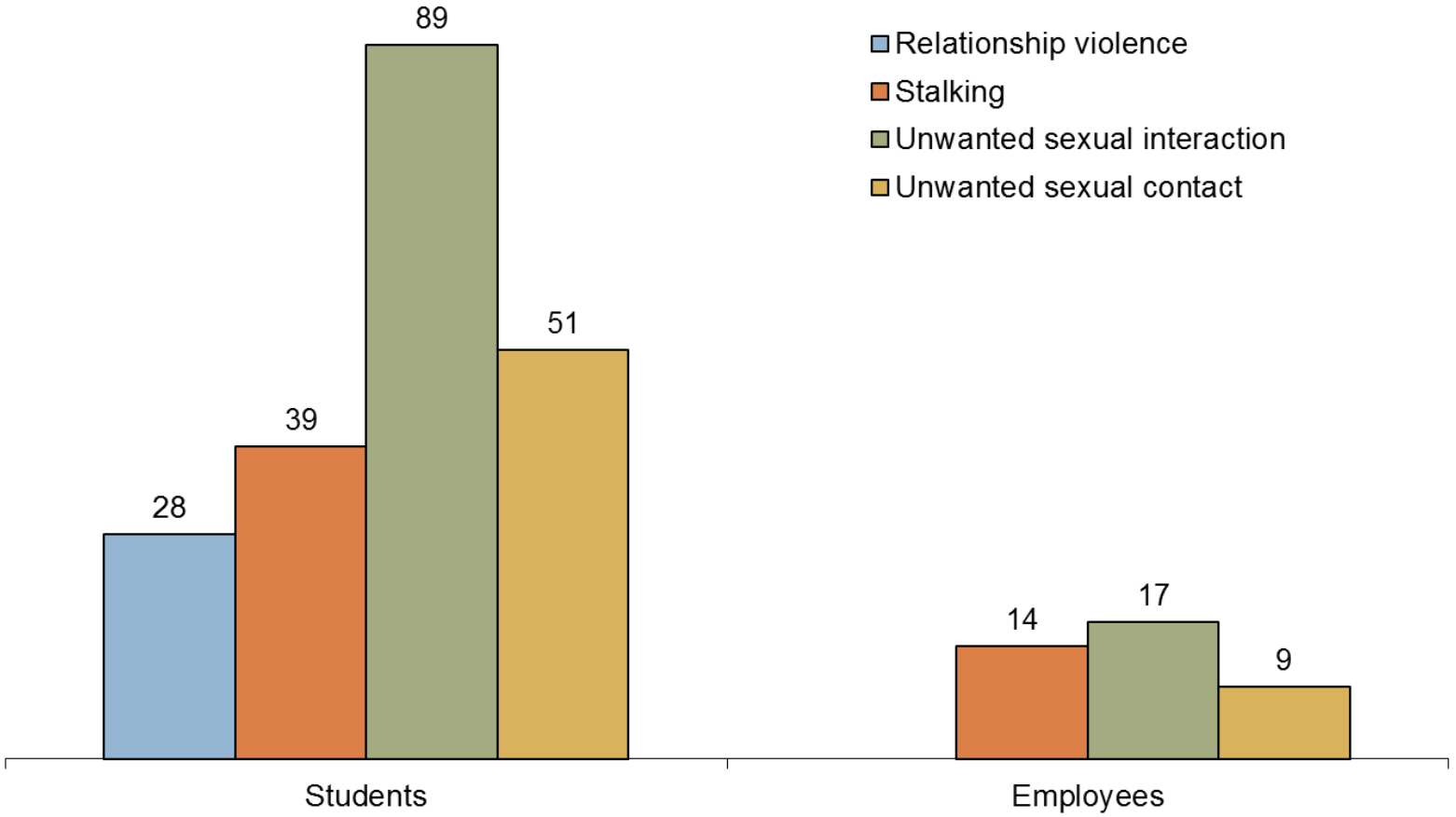
Note: Table reports only responses from individuals who indicated on the survey that they identified their gender identity as Transgender, Genderqueer, or Non-binary (n = 26).

Experiences with Unwanted Sexual Conduct/Contact

8% (*n* = 188) of All Respondents Experienced Unwanted Sexual Conduct/Contact

- 1% (32 respondents) – Relationship Violence
- 2% (53 respondents) – Stalking
- 4% (106 respondents) – Sexual Interaction
- 3% (60 respondents) – Unwanted Sexual Contact

Experienced Unwanted Sexual Conduct by Position Status (*n*)



Student Respondents' Alcohol/Drug Involvement in Relationship Violence

Alcohol/Drug	***n***	**%**
No	19	67.9
Yes	9	32.1
Alcohol only	*8*	*88.9*
Drugs only	*< 5*	*---*
Both alcohol and drugs	*0*	*0.0*

Note: Only answered by Student respondents who indicated on the survey that they experienced relationship violence (n = 28).

When Relationship Violence Occurred

Time	*n*	%
Less than 6 months ago	9	28.1
6 - 12 months ago	9	28.1
13 - 23 months ago	7	21.9
2 - 4 years ago	5	15.6
5 - 10 years ago	< 5	---
11 - 20 years ago	0	0.0
More than 20 years ago	0	0.0

Note: Only answered by respondents who indicated on the survey that they experienced relationship violence (n = 32).

Semester/Year in Which Student Respondents Experienced Relationship Violence

Semester/Year	*n*	%
During my time as a graduate student at Michigan Tech	**< 5**	**---**
First year	*< 5*	**---**
Second year	*< 5*	**---**
Third year or after	*< 5*	**---**
Undergraduate first year	**17**	**60.7**
Fall semester	*11*	*64.7*
Spring semester	*10*	*58,.8*
Summer semester	*< 5*	**---**
Undergraduate second year	**10**	**35.7**
Fall semester	*6*	*60.0*
Spring semester	< 5	**---**
Summer semester	< 5	**---**

Note: Only answered by Student respondents who indicated on the survey that they experienced relationship violence (*n* = 28).

Semester/Year in Which Student Respondents Experienced Relationship Violence

Semester/Year	*n*	%
Undergraduate third year	**6**	**21.4**
Fall semester	*< 5*	---
Spring semester	*5*	*83.3*
Summer semester	*< 5*	---
Undergraduate fourth year	**< 5**	---
Fall semester	*< 5*	---
Spring semester	*0*	*0.0*
Summer semester	*0*	*0.0*
After my fourth year as an undergraduate	**0.0**	**0.0**

Note: Only answered by Student respondents who indicated on the survey that they experienced relationship violence (n = 28).

Location of Relationship Violence

On Campus (59%, *n* = 19)

Off Campus (63%, *n* = 20)

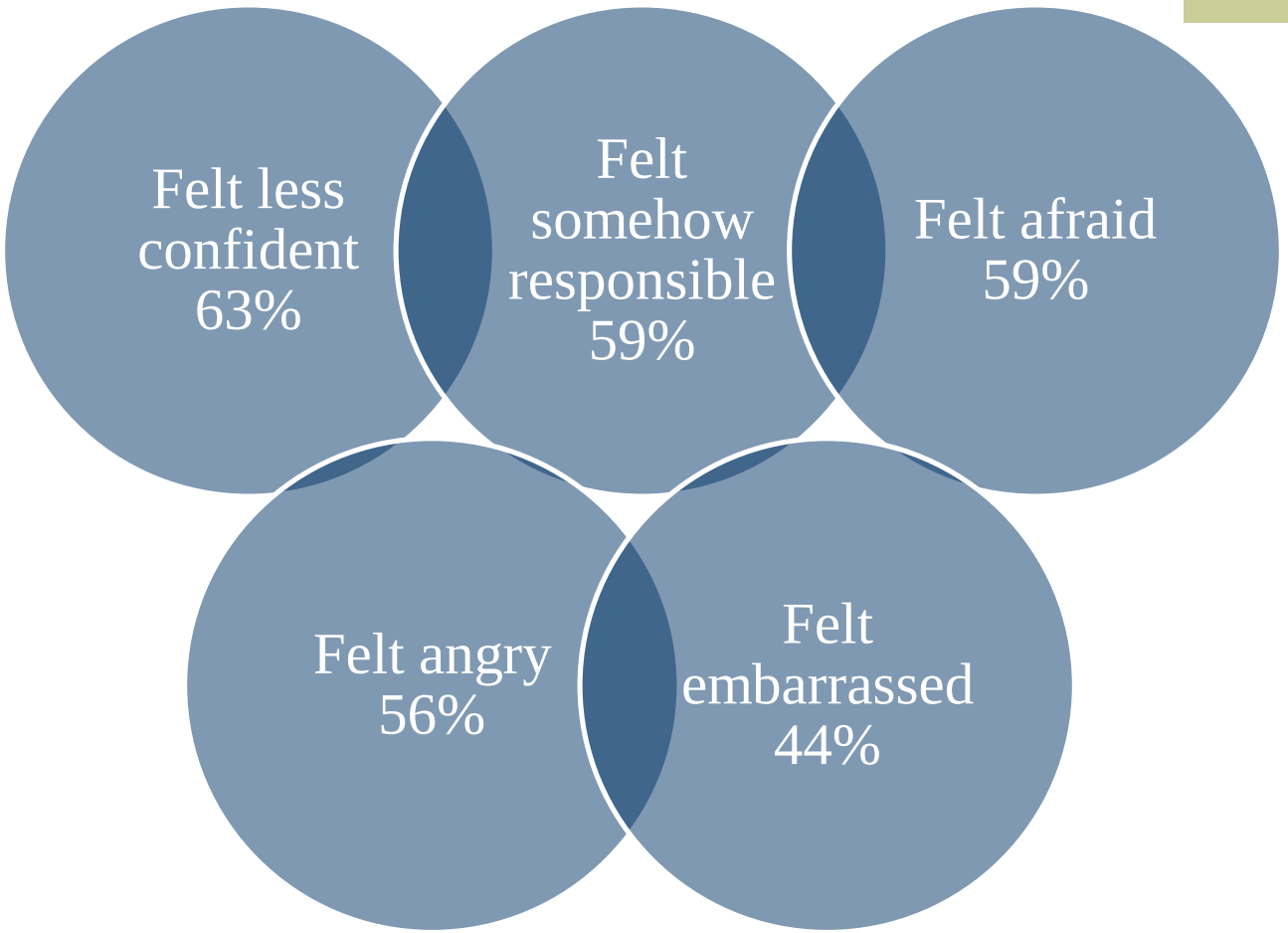
Note: Only answered by respondents who indicated on the survey that they experienced relationship violence (*n* = 32).

Top Perpetrators of Relationship Violence

Perpetrator	***n***	**%**
Current or former dating/intimate partner	26	81.3
Michigan Tech student	8	25.0
Acquaintance/friend	7	21.9

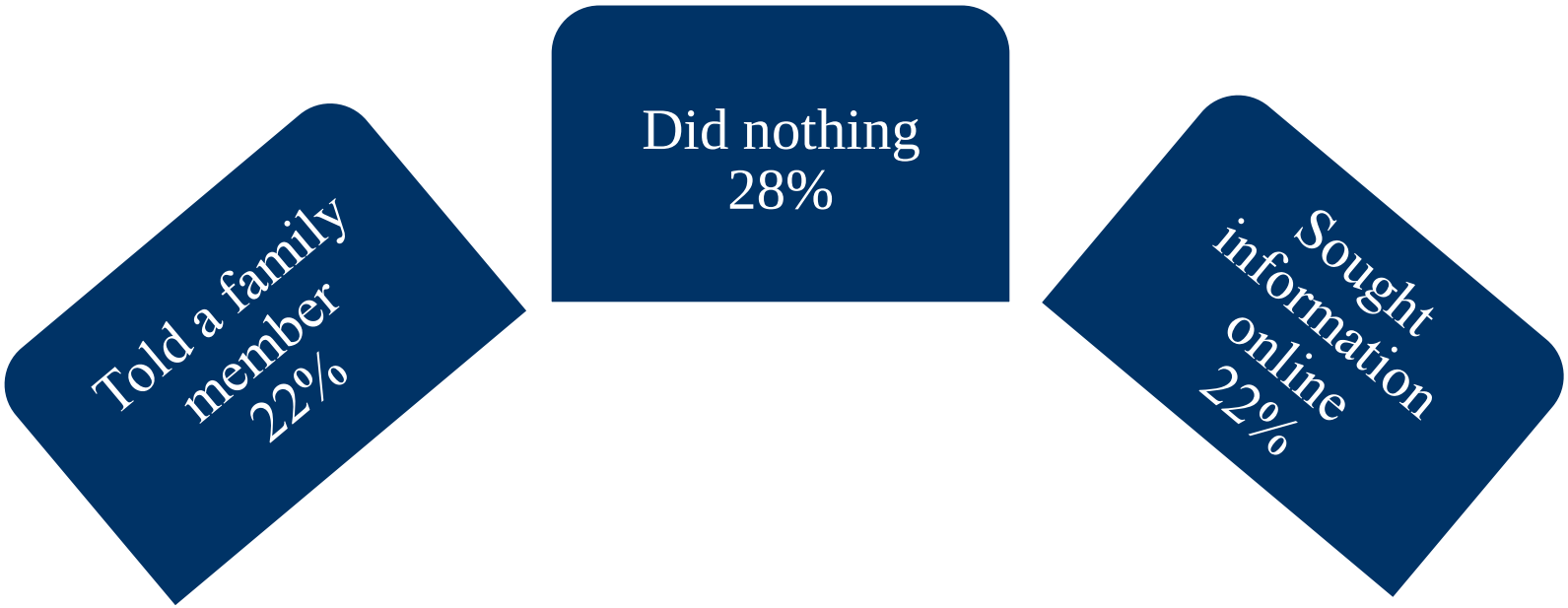
Note: Only answered by respondents who indicated on the survey that they experienced relationship violence (n = 32).

Emotional Response to Relationship Violence



Note: Only answered by respondents who indicated on the survey that they experienced relationship violence (n = 32).

Actions in Response to Relationship Violence



Note: Only answered by respondents who indicated on the survey that they experienced relationship violence (n = 32).

When Stalking Occurred

Time	*n*	%
Less than 6 months ago	10	18.9
6 - 12 months ago	16	30.2
13 - 23 months ago	14	26.4
2 - 4 years ago	7	13.2
5 - 10 years ago	< 5	---
11 - 20 years ago	< 5	---
More than 20 years ago	< 5	---

Note: Only answered by respondents who indicated on the survey that they experienced stalking (*n* = 53).

Semester/Year in Which Student Respondents Experienced Stalking

Semester/Year	*n*	%
During my time as a graduate student at Michigan Tech	**< 5**	**---**
First year	< 5	---
Second year	< 5	---
Third year or after	< 5	---
Undergraduate first year	**20**	**51.3**
Fall semester	*17*	*85.0*
Spring semester	*10*	*50.0*
Summer semester	< 5	---
Undergraduate second year	**11**	**28.2**
Fall semester	*8*	*72.7*
Spring semester	*7*	*63.6*
Summer semester	*0*	*0.0*

Note: Only answered by Student respondents who indicated on the survey that they experienced stalking ($n = 39$).

Semester/Year in Which Student Respondents Experienced Stalking

Semester/Year	*n*	%
Undergraduate third year	**8**	**20.5**
Fall semester	*5*	*62.5*
Spring semester	*6*	*75.0*
Summer semester	*< 5*	---
Undergraduate fourth year	**< 5**	---
Fall semester	*0*	*0.0*
Spring semester	*< 5*	---
Summer semester	*< 5*	---
After my fourth year as an undergraduate	**< 5**	---

Note: Only answered by Student respondents who indicated on the survey that they experienced stalking (n = 39).

Location of Stalking

On Campus (77%, *n* = 41)

Off Campus (57%, *n* = 30)

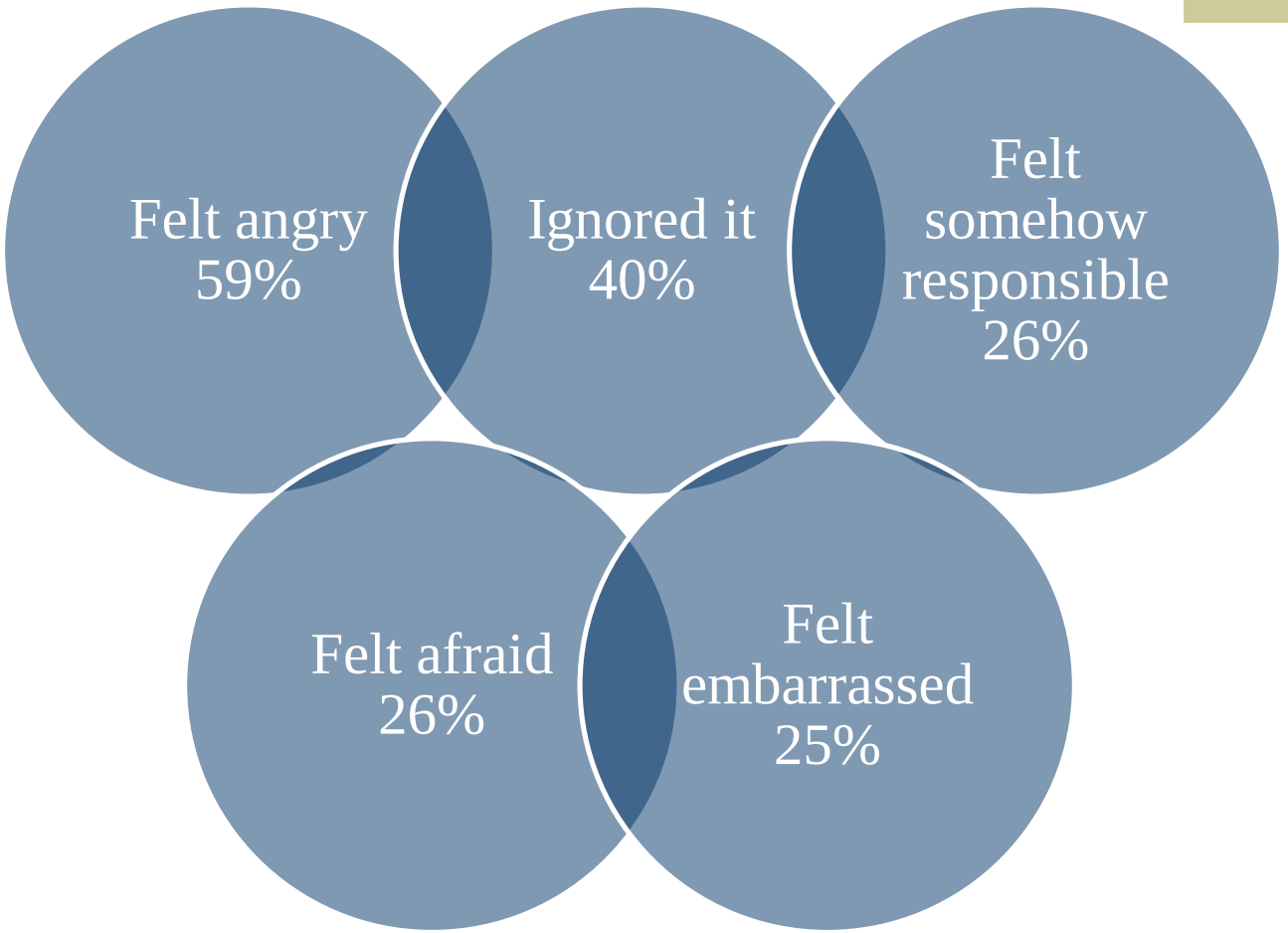
Note: Only answered by respondents who indicated on the survey that they experienced stalking (*n* = 53).

Top Perpetrators of Stalking

Perpetrator	***n***	**%**
Michigan Tech student	30	56.6
Acquaintance/friend	15	28.3
Current or former dating/intimate partner	11	20.8
Stranger	6	11.3
Michigan Tech staff member	5	9.4

Note: Only answered by respondents who indicated on the survey that they experienced stalking (n = 53).

Emotional Response to Stalking

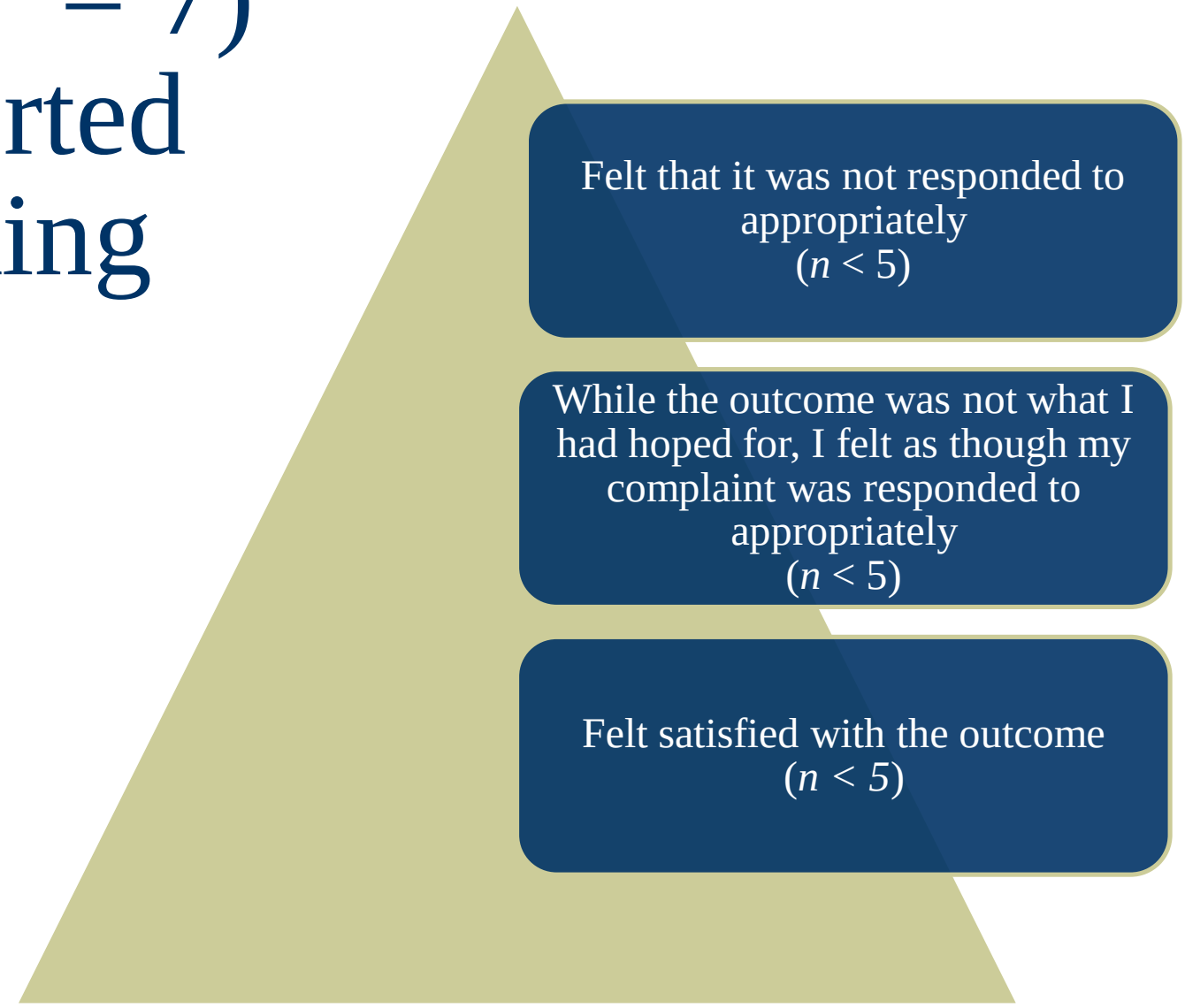


Note: Only answered by respondents who indicated on the survey that they experienced stalking (*n* = 53).

Actions in Response to Stalking

Note: Only answered by respondents who indicated on the survey that they experienced stalking (*n* = 53).

13% (n = 7) Reported Stalking



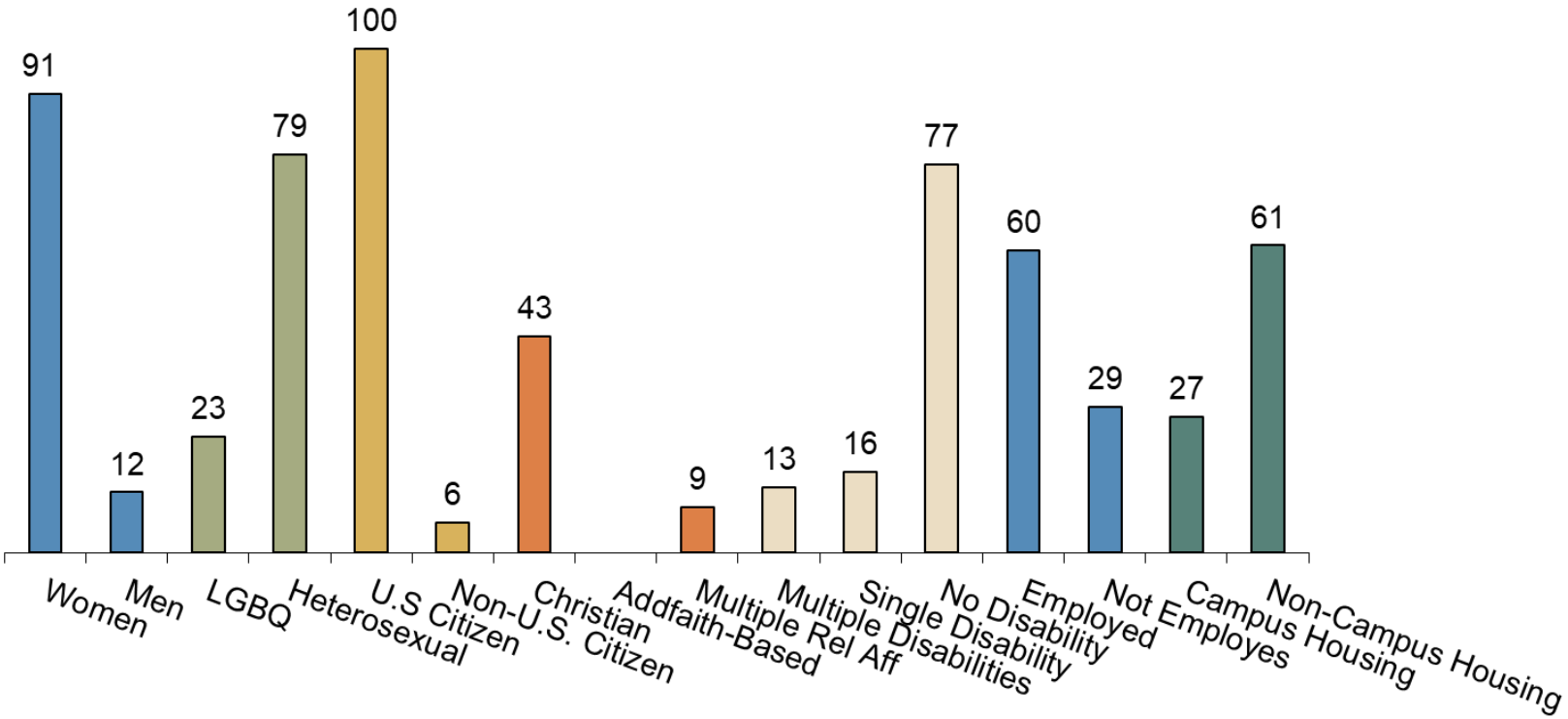
Note: Only answered by respondents who indicated on the survey that they experienced stalking (n = 53).

Qualitative Themes
Stalking

Minor incident, reporting not necessary

Lack of faith in Michigan Tech reporting processes

Respondents' Experiences of Unwanted Sexual Interaction by Select Demographics (*n*)



Student Respondents' Alcohol/Drug Involvement in Unwanted Sexual Interaction

Alcohol/Drug	***n***	**%**
No	63	70.8
Yes	26	29.2
Alcohol only	*22*	*88.0*
Drugs only	*0*	*0.0*
Both alcohol and drugs	*3*	*12.0*

Note: Only answered by Student respondents who indicated on the survey that they experienced unwanted sexual interaction (n = 89).

When Unwanted Sexual Interaction Occurred

Time	*n*	%
Less than 6 months ago	39	36.8
6 - 12 months ago	21	19.8
13 - 23 months ago	23	21.7
2 - 4 years ago	14	13.2
5 - 10 years ago	5	4.7
11 - 20 years ago	2	1.9
More than 20 years ago	2	1.9

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual interaction (n = 106).

Semester/Year in Which Student Respondents Experienced Unwanted Sexual Interaction

Semester/Year	*n*	%
During my time as a graduate student at Michigan Tech	**9**	**10.1**
First year	*5*	*55.6*
Second year	*< 5*	*33.3*
Third year or after	*< 5*	*---*
Undergraduate first year	**55**	**61.8**
Fall semester	*43*	*78.2*
Spring semester	*28*	*50.9*
Summer semester	*< 5*	*---*
Undergraduate second year	**36**	**40.4**
Fall semester	*27*	*75.0*
Spring semester	*20*	*55.6*
Summer semester	*3*	*8.3*

Note: Only answered by Student respondents who indicated on the survey that they experienced unwanted sexual interaction (*n* = 89).

Semester/Year in Which Student Respondents Experienced Unwanted Sexual Interaction

Semester/Year	*n*	%
Undergraduate third year	**20**	**22.5**
Fall semester	*15*	*75.0*
Spring semester	*10*	*50.0*
Summer semester	*< 5*	---
Undergraduate fourth year	**13**	**14.6**
Fall semester	*9*	*69.2*
Spring semester	*< 5*	---
Summer semester	*< 5*	---
After my fourth year as an undergraduate	< 5	---

Note: Only answered by Student respondents who indicated on the survey that they experienced unwanted sexual interaction (*n* = 89).

Location of Unwanted Sexual Interaction

On Campus (61%, *n* = 65)

Off Campus (49%, *n* = 52)

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual interaction (*n* = 106).

Top Perpetrators of Unwanted Sexual Interaction

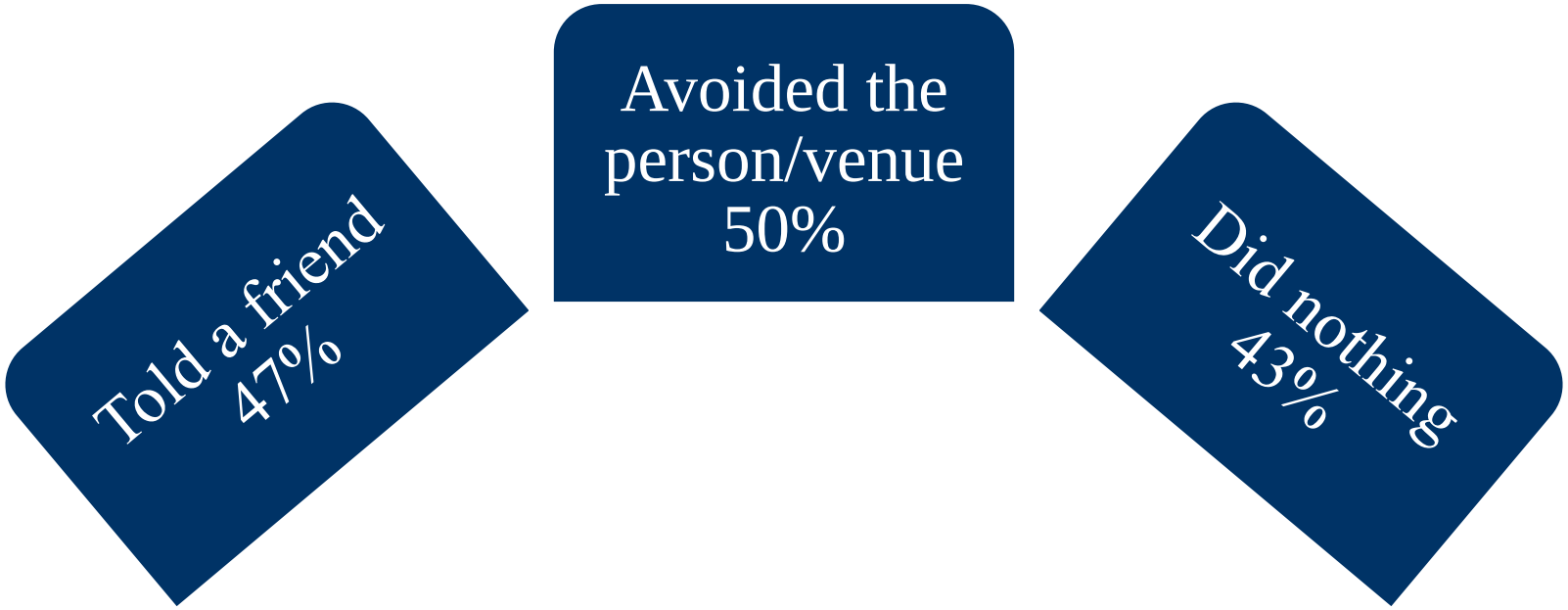
Perpetrator	***n***	**%**
Michigan Tech student	60	56.6
Stranger	42	39.6
Acquaintance/friend	26	24.5

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual interaction (n = 106).

Emotional Response to Unwanted Sexual Interaction

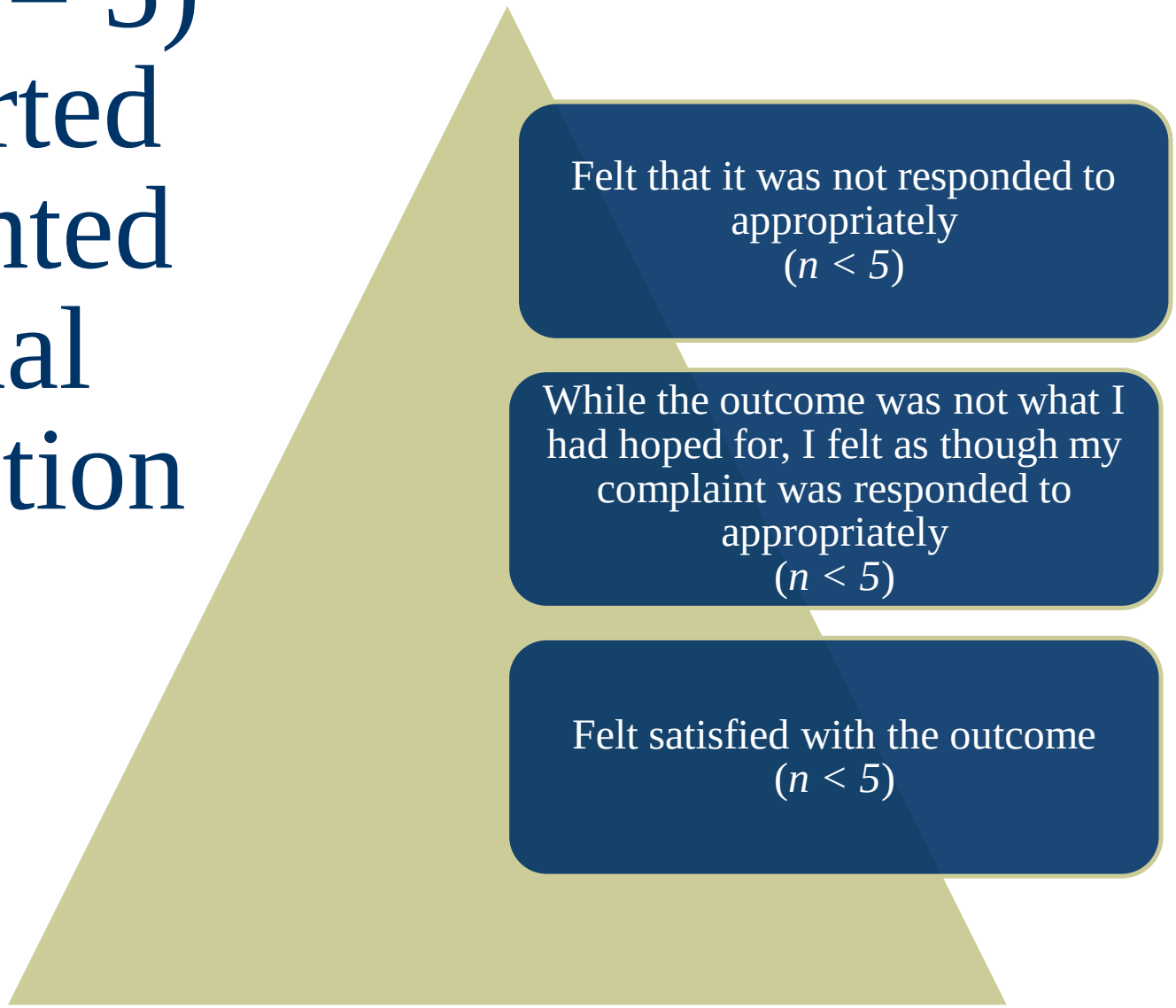
Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual interaction (n = 106).

Actions in Response to Unwanted Sexual Interaction



Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual interaction (n = 106).

5% (*n* = 5) Reported Unwanted Sexual Interaction



Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual interaction (*n* = 106).

Qualitative Themes
Unwanted Sexual Interaction

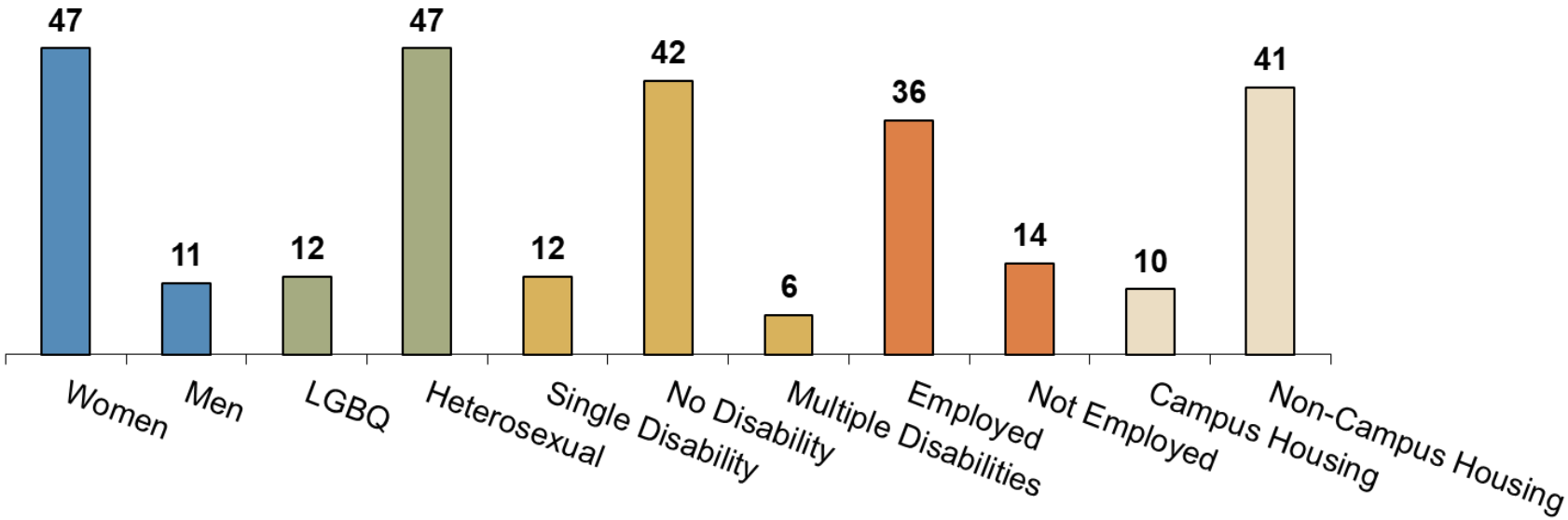
Behavior is commonplace

Justification for perpetrator's actions

Unaware and untrusting of Michigan Tech's reporting process

Students: Incident not serious enough to report

Respondents' Experiences of Unwanted Sexual Contact by Select Demographics (*n*)



When Unwanted Sexual Contact Occurred

Time	*n*	%
Less than 6 months ago	7	11.7
6 - 12 months ago	17	28.3
13 - 23 months ago	18	30.0
2 - 4 years ago	10	16.7
5 - 10 years ago	5	8.3
11 - 20 years ago	< 5	---
More than 20 years ago	< 5	---

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual contact (n = 60).

Semester in Which Student Respondents Experienced Unwanted Sexual Contact

Semester/Year	*n*	%
During my time as a graduate student at Michigan Tech	**< 5**	**---**
First year	*< 5*	*---*
Second year	*< 5*	*---*
Third year or after	*0*	*0.0*
Undergraduate first year	**26**	**51.0**
Fall semester	*17*	*65.4*
Spring semester	*14*	*53.8*
Summer semester	*0*	*0.0*
Undergraduate second year	**15**	**29.4**
Fall semester	*8*	*53.3*
Spring semester	*7*	*46.7*
Summer semester	*< 5*	*---*

Note: Only answered by Student respondents who indicated on the survey that they experienced unwanted sexual contact (n = 51).

Semester in Which Student Respondents Experienced Unwanted Sexual Contact

Semester/Year	*n*	%
Undergraduate third year	**10**	**19.6**
Fall semester	*5*	*50.0*
Spring semester	*< 5*	---
Summer semester	*< 5*	---
Undergraduate fourth year	**< 5**	**---**
Fall semester	*< 5*	---
Spring semester	*0*	*0.0*
Summer semester	*0*	*0.0*
After my fourth year as an undergraduate	0	0.0

Note: Only answered by Student respondents who indicated on the survey that they experienced unwanted sexual contact (n = 51).

Location of Unwanted Sexual Contact

On Campus (50%, *n* = 30)

Off Campus (53%, *n* = 32)

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual contact (*n* = 60).

Student Respondents' Alcohol/Drug Involvement in Unwanted Sexual Contact

Alcohol/Drug	***n***	**%**
No	19	37.3
Yes	32	62.7
Alcohol only	*26*	*92.9*
Drugs only	*< 5*	*---*
Both alcohol and drugs	*0*	*0.0*

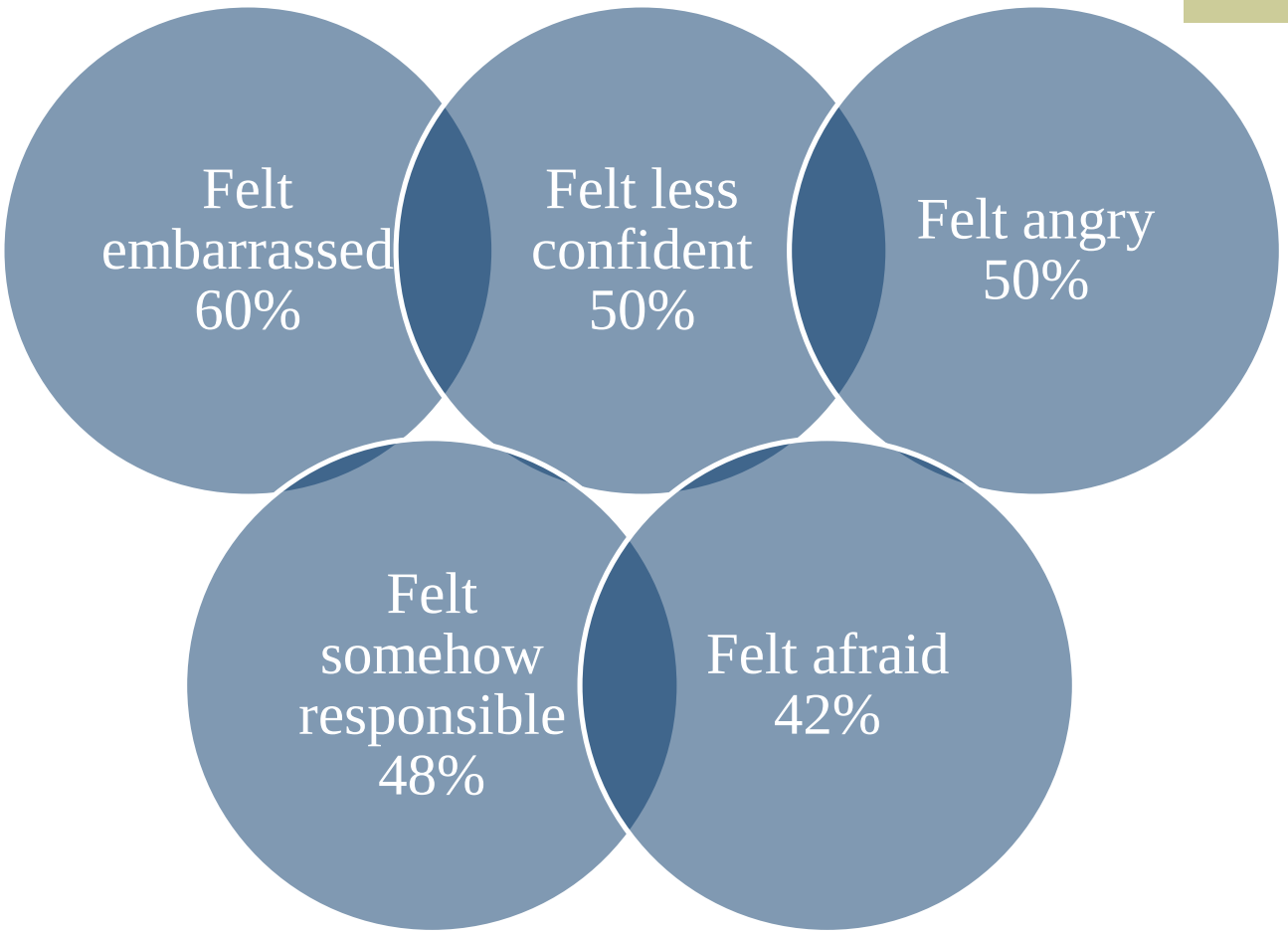
Note: Only answered by Student respondents who indicated on the survey that they experienced unwanted sexual contact (n = 51).

Top Perpetrators of Unwanted Sexual Contact

Perpetrator	***n***	**%**
Acquaintance/friend	31	51.7
Michigan Tech student	27	45.0

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual contact (n = 60).

Emotional Response to Unwanted Sexual Contact



Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual contact (n = 60).

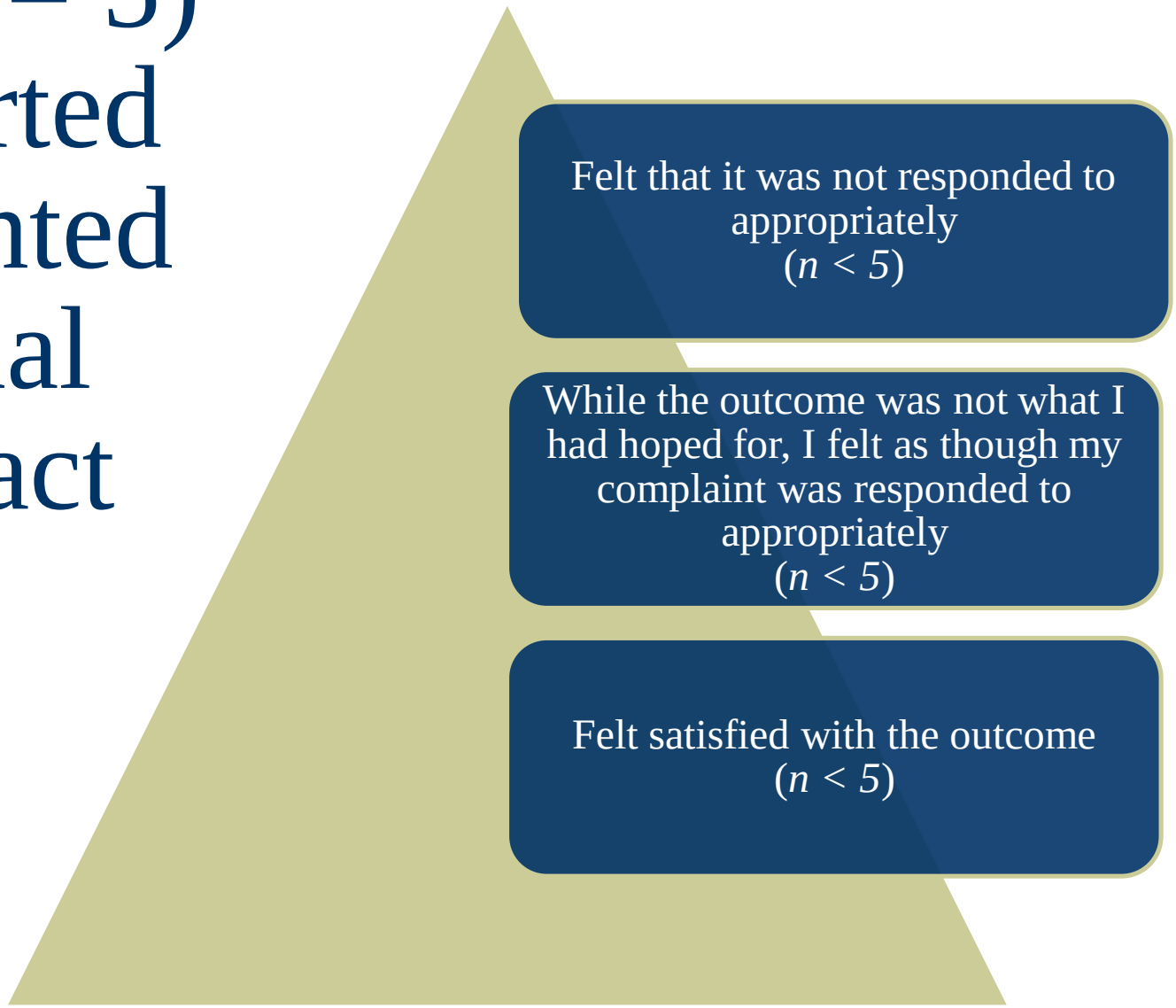
Actions in Response to Unwanted Sexual Contact

Told a friend
58%

Avoided the person/venue
63%

Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual contact (*n* = 60).

9% (n = 5) Reported Unwanted Sexual Contact



Note: Only answered by respondents who indicated on the survey that they experienced unwanted sexual contact (n = 60).

Qualitative Themes
Unwanted Sexual Contact

Alcohol involved

Not significant enough to report

Wanted to move on

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

98% were aware of the definition of Affirmative Consent

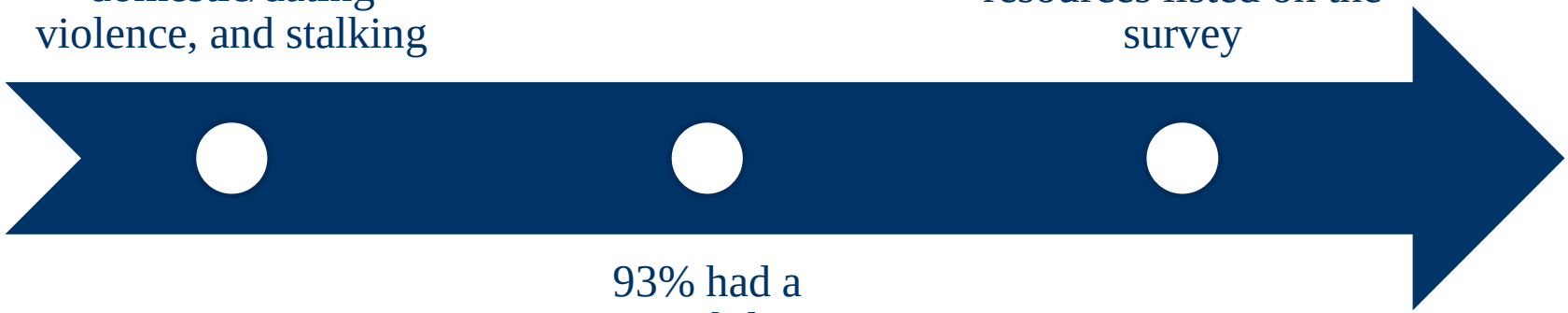
81% were knew how and where to report such incidents

90% were aware of the role of Michigan Tech University Title IX Coordinators

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

84% were familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking

84% generally were aware of the campus resources listed on the survey



93% had a responsibility to report such incidents when they saw them occurring on campus or off campus

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

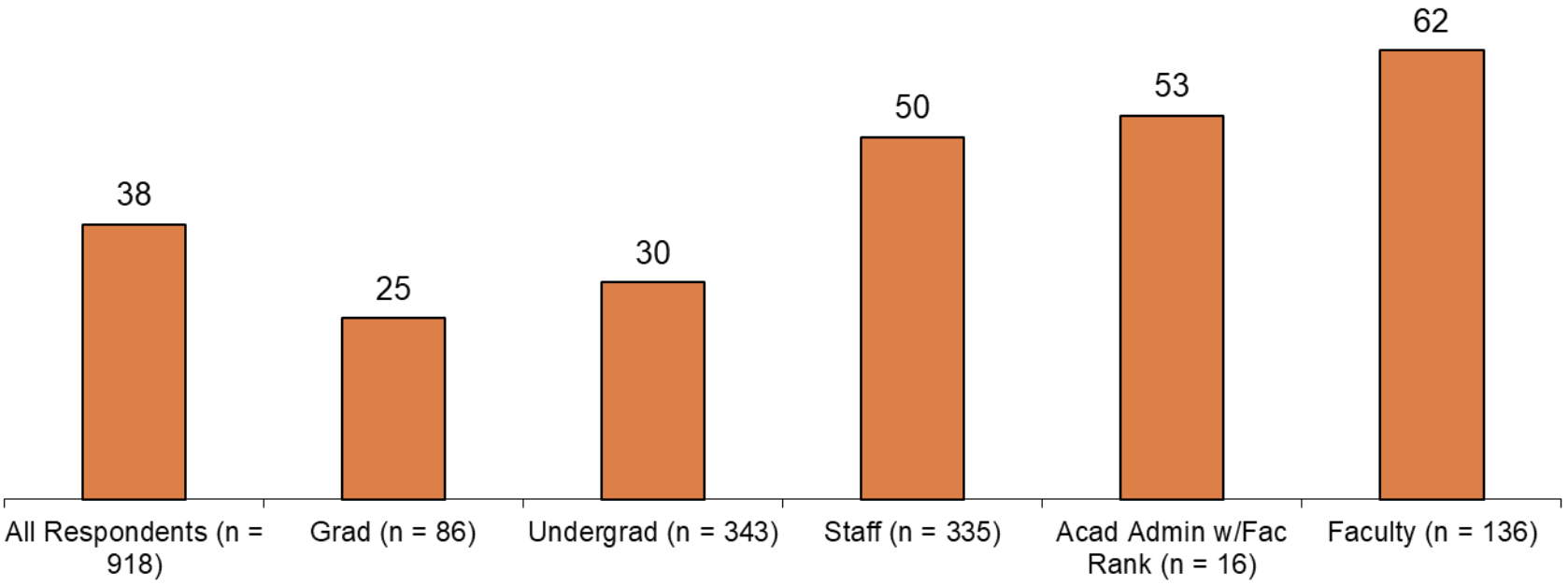
82% understood that Michigan Tech standards of conduct/penalties differed from standards of conduct/penalties under the criminal law

88% knew that Michigan Tech sends an emergency alert to the campus community when such an incident occurs

72% knew that information about the prevalence of sex offenses are available in the Michigan Tech Annual Security and Fire Safety Report

Intent to Persist

Respondents Who *Seriously Considered Leaving* Michigan Tech (%)



Top Reasons Faculty Respondents *Seriously Considered Leaving* Michigan Tech

Reason	***n***	**%**
Low salary/pay rate	56	41.2
Interested in a position at another institution/ organization	49	36.0
Institutional support	49	36.0
Limited opportunities for advancement	43	31.6
Lack of a sense of belonging	42	30.9

Note: Table reports only responses from Faculty respondents who indicated on the survey that they had seriously considered leaving Michigan Tech (*n* = 136).

Top Reasons Staff Respondents *Seriously Considered Leaving* Michigan Tech

Reason	***n***	**%**
Low salary/pay rate	177	52.8
Limited opportunities for advancement	152	45.4
Tension with supervisor/manager	99	29.6
Lack of a sense of belonging	89	26.6
Increased workload	88	26.3

Note: Table reports only responses from Staff/Administrator respondents who indicated on the survey that they had seriously considered leaving Michigan Tech (n = 335).

Qualitative Themes for Faculty Respondents
Why Considered leaving…

Spouse faced difficulties obtaining employment

Poor leadership practices

Qualitative Themes for Staff Respondents
Why Considered leaving…

Excessive workload

Hostile or bullying supervisor

Top Reasons Undergraduate Student Respondents *Seriously Considered Leaving* Michigan Tech

Reason	***n***	**%**
Lack of a sense of belonging	134	39.1
Financial reasons	123	35.9
Personal reasons	110	32.1
Coursework was too difficult	109	31.8
Lack of social life at Michigan Tech	106	30.9

Note: Table reports only responses from Undergraduate Student respondents who indicated on the survey that they had seriously considered leaving Michigan Tech (n = 343).

Undergraduate Student Respondents Who has *seriously considered leaving* Michigan Tech?

With Disability

Non-U.S. Citizen

Low-Income

First-Generation

Additional Faith-Based Religious Affiliations

Note: le reports only responses from Undergraduate Student respondents who indicated on the survey that they had seriously considered leaving Michigan Tech (n = 343). Each identity was compared with other groups within same identity.

Top Reasons Why Graduate Student Respondents *Seriously Considered Leaving* Michigan Tech

Reason	***n***	**%**
Lack of a sense of belonging	25	29.1
Campus climate was not welcoming	22	25.6
Lack of social life at Michigan Tech	22	25.6
Personal reasons	17	19.8
Financial reasons	15	17.4

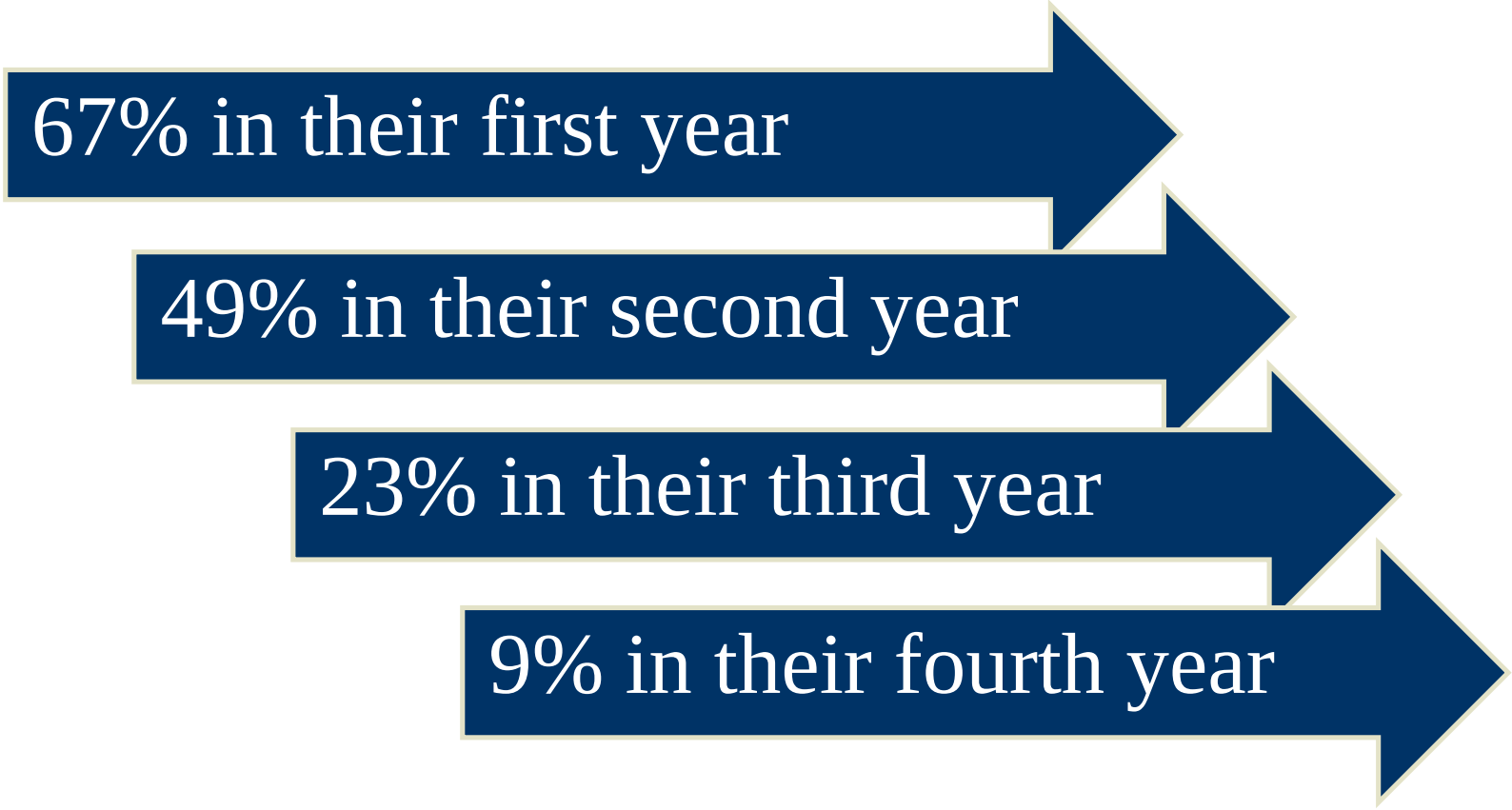
Note: Table reports responses for Graduate Student respondents who indicated that they considered leaving Michigan Tech (n = 86).

Graduate Student Respondents Who has *seriously considered leaving* Michigan Tech?

LGBQ

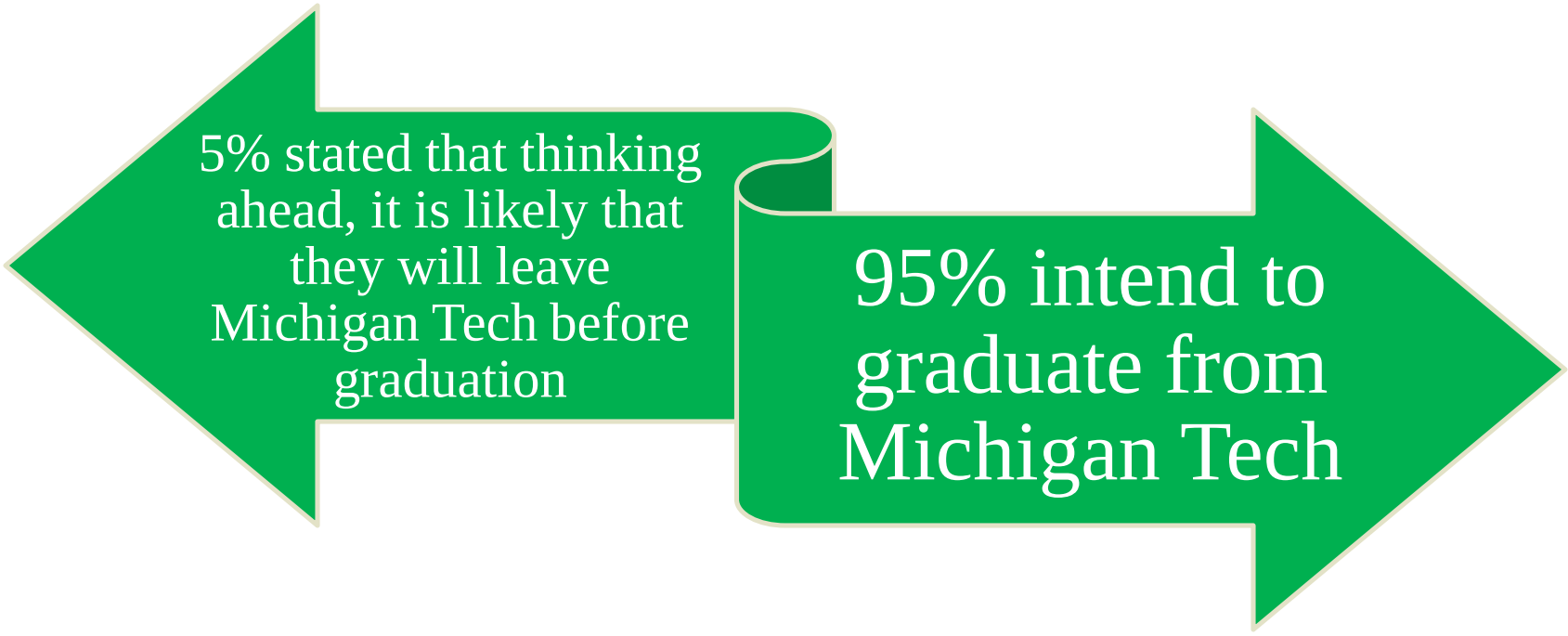
Note: Table reports responses for Graduate Student respondents who indicated that they considered leaving Michigan Tech (n = 86). Each identity was compared with other groups within same identity.

When Student Respondents *Seriously Considered Leaving* Michigan Tech



Note: Table includes answers from only Student respondents who indicated that they considered leaving.

Intend to Graduate from Michigan Tech Student Respondents



Qualitative Themes for Undergraduate Respondents

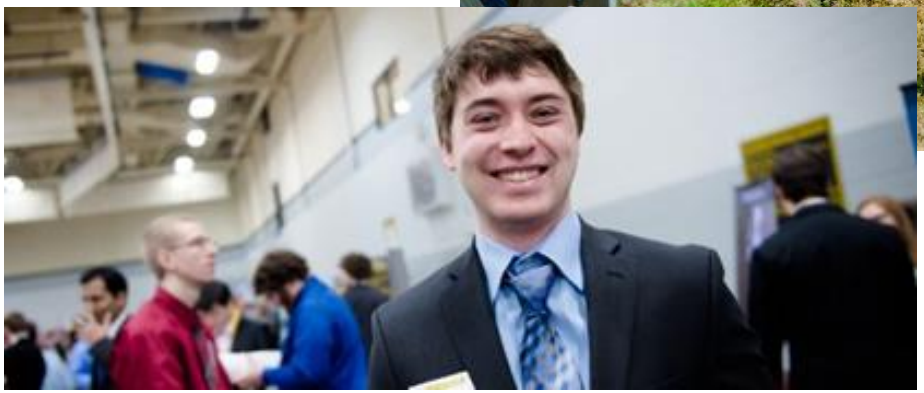
Why Considered leaving…

Cost

Demanding academics

Lack of sense of community

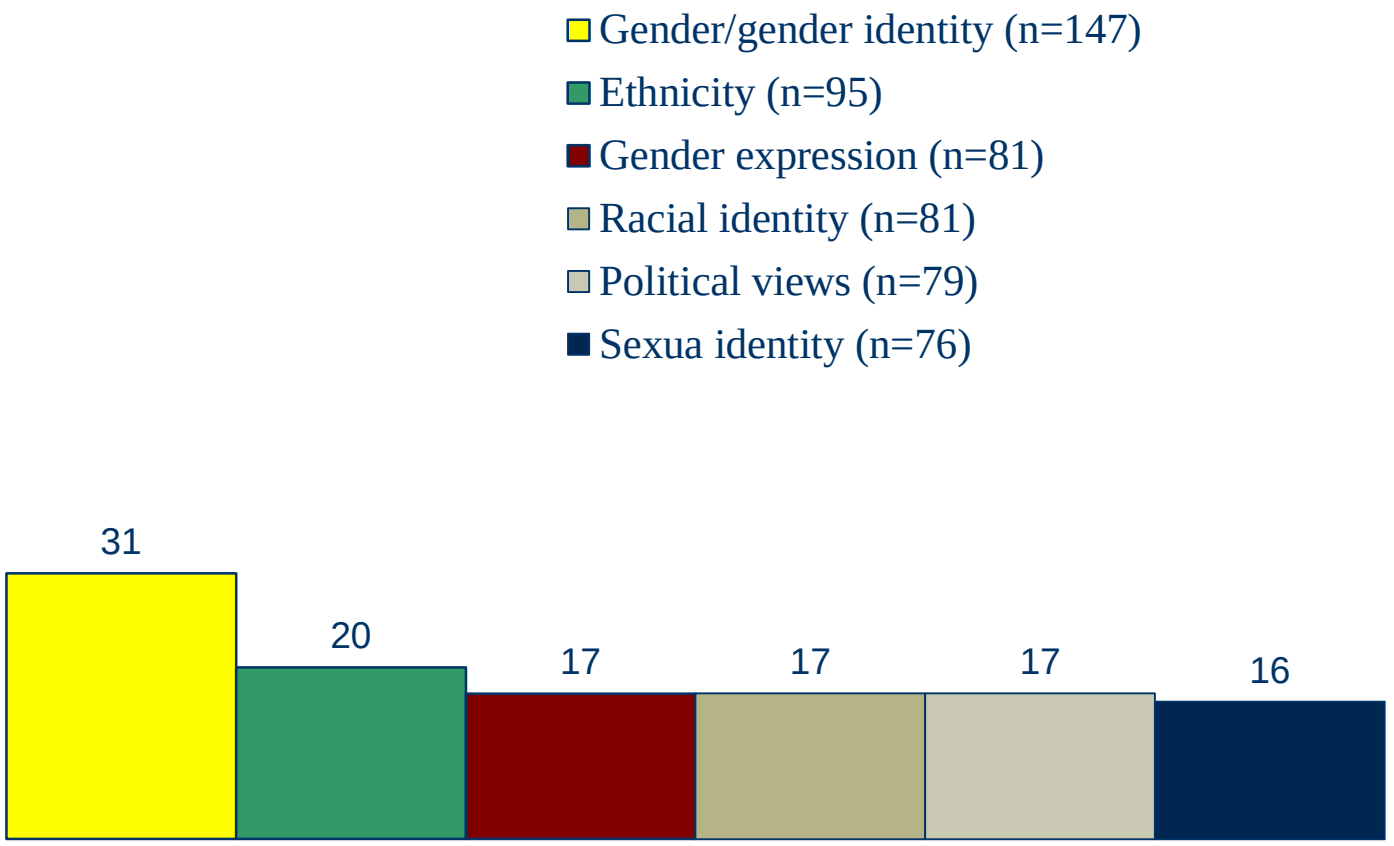
Perceptions



Respondents who observed conduct or communications directed towards a person/group of people that created an exclusionary, intimidating, offensive and/or hostile working or learning environment…

20% (*n* = 470)

Top Bases of Observed Exclusionary Conduct (%)



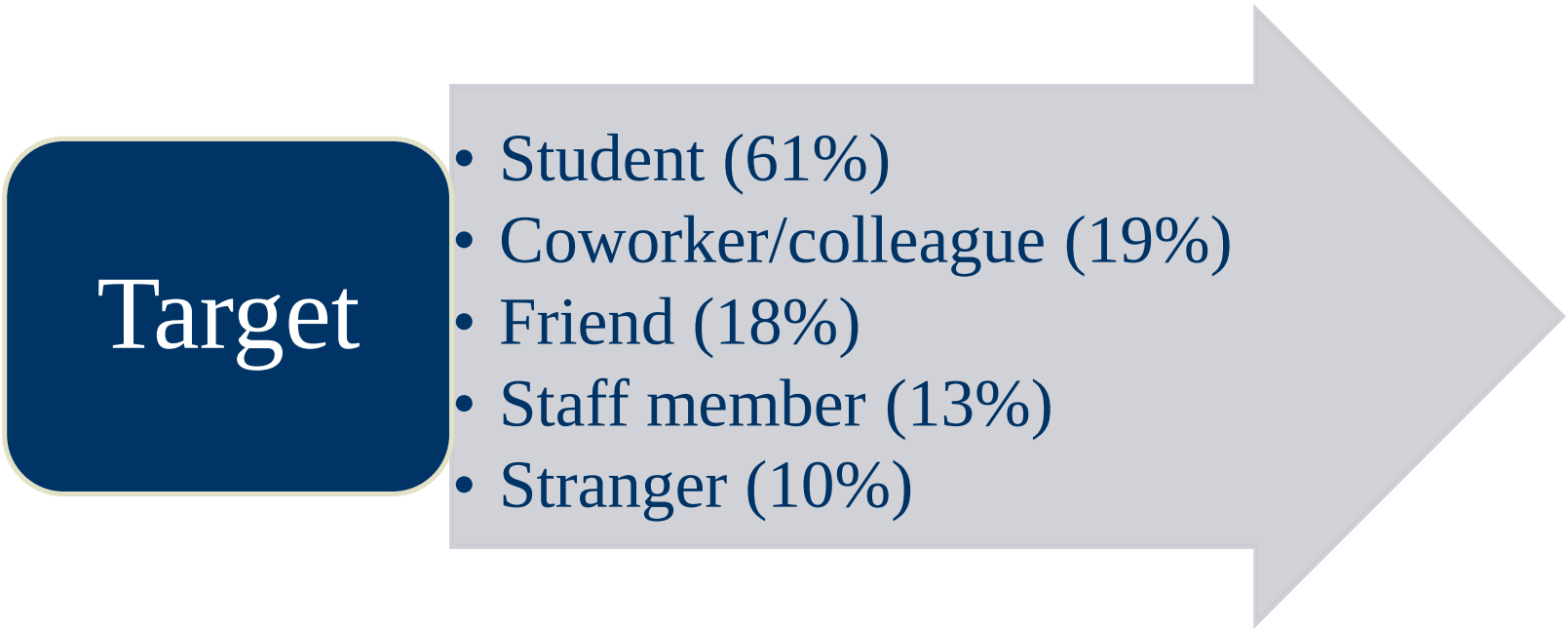
Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (n = 470). Percentages do not sum to 100 due to multiple responses.

Top Forms of Observed Exclusionary Conduct

Form	*n*	%
Derogatory verbal remarks	237	50.4
Person was isolated or left out	126	26.8
Person was ignored or excluded	124	26.4
Person was intimidated/bullied	115	24.5
Person experienced a hostile work environment	108	23.0

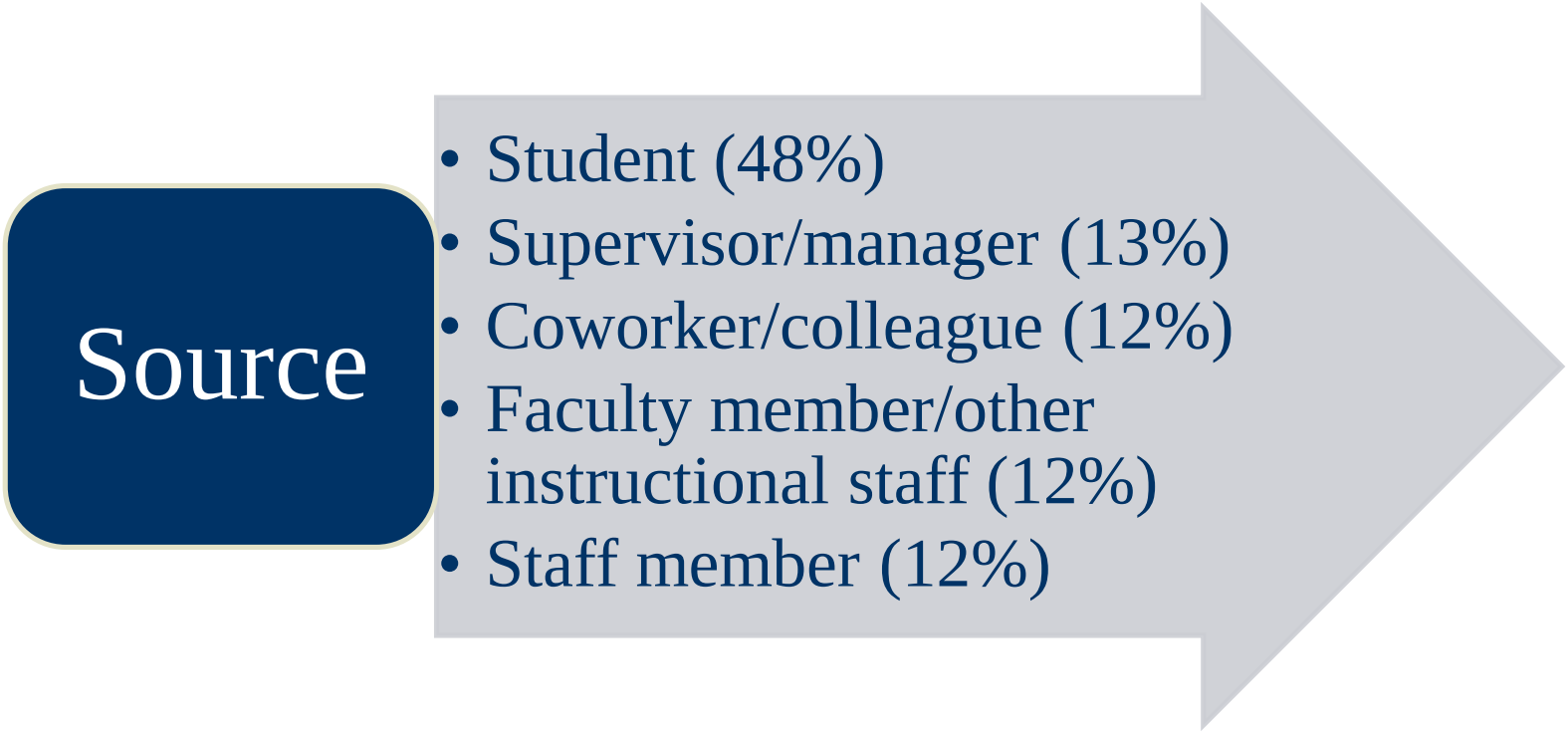
Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (n = 470). Percentages do not sum to 100 due to multiple responses.

Top **Targets** of Observed Exclusionary Conduct



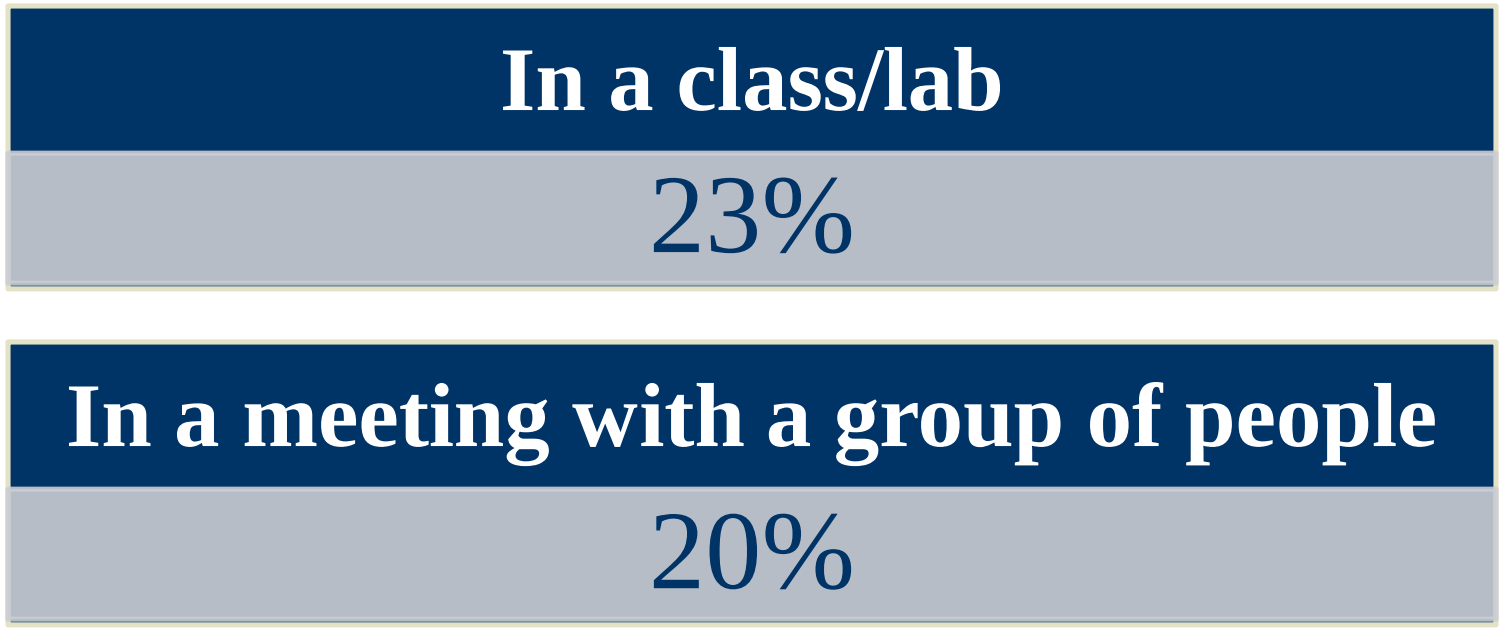
Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 470). Percentages do not sum to 100 due to multiple responses.

Top **Sources** of Observed Exclusionary Conduct



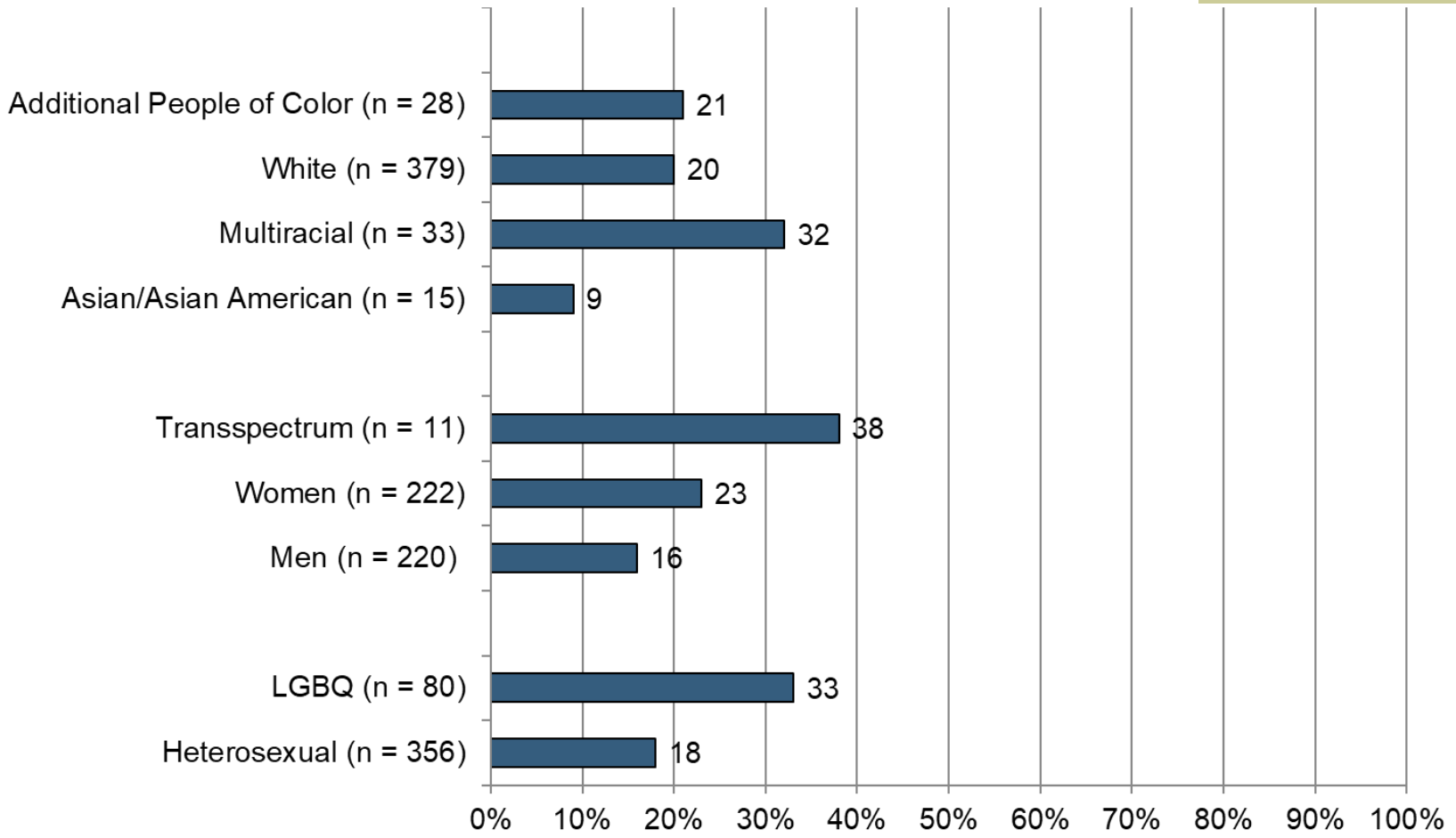
Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (n = 470). Percentages do not sum to 100 due to multiple responses.

Top Locations of Observed Exclusionary Conduct

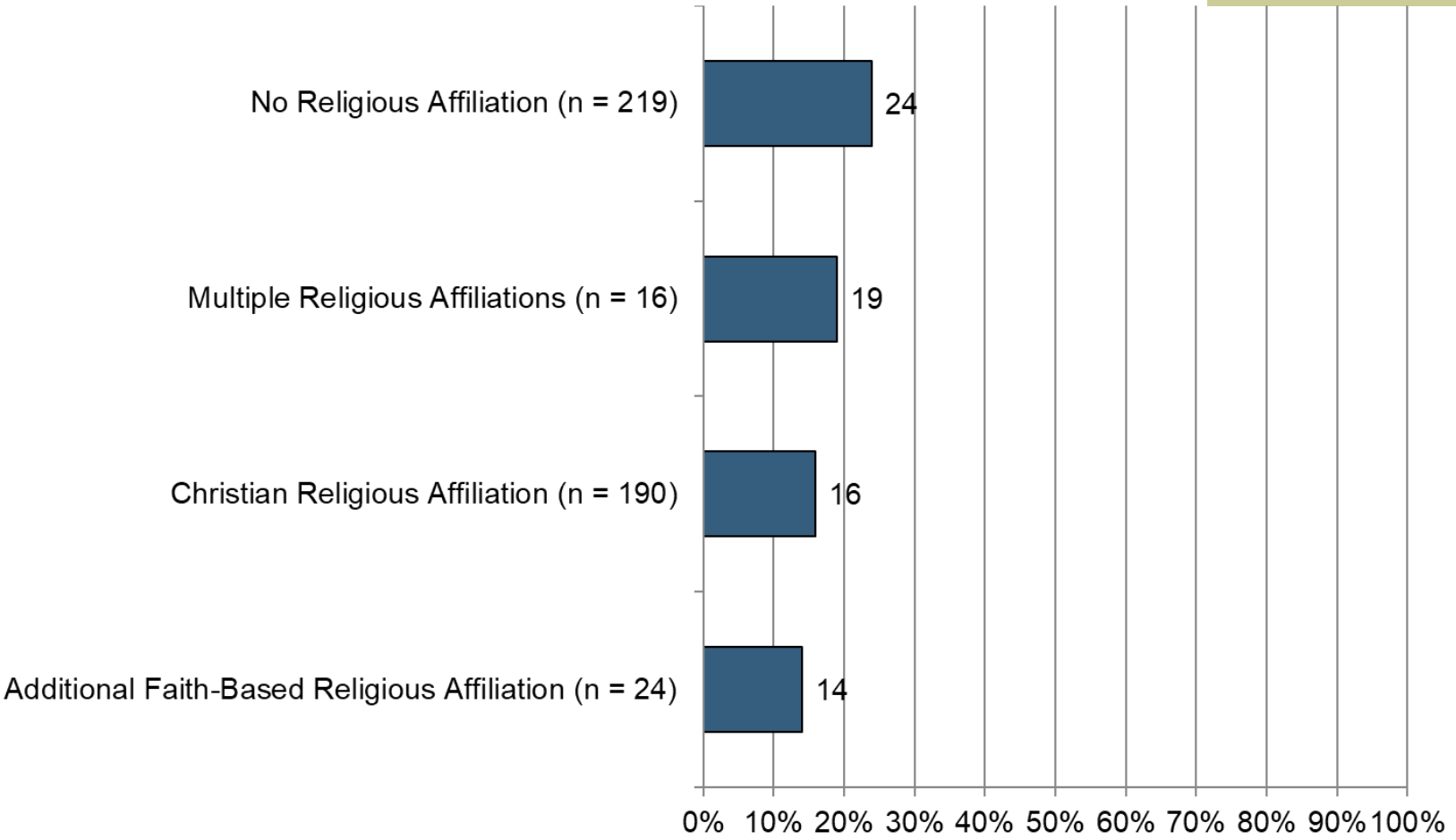


Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (n = 470). Percentages do not sum to 100 due to multiple responses.

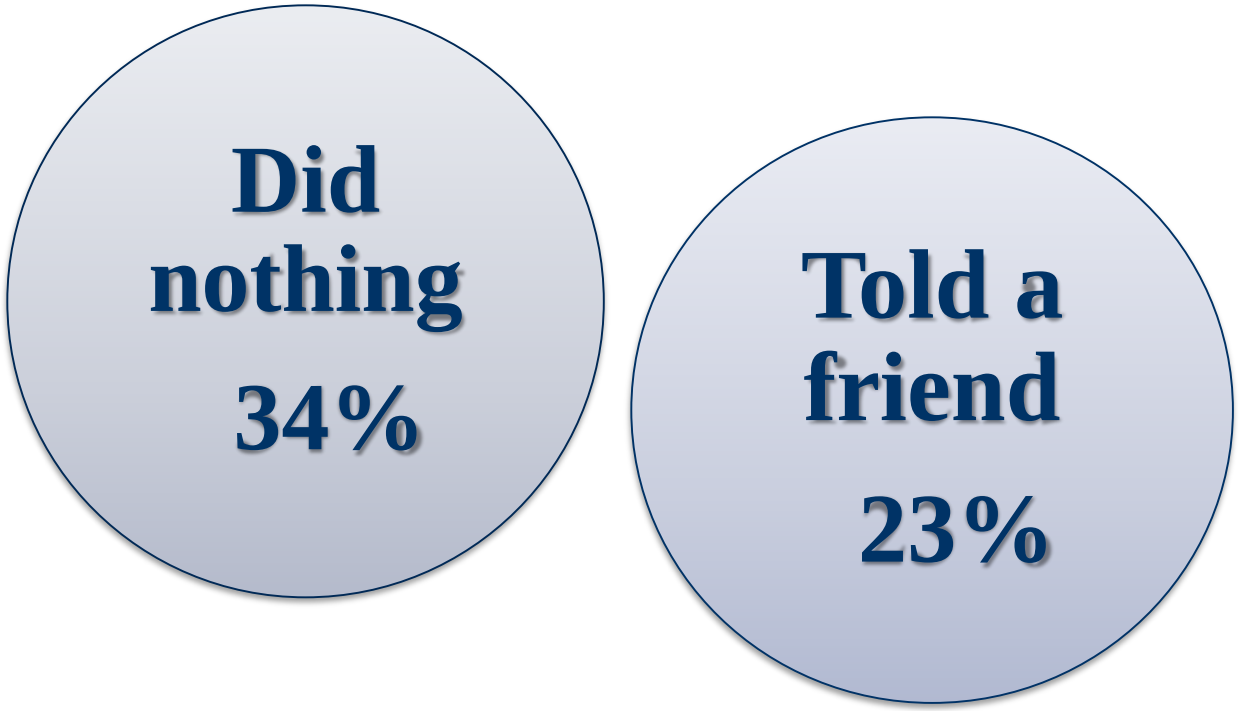
Observed Exclusionary Conduct by Respondents' Racial, Gender, and Sexual Identity (%)



Observed Exclusionary Conduct by Religious Affiliation (%)

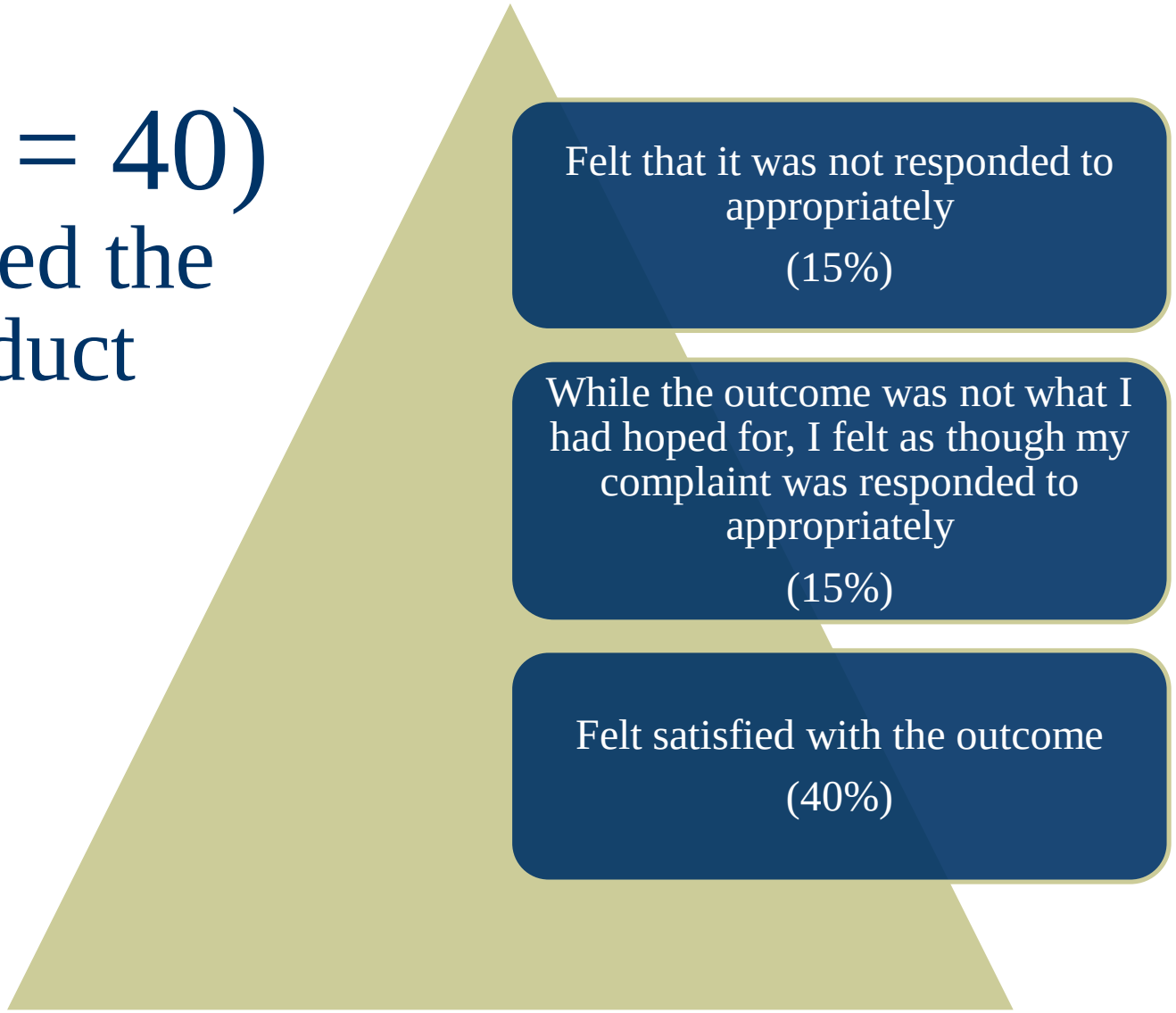


Actions in Response to Observed Exclusionary Conduct



Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (n = 470). Percentages do not sum to 100 due to multiple responses.

9% (n = 40) Reported the Conduct



Note: Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (n = 470). Percentages do not sum to 100 due to multiple responses.

Qualitative Themes

Observed Exclusionary Conduct

Lack of faith in Michigan Tech reporting processes

Exclusionary, intimidating, and hostile environment for:

Transspectrum

International

Women

Non-minorities (e.g., White, Christian, Conservative)

Employee Perceptions

Employee Perceptions of Unjust Hiring Practices

- 31% of Faculty respondents
- 33% of Academic Administrator respondents
- 29% of Staff respondents

Qualitative Themes
Discriminatory Hiring Process

Cronyism/nepotism

Specific incidents of discrimination

Reverse discrimination

Employee Perceptions of Unjust Employment-Related Disciplinary Actions

- 14% of Faculty respondents
- *n*<*5* of Academic Administrator respondents
- 13% of Staff respondents

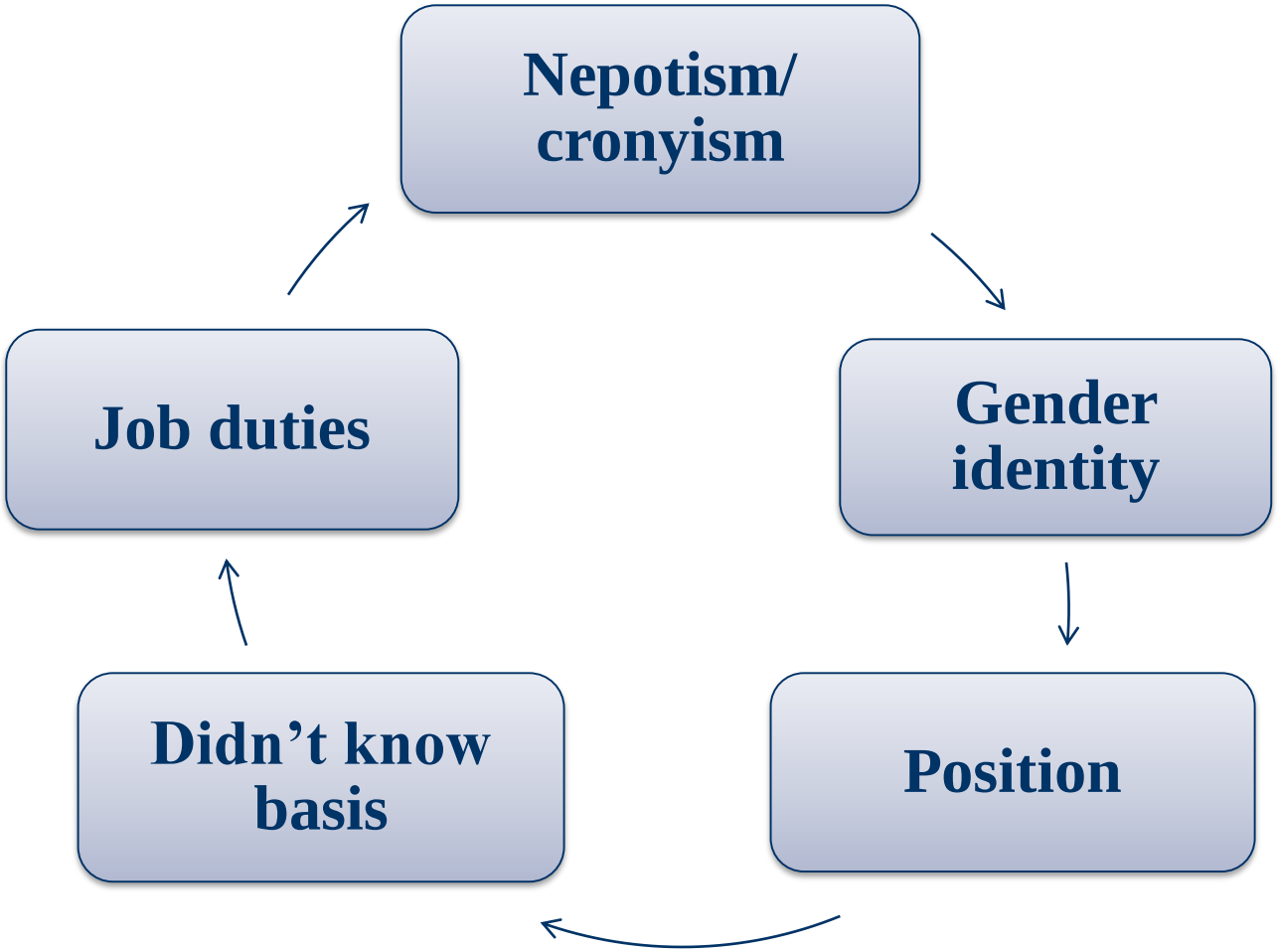
Qualitative Themes
Discriminatory Employment-Related Disciplinary Actions

Supervisor biases

Employee Perceptions of Unjust Practices Related to Promotion

- 26% of Faculty respondents
- 21% of Academic Administrator respondents
- 26% of Staff respondents

Most Common Perceived Bases for Discriminatory Employment Practices



Qualitative Themes
Discriminatory Practices Related to Promotion

Cronyism/nepotism

Work-Life Issues
SUCCESSES & CHALLENGES

The majority of employee respondents expressed positive views of campus climate.

Staff Respondents Examples of Successes

Majority felt valued by coworkers in their department (80%), outside their department (75%), and by their supervisors (79%)

Majority felt that their skills (72%) and work (74%) were valued

Staff Respondents
Examples of Successes

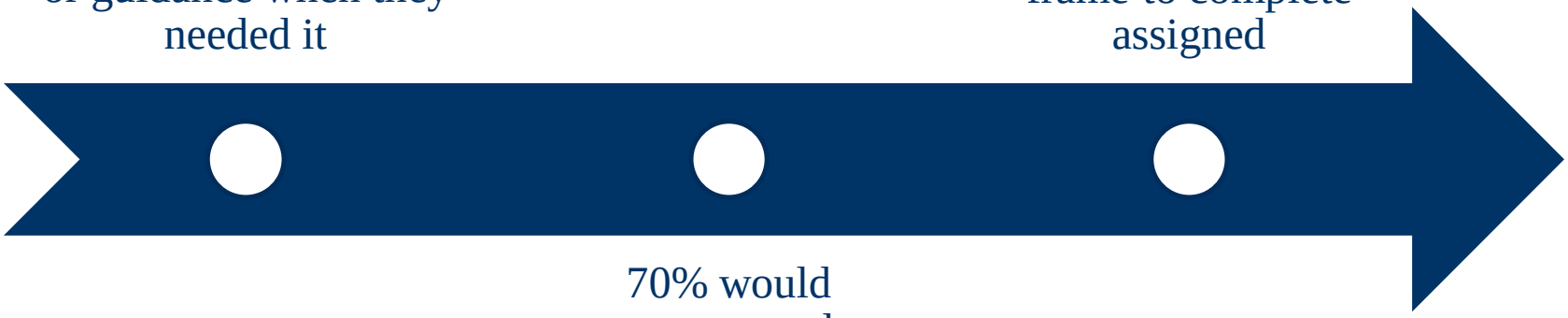
80% had supervisors who were supportive of their taking leave

76% had supervisors who provided adequate support for them to manage work-life balance

Staff Respondents
Examples of Successes

73% had colleagues/ coworkers who gave them job/career advice or guidance when they needed it

71% were given a reasonable time frame to complete assigned



70% would recommend Michigan Tech as a good place to work

Staff Respondents
Examples of Challenges

53%

- A hierarchy existed within staff positions that allowed some voices to be valued more than others.

36%

- Workload increased without additional compensation as a result of other staff departures

30%

- Performed more work than colleagues with similar performance expectations

Staff Respondents
Examples of Challenges

26%	• Clear procedures existed on how they could advance at Michigan Tech
36%	• Michigan Tech policies (e.g., FMLA) were fairly applied across Michigan Tech
38%	• Performance evaluation process was productive

Qualitative Themes
Staff Respondents
Work-Life Attitudes

Lack of available and affordable child care

Excessive workloads

Qualitative Themes
Staff Respondents
Compensation and Professional Development

Decline in and/or lack of benefits

Job security

Low staff salaries

Tenured/Tenure-Track Faculty Respondents Example of Successes

87% felt that research was valued

72% felt that the criteria for tenure were clear

Tenured/Tenure-Track Faculty Respondents Examples of Challenges

43%	• Performed more work to help students than did their colleagues
39%	• Burdened by service responsibilities beyond those of their colleagues with similar performance expectations
32%	• Supported and mentored post tenure

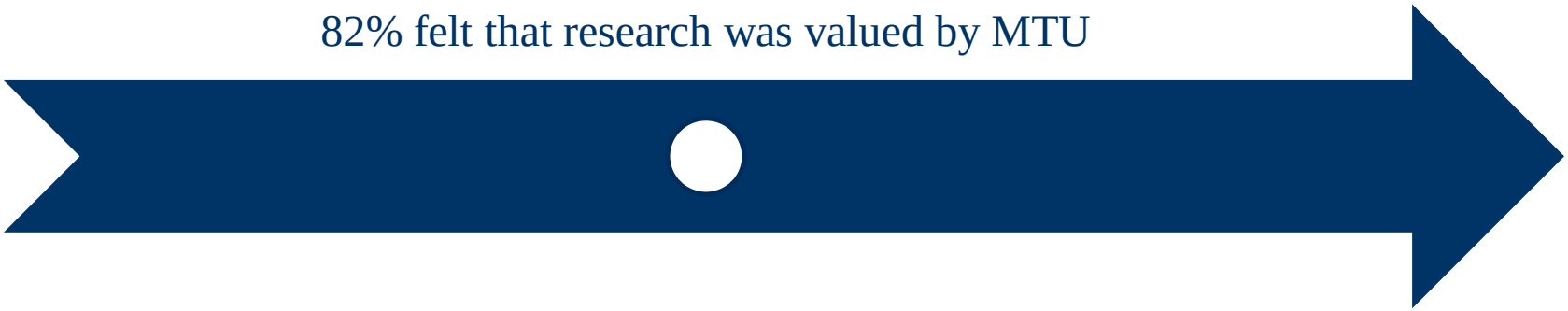
Qualitative Themes
Tenured/Tenure-Track Faculty Respondents
Faculty Work

Poor faculty-administration relations

Overburdened by service expectations

Non-Tenure-Track Faculty Respondents Example of Successes

82% felt that research was valued by MTU



Non-Tenure-Track Faculty Respondents Examples of Challenges

55%

- Performed more work to help students than did their colleagues

45%

- Felt pressured to do extra work that was uncompensated

43%

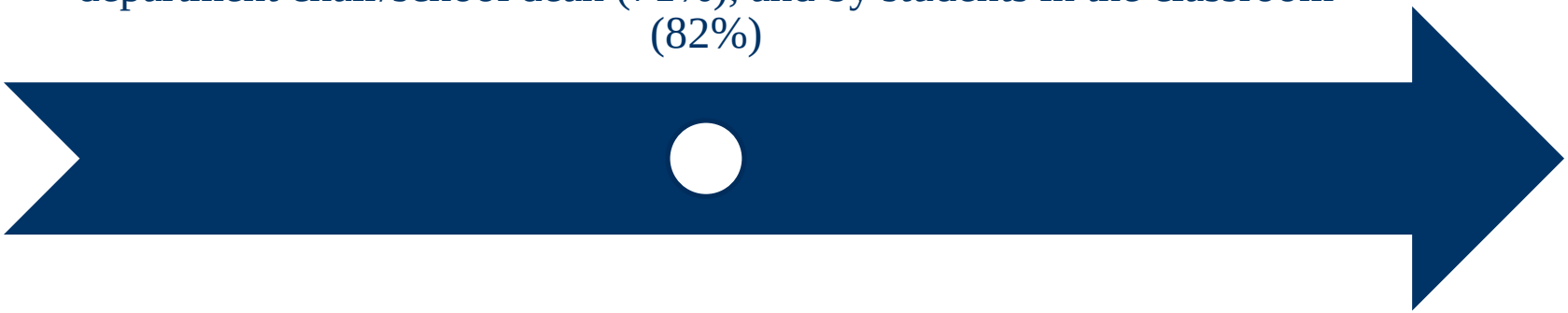
- Burdened by service responsibilities beyond those of their colleagues with similar performance expectations

Qualitative Themes
Non-Tenure-Track Faculty Respondents
Faculty Work

Excessive workload

All Faculty Respondents Example of Successes

Majority felt valued by faculty in their department/school (73%), by their department chair/school dean (71%), and by students in the classroom (82%)



All Faculty Respondents Examples of Challenges

27%

- Faculty in their departments/school prejudged their abilities based on their perception of their identity/background

32%

- MUT encouraged free and open discussion of difficult topics

Qualitative Themes
All Faculty Respondents
Faculty Work

Inadequate benefits

Lack of available and affordable child care

Non-competitive salaries

Student Respondents' Perceptions

Student Respondents' Perceptions

75% felt valued by Michigan Tech faculty and 73% by Michigan Tech staff

Most felt valued by Michigan Tech faculty in the classroom (77%), other students in the classroom (69%), and other students outside of the classroom (71%).

Many felt valued by Michigan Tech department chairs (58%) and Michigan Tech senior administrators (57%).

Student Respondents' Perceptions

Many had faculty (70%) and staff (59%) as role models.

59% felt that the campus climate encouraged free and open discussion of difficult topics

28% felt that faculty prejudged their abilities based on their perception of their identities/backgrounds

Graduate Student Respondents' Perceptions of Department/Program

Graduate Student Respondents' Perceptions

80% were satisfied with the quality of advising they have received from their departments

81% had adequate access to their advisors

73% believed that their advisors provided clear expectations

Graduate Student Respondents' Perceptions

Majority thought that their advisors (85%), department faculty members (87%), and department staff members (92%) responded to their emails, calls, or voicemails in a prompt manner.

70% received support from their advisors to pursue personal research

Graduate Student Respondents' Perceptions

73% thought that their department faculty members encouraged them to produce publications and present research

63% thought that adequate opportunities existed for them to interact with other university faculty outside of their department

65% thought that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research

Graduate Student Respondents' Perceptions

78% felt comfortable sharing their professional goals with their advisors

28% felt pressured to do work outside of their normal responsibilities/work hours without additional compensation

32% thought that a hierarchy existed among graduate students that allowed some voices to be valued more than others

Qualitative Themes
Graduate Student Respondents
Department/Program

Quality of advisor

High work expectations in relation to compensation

Student Respondents' Perceived Academic Success

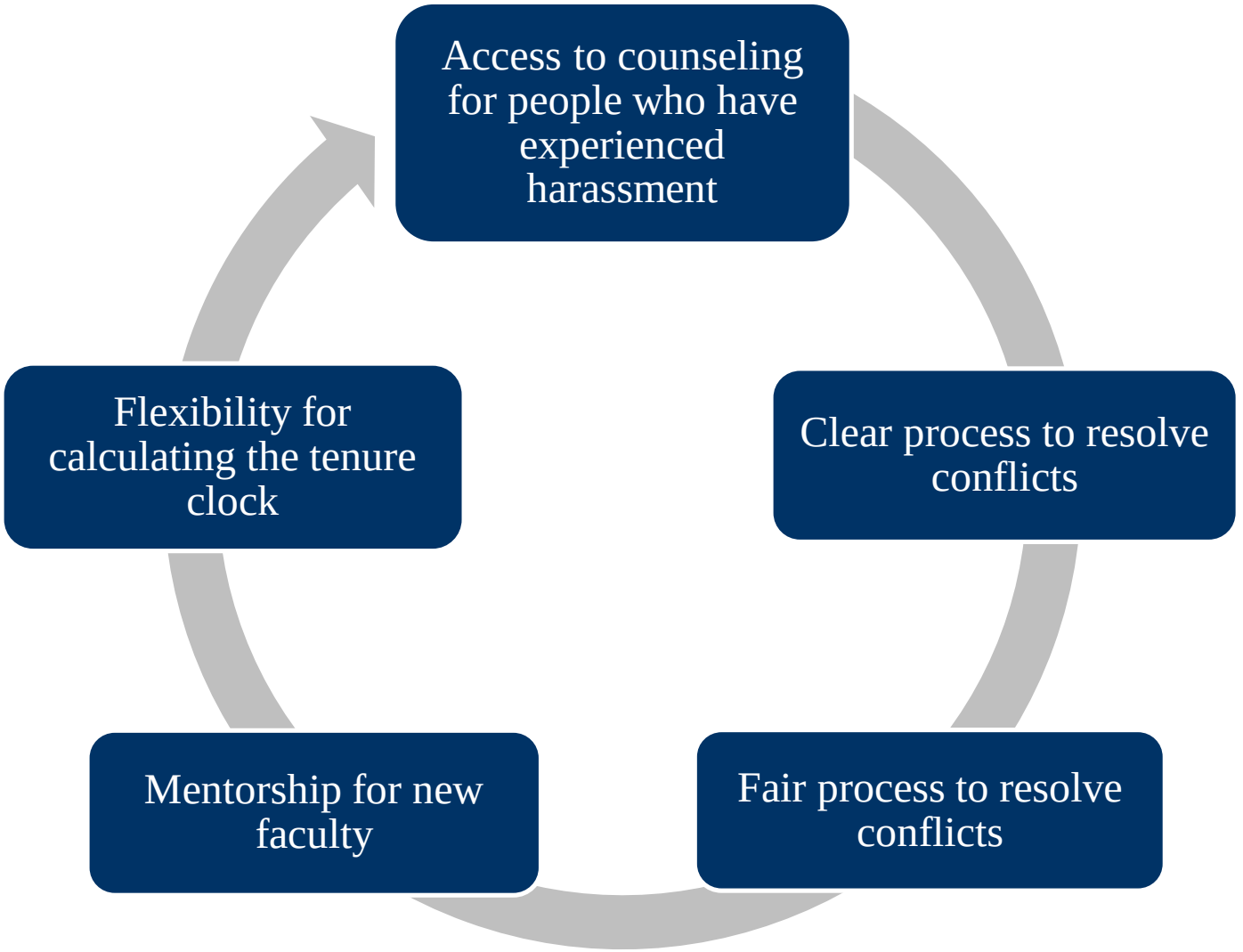
Student Respondents' Perceived Academic Success

Undergraduate Student Respondents with a Single Disability had less *Perceived Academic Success* than Undergraduate Student Respondents with No Disability.

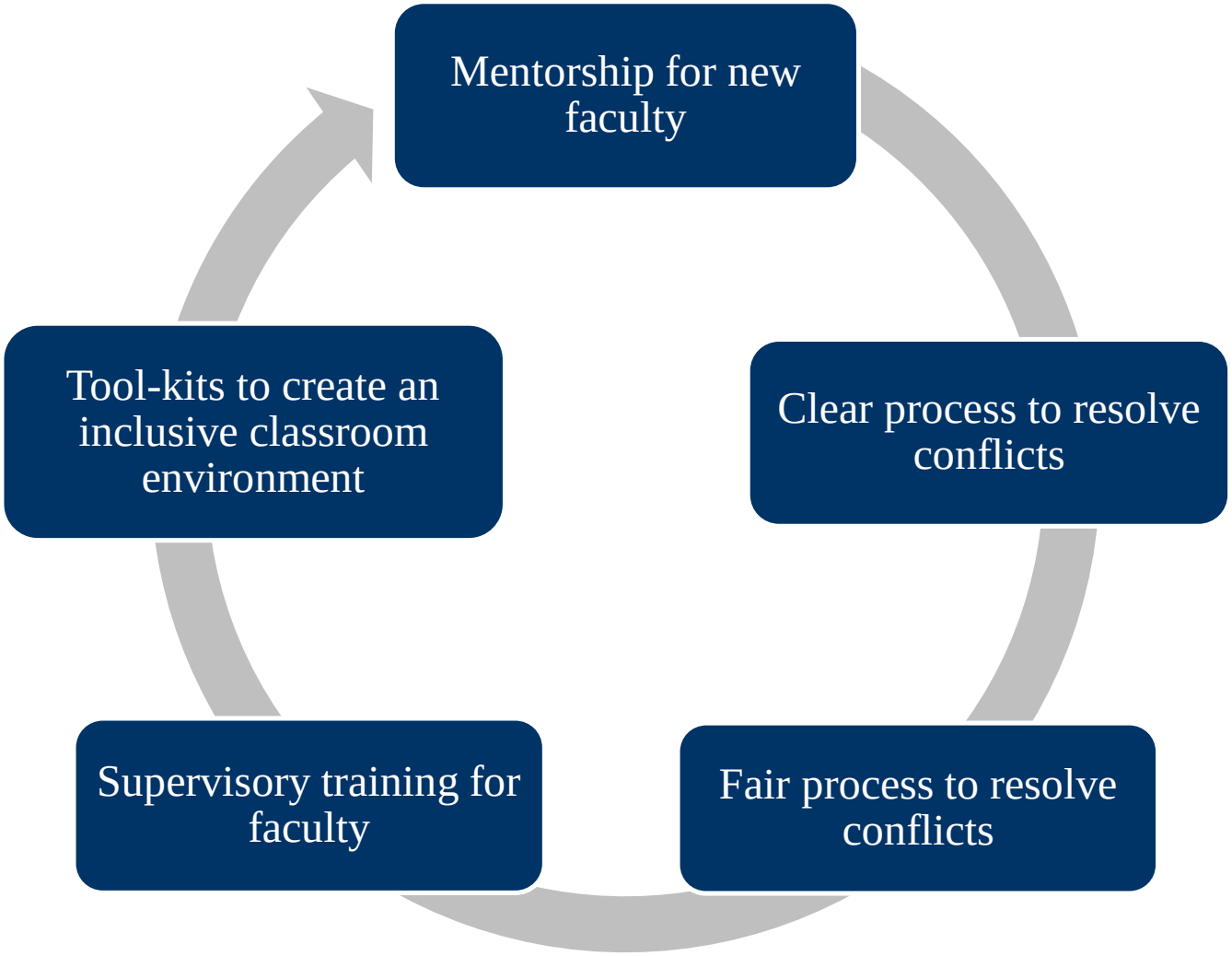
Note: Analyses were run by Gender Identity, Racial Identity, Sexual Identity, Disability Status, and Income Status.

Institutional Actions

Available Campus Initiatives that Positively Influenced Climate for Faculty Respondents



Unavailable Campus Initiatives that *Would* Positively Influence Climate for Faculty Respondents

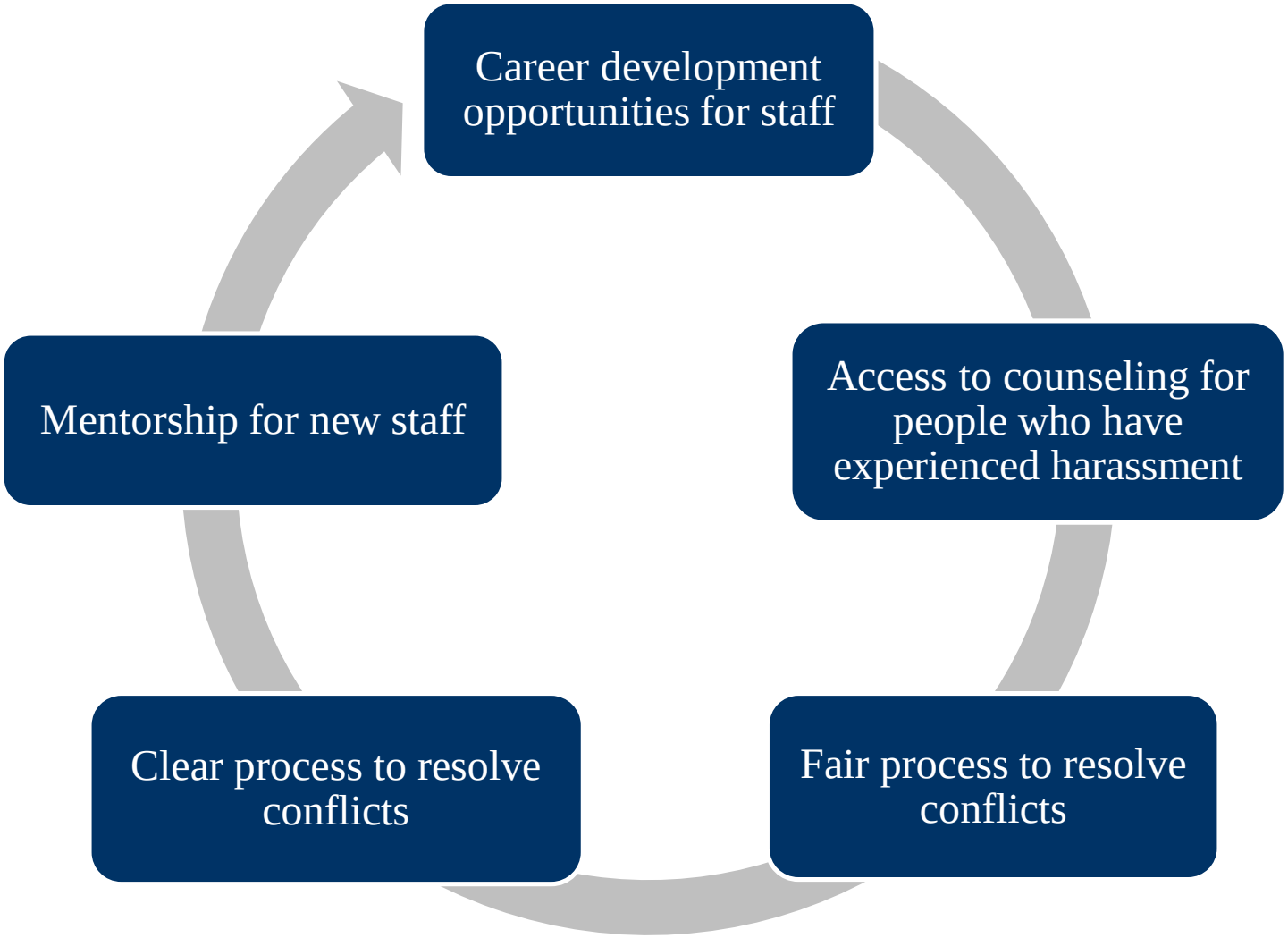


Qualitative Themes

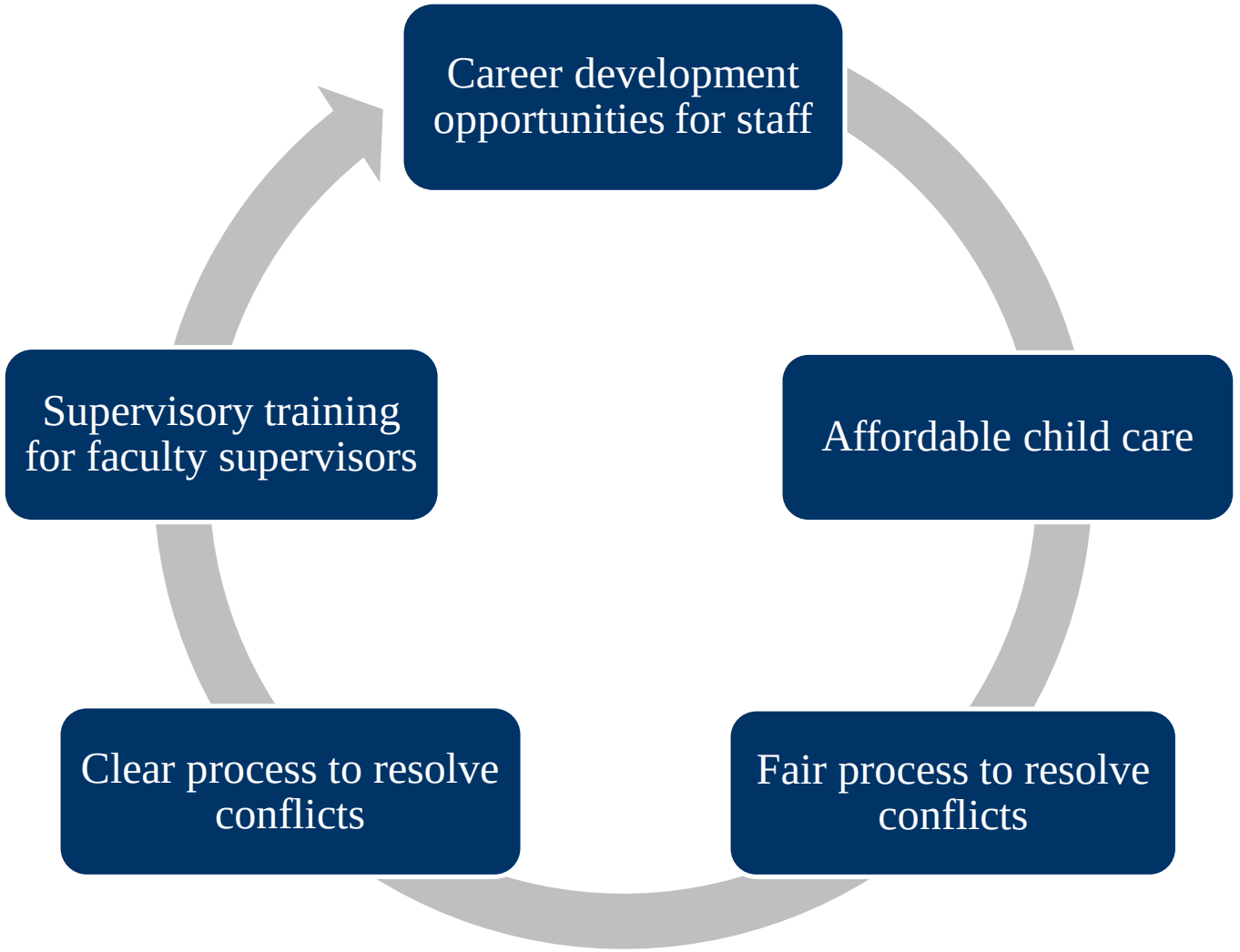
Campus Initiatives –Faculty Respondents

Diversity trainings are ineffective and a waste of faculty's time

Available Campus Initiatives that Positively Influenced Climate for Staff Respondents



Unavailable Campus Initiatives that *Would* Positively Influence Climate for Staff Respondents



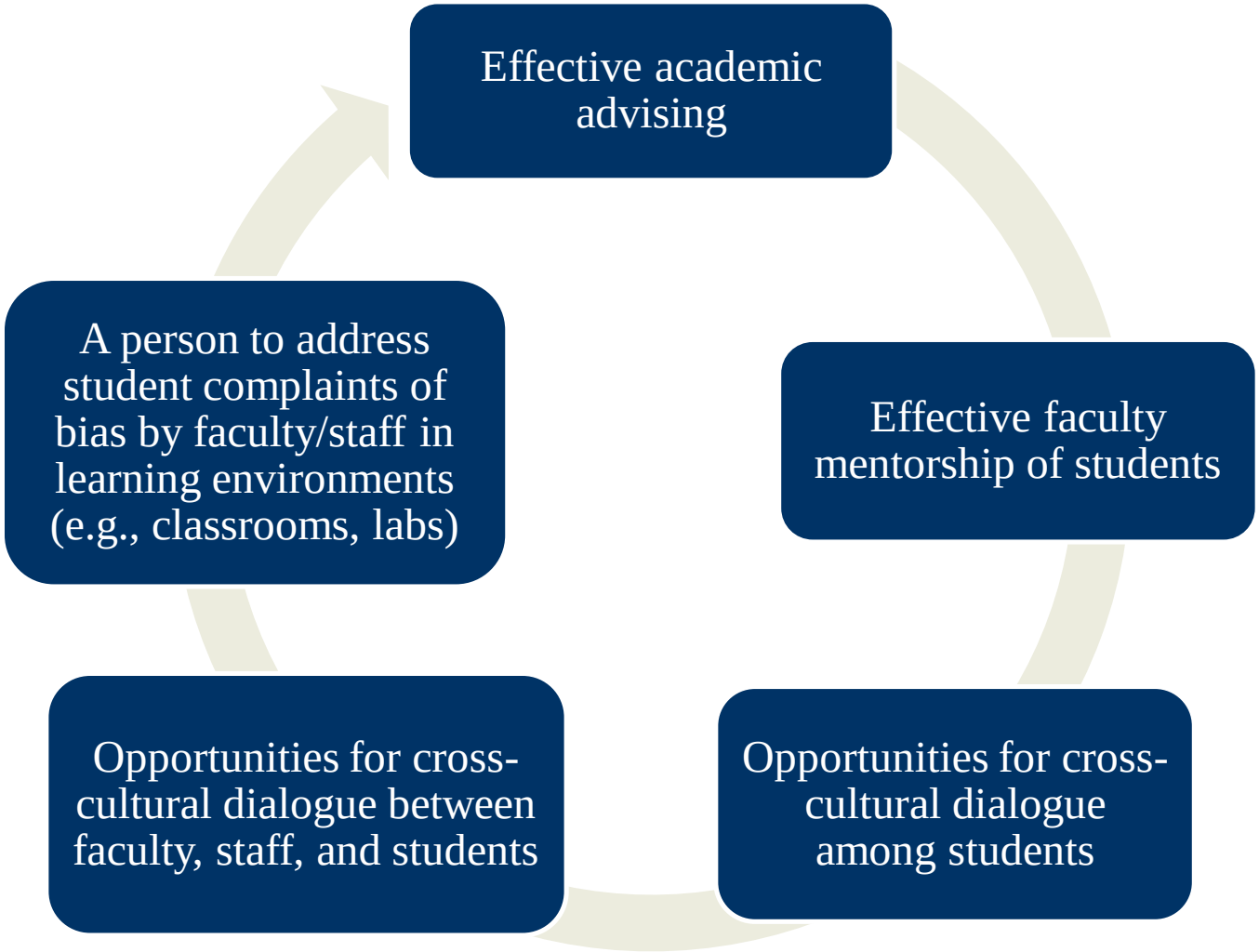
Qualitative Themes

Campus Initiatives – Staff Respondents

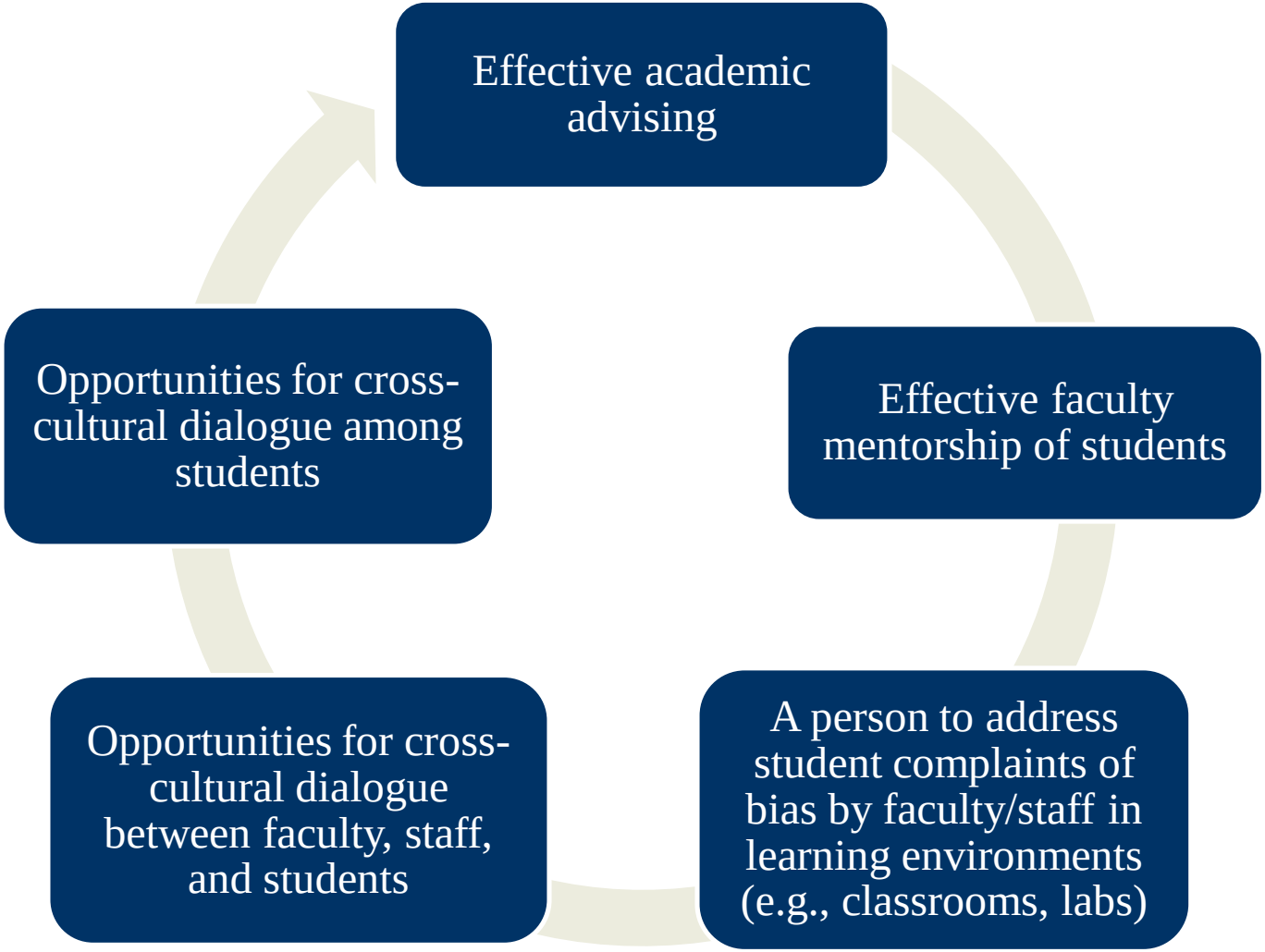
Lack of affordable and available child care

Inequities associated with spousal hires

Available Campus Initiatives that Positively Influenced Climate for Student Respondents



Unavailable Campus Initiatives that *Would* Positively Influence Climate for Student Respondents



Qualitative Themes

Campus Initiatives – Student Respondents

Ineffective diversity trainings

Negative effects of diversity trainings

Michigan Tech inappropriately forces topics of diversity and inclusion

Summary

Strengths and Successes

Opportunities for Improvement

Context
Interpreting the Summary

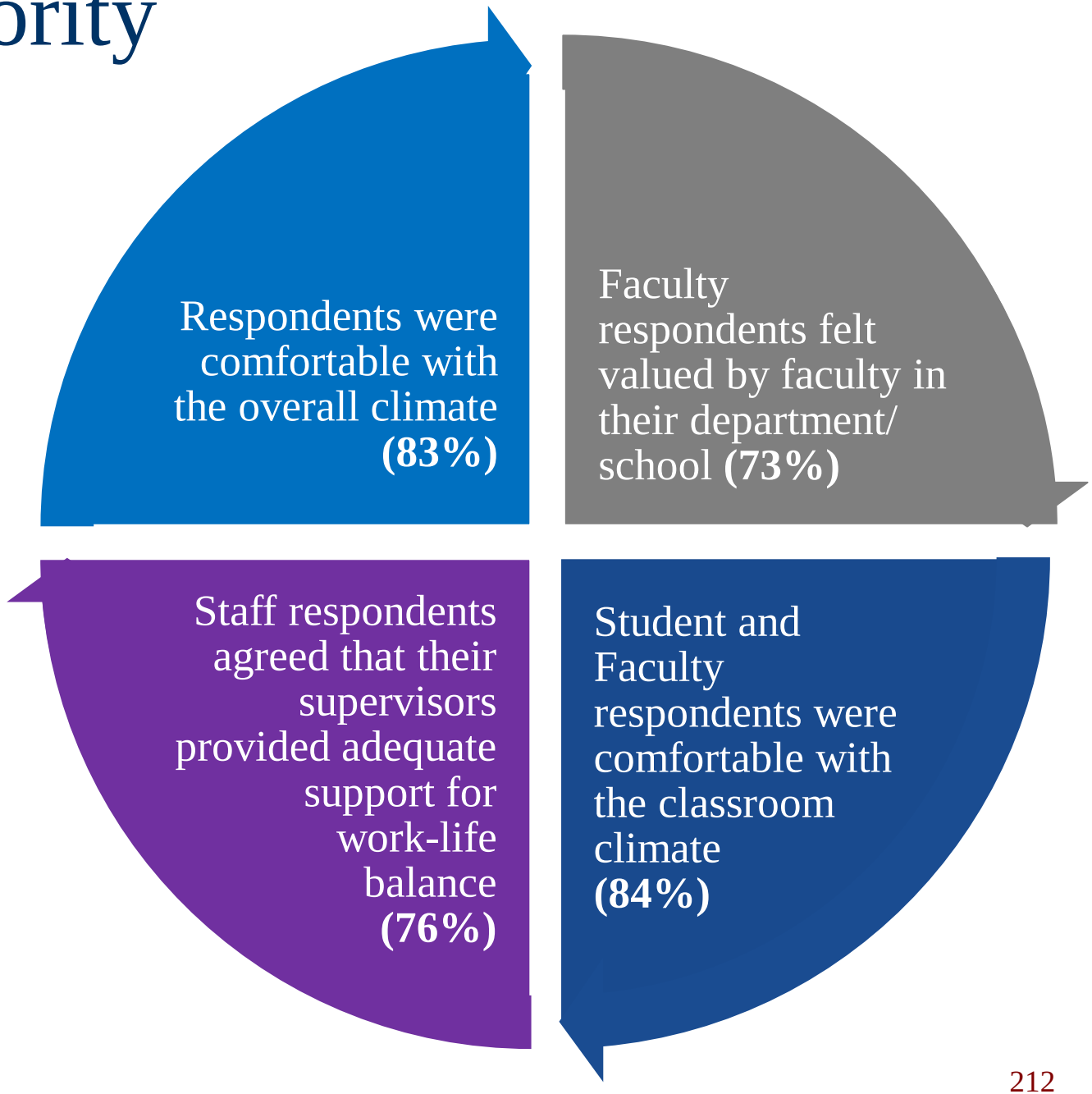
Although colleges and universities attempt to foster welcoming and inclusive environments, they are not immune to negative societal attitudes and discriminatory behaviors.

As a microcosm of the larger social environment, college and university campuses reflect the pervasive prejudices of society.

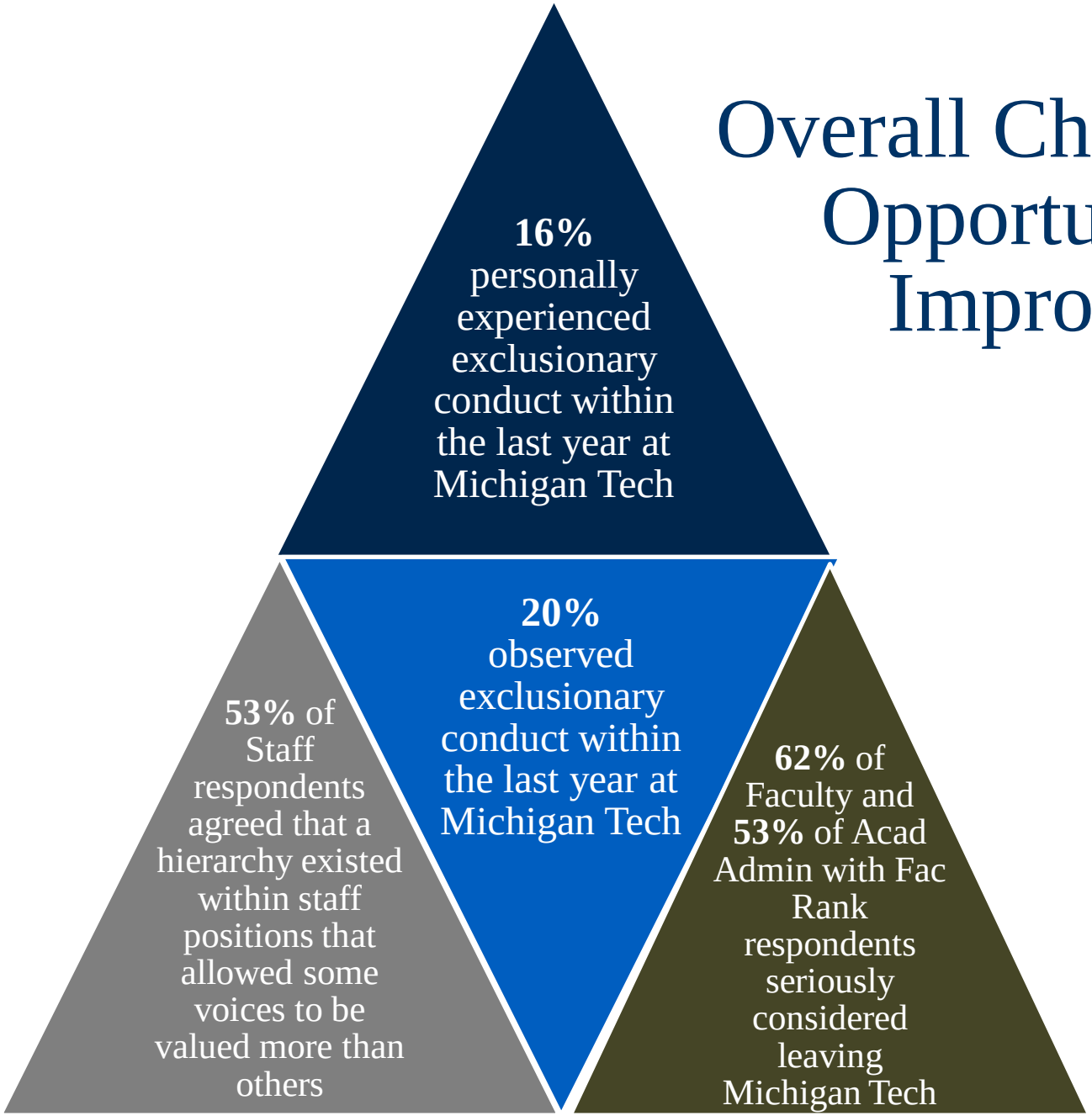
Classism, Racism, Sexism, Genderism, Heterosexism, etc.

(Eliason, 1996; Hall & Sandler, 1984; Harper & Hurtado, 2007; Hart & Fellabaum, 2008; Malaney, Williams, & Gellar, 1997; Rankin, 2003; Rankin & Reason, 2008; Rankin, Weber, Blumenfeld, & Frazer, 2010; Smoth, 2009; Worthington, Navarro, Loewy & Hart, 2008)

The majority of…



Overall Challenges and Opportunities for Improvement



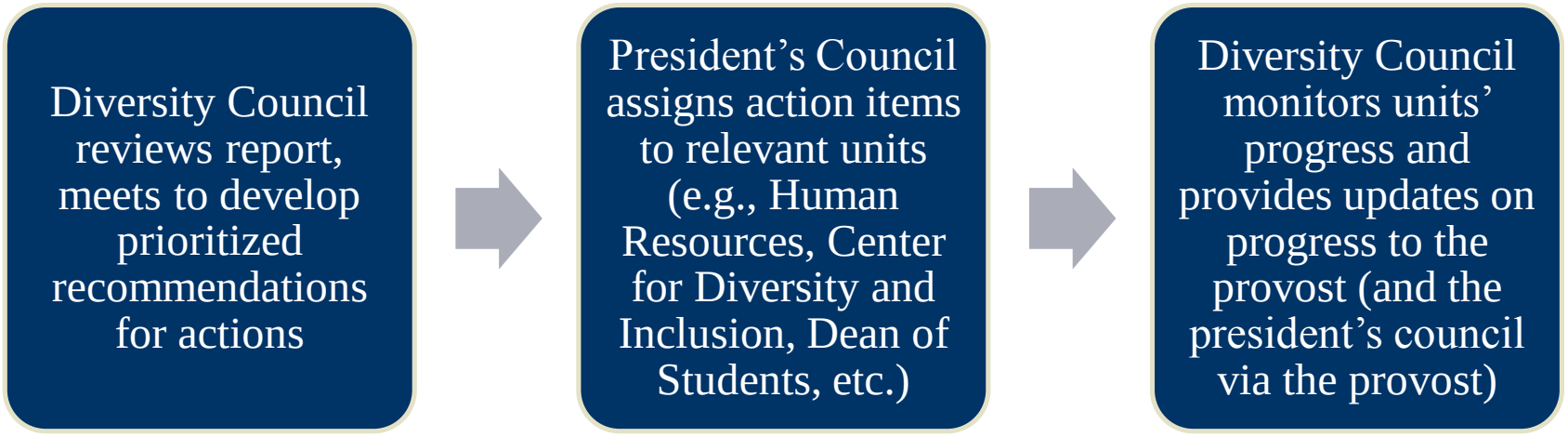
Next Steps

The full report as well as the Power Point presentation of the results will be posted to climate project web-site.

Hard copy of the report will be placed on reserve in the Library.

Work Learn Live Study Response Process

https://www.mtu.edu/worklivelearn/



Accessing the Data

6-month moratorium on accessing or any requests of access to the data

After receiving the data, interested investigators who wish to access aspects of the data can submit a "Proposal for Use of Climate Project Data" form, available from Institutional Research

Questions and Discussion