



Rankin & Associates, Consulting

Assessment • Planning • Interventions

Michigan Technological University

Campus Climate Research Study

September 2018



Rankin & Associates, Consulting

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Executive Summary

History of the Project

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

Michigan Technological University also is committed to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in the Michigan Technological University mission statement,

“We deliver action-based undergraduate and graduate education and discover new knowledge through research and innovation. We create solutions for society’s challenges through interdisciplinary education, research, and engagement to advance sustainable economic prosperity, health and safety, ethical conduct, and responsible use of resources. We attract exceptional students, faculty, and staff who understand, develop, apply, manage, and communicate science, engineering, technology, and business to attain the goal of a sustainable, just, and prosperous world. Our success is measured by accomplishments and reputation of our graduates, national and international impact of our research and scholarly activities, and investment in our University.”¹

To better understand the campus climate, the senior administration at Michigan Technological University recognized the need for a comprehensive tool that would provide campus climate metrics for the experiences and perceptions of its students, faculty, and staff. During the fall semester, 2017, Michigan Technological University conducted a comprehensive survey of students, faculty, and staff to develop a better understanding of the learning, living, and working environment on campus.

¹https://www.banweb.mtu.edu/pls/owa/strategic_plan.p_display

In fall semester, 2016, members of the Climate Survey Working Group (CSWG) began the process at the institution. The CSWG was composed of faculty, staff, students, and administrators. Ultimately, Michigan Technological University contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled, “Assessment of Working, Living, and Learning.” The experiences and perceptions of various constituent groups will be presented at community forums during the fall semester, 2018, at which time, a plan of action will be developed highlighting two or three action items that will be recommended for the campus

Project Design and Campus Involvement

The conceptual model used as the foundation for Michigan Technological University’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 (A. Johnson, 2005) and influence systems of differentiation that reproduce unequal outcomes. Michigan Technological University’s 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. This report provides an overview of the results of the campus-wide survey.

The Climate Survey Working Group collaborated with R&A to develop the survey instrument. Together, they implemented a participatory and community-based process to review tested survey questions from the R&A question bank and developed a survey instrument for Michigan Technological University that would reveal the various dimensions of power and privilege that shape the campus experience. The final Michigan Technological University survey queried various campus constituent groups about their experiences and perceptions regarding the academic environment for students, the workplace environment for faculty and staff, employee benefits, sexual harassment and sexual violence, racial and ethnic identity, gender identity and gender expression, sexual identity, accessibility and disability services, and other topics.

Two thousand four hundred thirteen (2,413) people completed the survey. In the end, the assessment was the result of a comprehensive process to identify the strengths and challenges of the campus climate, with a specific focus on the distribution of power and privilege among differing social groups at Michigan Technological University.

Michigan Technological University Participants

Michigan Technological University community members completed 2,413 surveys for an overall response rate of 27%. Only surveys that were at least 50% completed were included in the final data set for analyses.² Forty-seven percent ($n = 1,132$) of the sample were Undergraduate Students, 14% ($n = 348$) were Graduate/Professional Students, 9% ($n = 221$) were Faculty, 1% ($n = 30$) were Academic Administrators with Faculty Rank, and 28% ($n = 678$) were Staff/Senior Administrator without Faculty Rank. 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 each demographic characteristic.³

²Thirteen surveys were removed because the respondents did not complete at least 50% of the survey, and 9 duplicate submissions were removed. Surveys were also removed from the data file if the respondent did not provide consent ($n = 62$). Any additional responses were removed because they were judged to have been problematic (i.e., the respondent did not complete the survey in good faith).

³The total n for each demographic characteristic may differ as a result of missing data.

Table 1. Michigan Technological University Sample Demographics

Characteristic	Subgroup	Sample	
		<i>n</i>	%
Position status	Undergraduate Student	1,132	46.9
	Graduate/Professional Student	348	14.4
	Post-Doctoral Scholars	< 5	---
	Faculty	221	9.2
	Academic Administrator w/Faculty Rank	30	1.2
	Staff/Sr Administrator w/o Faculty Rank	678	28.1
Gender identity	Woman	979	40.6
	Man	1,353	56.1
	Transspectrum	30	1.2
	Missing	51	2.1
Racial/ethnic identity	Asian/Asian American	173	7.2
	Additional People of Color	132	5.5
	White/European American	1,934	80.1
	Multiracial	103	4.3
	Missing	71	2.9
Sexual identity	LGBQ	241	10.0
	Heterosexual	2,025	83.9
	Asexual	18	0.7
	Missing	129	5.3
Citizenship status	U.S. Citizen	2,046	84.8
	Non-U.S. Citizen/U.S. Citizen, Naturalized	346	14.3
	Missing	21	0.9
Disability status	Single Disability	167	6.9
	No Disability	2,132	88.4
	Multiple Disabilities	98	4.1
	Missing	16	0.7
Religious affiliation	Christian Religious Affiliation	1,162	48.2
	Additional Faith-Based Affiliation	168	7.0
	No Religious Affiliation	912	37.8
	Multiple Religious Affiliations	85	3.5
	Missing	86	3.6

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

Key Findings – Areas of Strength

- **High levels of comfort with the climate at Michigan Technological University**

Climate is defined as the “current attitudes, behaviors, and standard of faculty, staff, administrators, and students – as well as the campus environment and university policies – that influence the level of respect for individual needs, abilities, and potential.”⁴ The level of comfort experienced by faculty, staff, and students is one indicator of campus climate.

- 83% ($n = 1,998$) of survey respondents were “very comfortable” or “comfortable” with the climate at Michigan Technological University.
- 76% ($n = 686$) of Faculty and Staff respondents were “very comfortable” or “comfortable” with the climate in their departments/work units.
- 84% ($n = 1,429$) of Student⁵ and Faculty respondents were “very comfortable” or “comfortable” with the climate in their classes.

- **Faculty Respondents – Positive attitudes about faculty work**

Tenured and Tenure-Track

- 72% ($n = 107$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the criteria for tenure were clear.

Non-Tenure-Track

- 82% ($n = 59$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that research was valued by Michigan Technological University.

All Faculty

- 73% ($n = 161$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by faculty in their department/school.
- 71% ($n = 156$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by their department chair/school dean.

⁴Rankin & Reason (2008)

⁵Throughout this report, the term “Student respondents” is used to refer to the experiences of both Undergraduate Student respondents and Graduate Student respondents.

- **Staff⁶ Respondents –Positive attitudes about staff work**

- 73% (*n* = 494) of Staff respondents “strongly agreed” or “agreed” that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it.
- 76% (*n* = 509) of Staff respondents “strongly agreed” or “agreed” that their supervisors provided adequate support for them to manage work-life balance.
- 71% (*n* = 471) of Staff respondents “strongly agreed” or “agreed” that they were given a reasonable time frame to complete assigned responsibilities.

- **Student Respondents – Positive attitudes about academic experiences**

The way students perceive and experience their campus climate influences their performance and success in college.⁷ Research also supports the pedagogical value of a diverse student body and faculty for improving learning outcomes.⁸ Attitudes toward academic pursuits are one indicator of campus climate.

- 75% (*n* = 1,109) of Student respondents “strongly agreed” or “agreed” that they felt valued by Michigan Technological University faculty.
- 73% (*n* = 1,070) “strongly agreed” or “agreed” that they felt valued by Michigan Technological University staff.
- 77% (*n* = 1,135) of Student respondents “strongly agreed” or “agreed” that they felt valued by Michigan Technological University faculty in the classroom.
- 71% (*n* = 1,030) of Student respondents “strongly agreed” or “agreed” that they felt valued by other students outside of the classroom.
- 70% (*n* = 1,020) of Student respondents “strongly agreed” or “agreed” that they had faculty whom they perceived as role models.

⁶The term “Staff respondents” is used throughout the executive summary to address the experiences of Staff respondents and Senior Administrators without Faculty Rank.

⁷Pascarella & Terenzini (2005)

⁸Hale (2004); Harper & Hurtado (2007); Harper & Quaye (2004)

- **Student Respondents *Perceived Academic Success***

A confirmatory factor analysis was conducted on the scale, *Perceived Academic Success*, derived from Question 11 on the survey. Analyses using this scale revealed:

- A significant difference existed in the overall test for means for Student respondents by disability status on *Perceived Academic Success*.

Examples of Findings

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

Key Findings – Opportunities for Improvement

- **Members of several constituent groups indicated that they experienced 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.⁹

Research also underscores the relationship between workplace discrimination and subsequent productivity.¹⁰ The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

- 16% ($n = 389$) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.¹¹
 - 28% ($n = 108$) noted that the conduct was based on their gender/gender identity, 20% ($n = 76$) noted the conduct was based on their position status (e.g., staff, faculty, student), and 17% ($n = 66$) felt it was based on their political views.

⁹Aguirre & Messineo (1997); Flowers & Pascarella (1999); Pascarella & Terenzini (2005); Whitt, Edison, Pascarella, Terenzini, & Nora (2011)

¹⁰Silverschanz, Cortina, Konik, & Magley (2008); Waldo (1998)

¹¹The 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).

Differences based on position status and gender/gender identity:

- By position status, higher percentages of Faculty respondents (25%, $n = 55$), Staff respondents (21%, $n = 139$), and Academic Administrator with Faculty Rank respondents (21%, $n = 6$) than Undergraduate Student respondents (14%, $n = 157$) and Graduate Student respondents (9%, $n = 32$) noted that they believed that they had experienced this conduct.
 - Higher percentages of Staff respondents (35%, $n = 48$), Faculty respondents (18%, $n = 10$), and Graduate Student respondents (16%, $n = 5$) than Undergraduate Student respondents (8%, $n = 13$) thought that the conduct was based on their position status.
- By gender identity, higher percentages of Transspectrum respondents (37%, $n = 11$) and Women respondents (21%, $n = 205$) than Men respondents (12%, $n = 161$) indicated that they had experienced this conduct.
 - Higher percentages of Transspectrum respondents (73%, $n = 8$) and Women respondents (41%, $n = 84$) than Men respondents (8%, $n = 12$) who had experienced this conduct indicated that the conduct was based on their gender identity.

Respondents were offered the opportunity to elaborate on their experiences of exclusionary, intimidating, offensive, and/or hostile conduct at Michigan Technological University. One hundred fifty-six respondents elaborated on experiencing exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that interfered with their ability to work, learn, or live at Michigan Technological University. Two themes emerged from Employee (Faculty, Academic Administrator with Faculty Rank, and Staff) responses: hostile supervisors and treated as second-class citizens. Two themes were specific to Student (Graduate and Undergraduate) respondents: hostile/discriminatory actions directed toward women and verbal harassment/hostilities directed toward minorities.

- **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, and veterans).¹² Several groups at Michigan Technological University indicated that they were less comfortable than their majority counterparts with the climates of the campus, workplace, and classroom.

Examples of Findings for Overall Climate at Michigan Technological University

- 25% ($n = 248$) of Women respondents compared with 38% ($n = 511$) of Men respondents felt “very comfortable” with the overall climate.
- 27% ($n = 66$) of LGBTQ respondents compared with 34% ($n = 689$) of Heterosexual respondents felt “very comfortable” with the overall climate.

Examples of Findings for Department/Program and Work Unit Climate

- A lower percentage of Women Faculty and Staff respondents (33%, $n = 156$) than Men Faculty and Staff respondents (42%, $n = 186$) felt “very comfortable” with the climate in their department/school or work unit.

Examples of Findings for Classroom Climate

- A lower percentage of Faculty and Student Multiracial respondents (26%, $n = 24$) compared with Faculty and Student Asian/Asian American respondents (39%, $n = 66$), Faculty and Student Additional People of Color respondents (36%, $n = 41$), and Faculty and Student White respondents (36%, $n = 470$) were “very comfortable” with the climate in their classes.
- 6% each of Faculty and Student Respondents with a Single Disability ($n = 8$) or Multiple Disabilities 7% ($n = 5$) compared with 2% ($n = 36$) of Faculty and Student Respondents with No Disability felt “very comfortable” with the climate in their classes.

¹²Harper & Hurtado (2007); Hart & Fellabaum (2008); Rankin (2003); Rankin & Reason (2005); Worthington, Navarro, Loewy, & Hart (2008)

- **Employee Respondents – Seriously Considered Leaving Michigan Technological University**

- 62% ($n = 136$) of Faculty respondents, 53% ($n = 16$) of Academic Administrator with Faculty Rank respondents and 50% ($n = 335$) of Staff respondents had seriously considered leaving Michigan Technological University in the past year.
 - 41% ($n = 56$) of those Faculty respondents who seriously considered leaving did so because of low salary/pay rate and 36% ($n = 49$) each because of interest in a position at another institution and/or institutional support (e.g., tech support, lab space/equipment).
 - 53% ($n = 177$) of those Staff respondents who seriously considered leaving did so because of low salary/pay rate and 45% ($n = 152$) because of limited opportunities for advancement.

Ninety-nine Faculty and 177 Staff respondents elaborated on why they had seriously considered leaving Michigan Technological University. From the Faculty responses, two themes emerged: poor leadership practices and spouse faced difficulties obtaining employment. From Staff responses, three themes emerged: excessive workload, hostile or bullying supervisor(s), and lack of advancement opportunities.

- **Staff Respondents – Challenges with work-life issues**

- 53% ($n = 354$) of Staff respondents “strongly agreed” or “agreed” that a hierarchy existed within staff positions that allowed some voices to be valued more than others.
- 36% ($n = 243$) of Staff respondents “strongly agreed” or “agreed” that their workload increased without additional compensation as a result of other staff departures.
- 26% ($n = 172$) of Staff respondents “strongly agreed” or “agreed” that clear procedures existed on how they could advance at Michigan Technological University.
- 48% ($n = 319$) of Staff respondents “strongly agreed” or “agreed” that they felt positive about their career opportunities at Michigan Technological University.

One hundred fifty-six Staff respondents elaborated on their perceptions of the work-place climate at Michigan Technological University. Two themes emerged from the responses: lack of available/affordable child care and excessive workloads.

- **Faculty Respondents – Challenges with faculty work**

- 16% ($n = 34$) of Faculty respondents “strongly agreed” or “agreed” that child care was accessible.
- 39% ($n = 58$) of Tenured and Tenure-Track Faculty respondents and 43% ($n = 31$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they were burdened by service responsibilities (e.g., committee memberships, departmental/program work assignments) beyond those of their colleagues with similar performance expectations.
- 43% ($n = 63$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they performed more work to help students (e.g., formal and informal advising, thesis advising, and helping with student groups and activities) than did their colleagues.

Faculty respondents elaborated on statements regarding their perceptions of work-life balance at Michigan Technological University. Various themes emerged, including poor faculty-administration relations and overburdened by service expectations.

- **A small, but meaningful, percentage of respondents experienced unwanted sexual conduct.**

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

- 8% ($n = 188$) of respondents indicated that they had experienced unwanted sexual contact/conduct while at Michigan Technological University.
 - 1% ($n = 32$) experienced relationship violence (e.g., ridiculed, controlling, hitting).

- 2% ($n = 53$) experienced stalking (e.g., following me, on social media, texting, phone calls).
- 4% ($n = 106$) experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment).
- 3% ($n = 60$) experienced unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent).
- Respondents identified Michigan Technological University students, current or former dating/intimate partners, acquaintances/friends, and students as the sources of unwanted sexual contact/conduct.
- The majority of respondents did not report the unwanted sexual contact/conduct.

Respondents were offered the opportunity to elaborate on why they did not report the unwanted sexual contact/conduct. Rationale cited for not reporting these incidents was that the incidents were not significant enough to report and that the respondents wanted to move past the incident. Respondents also noted that they decided not to report the incident because alcohol was involved, and/or the perpetrator was intoxicated.

Conclusion

Michigan Technological University climate findings¹³ differed slightly than those found in higher education institutions across the country, based on the work of R&A Consulting.¹⁴ For example, 70% to 80% of respondents in similar reports found the campus climate to be “very comfortable” or “comfortable.” A higher percentage (83%) of Michigan Technological University respondents indicated that they were “very comfortable” or “comfortable” with the climate at Michigan Technological University. Whereas, 20% to 25% of respondents in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct, at Michigan Technological University, a slightly lower percentage of respondents (16%) indicated that they personally had experienced exclusionary, intimidating,

¹³Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.

¹⁴Rankin & Associates Consulting (2016)

offensive, and/or hostile conduct. The results paralleled the findings of other climate studies of specific constituent groups offered in the literature.¹⁵

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

¹⁵Guiffreda, Gouveia, Wall, & Seward (2002); Harper & Hurtado (2007); Harper & Quaye (2004); Hurtado & Ponjuan (2005); Rankin & Reason (2005); Sears (2002); Settles, Cortina, Malley, & Stewart (2006); Silverschanz et al.(2008); Yosso et al. (2009)

Introduction

History of the Project

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

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Foundation of Campus Climate Research and Assessment

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

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

Definition of Campus Climate

Hurtado, Milem, Clayton-Pedersen, & Allen (1999), extending the work of Hurtado (1992), described campus climate as the combination of an institution’s historical legacy of inclusion/exclusion, psychological climate, structural diversity, and behavioral dimensions. Historical legacy includes an institution’s history of resistance to desegregation as well as its current mission and policies. Psychological climate refers to campus perceptions of racial/ethnic tensions, perceptions of discrimination, and attitudes toward and reduction of prejudice within the institution. Structural diversity encompasses demographic diversity and facilities/resources,

while behavioral dimensions of campus climate comprise social interaction, campus involvement, and classroom diversity across race/ethnicity. Building on this model, Rankin and Reason (2008) defined campus climate as:

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

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

Influence of Climate on Students, Faculty, and Staff

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

Individuals from various identity groups often perceive campus climate differently from their peers, and those perceptions may adversely affect a variety of social, academic, and work-related outcomes (Chang, 2003; Navarro, Worthington, Hart, & Khairallah, 2009; Nelson-Laird & Niskodé-Dossett, 2010; Rankin & Reason, 2005; Tynes, Rose, & Markoe, 2013; Worthington, Navarro, Loewy, & Hart, 2008). These outcomes include, but are not limited to, academic

success, physical and/or emotional well-being, personal and/or social development, and professional success. Campus climate assessments endeavor to measure the intersectional experiences (how multiple aspects of one's identity combine and influence another identity) of students, faculty, and staff (Griffin, Bennett, & Harris, 2011; Maramba & Museus, 2011; Nelson-Laird & Niskodé-Dossett, 2010; Patton, 2011; Pittman, 2010; Turner, 2002). The following paragraphs present research findings by selected campus constituents with the awareness that intersectionality is the core of all lived experience.

Campus Climate and Students. Most literature regarding campus climate and students examines campus climate in the context of students' racial identity, sexual identity, and/or gender identity. Research regarding the campus climate experiences of populations such as low-income students; first-generation students; students who are veterans, international students, undocumented students; and student-athletes has emerged within the past decade.¹⁷ A summary of the most robust areas of campus climate research specific to student experiences is offered here.

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

¹⁷Campus climate research that has emerged over the past decade offers insight into the experiences of minority student populations, including: student veterans (Vaccaro, 2015), undocumented students (Barnhardt, Phillips, Young, & Sheets, 2017; Negron-Gonzales, 2015), immigrant students (Griffin, Cunningham, & George Mwangi, 2016; Stebleton, Soria, Huesman, & Torres, 2014), first-generation students and/or low-income students (Engle & Tinto, 2008; Harackiewicz et al., 2014; Jury et al., 2017; Kezar, 2011; Park, Denson, & Bowman, 2013), and student-athletes (Hoffman, Rankin, & Loya, 2016; Oseguera, Merson, Harrison, & Rankin, 2017; Rankin et al., 2016). Additional literature regarding the campus climate experience of minority student populations is available at www.rankin-consulting.com.

sense of belonging in the classroom and a perception that faculty members are non-approachable. Additional research by Solórzano, Ceja, and Yosso (2000) and Sue (2010) evaluates the ways that race-based microaggressions contribute to hostile and exclusionary campus climate for students of color, often resulting in reduced academic success and decreases in retention and persistence.

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

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

Campus climate research specific to the experiences of queer-spectrum and transspectrum students, faculty, and staff has found that these individuals experience hostility and discrimination within various institutional environments (Rankin, Weber, Blumenfeld, & Frazer, 2010). Garvey, Taylor, and Rankin (2015) found that classroom climate is a key indicator of how lesbian, gay, bisexual, transgender, and queer (LGBTQ) community college students perceive campus climate. Vaccaro and Newman (2017) examined how lesbian, gay, bisexual, pansexual,

and queer (LGBPQ) students develop their sense of belonging within their first year at an institution. The authors found that students' sense of belonging is influenced by individuals' degree of "outness," university messaging specific to LGBPQ individuals, and meaningful social interactions with peers. Trans-identified students report more negative perceptions of classroom climate, campus climate, and curriculum inclusivity in comparison to their heterosexual and queer-spectrum peers (Dugan, Kusel, & Simounet, 2012; Garvey & Rankin, 2016; Nicolazzo, 2016).

Faculty and Campus Climate. Campus climate also shapes the experiences of faculty, specifically as it relates to their professional success and perceptions of professional development opportunities and support. The majority of research regarding faculty and campus climate is specific to faculty members' racial identity, sexual identity, and/or gender identity. A summary of the literature is offered here.¹⁸

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

Research specific to the experiences of women faculty has found that women faculty members commonly experience gender discrimination, professional isolation, and lack of work-life balance within campus environments (Silverschanz, Cortina, Konik, & Magley, 2008). These

¹⁸For additional literature regarding faculty experiences and campus climate, please visit www.rankin-consulting.com.

experiences prompt higher rates of institutional departure by women faculty in comparison to their men colleagues (Gardner, 2013). Maranto and Griffin (2011) identified women faculty's perceived lack of inclusion and network support as a primary contributor to women faculty's perception of a "chilly" departmental experience. According to Maranto and Griffin (2011), "Our relationships with our colleagues create the environment within which our professional lives occur, and impact our identity and our worth" (p. 152). Intersectional research regarding the experiences of women faculty of color found that women faculty of color also fail to receive professional mentorship and leadership development opportunities in a manner consistent with their White colleagues (Blackwell, Snyder, & Mavriplis, 2009; Grant & Ghee, 2015).

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

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

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

Campus Climate: Institution Type

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

Influence of Diversity and Inclusivity Efforts on the Campus Community

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

willing students are to engage in conversations with peers who hold beliefs different from their own.

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

Role of Campus Administrators

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

Building a deep capacity for diversity requires the commitment of senior leadership and all members of the academic community (Smith, 2009). Ingle (2005) asserts that to be successful, diversity initiatives require support from the campus community and, specifically, campus leadership. Further, Harper and Yeung (2013) state that student perceptions of institutional commitment to diversity positively correlated with student openness to diverse experiences.

Milem, Chang, and Antonio (2005) also suggested that “Diversity [work] must be carried out in intentional ways in order to accrue the educational benefits for students and the institution... to be successful they must engage the entire campus community” (p. v). Ultimately, how institutions choose to respond to calls for increased structural and interactional diversity is critical to how students, faculty, and staff experience campus climate.

Methodology

Conceptual Framework

R&A defines diversity as the “variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics.”¹⁹ 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), and with the assistance of the Climate Survey Working Group. The Climate Survey Working Group reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be contextually more appropriate for the Michigan Technological University population. The final Michigan Technological University campus-wide survey contained 111 questions,²⁰ including open-ended questions for respondents to provide commentary. The survey was designed so respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of Michigan Technological University's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both online and pencil-and-paper formats. Survey responses were input into a secure-site database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis.

Sampling Procedure. Michigan Technological University's Institutional Review Board (IRB) reviewed the project proposal, including the survey instrument. The IRB considered the activity to be designed to assess campus climate within the University and to inform Michigan

¹⁹Rankin & Associates Consulting (2016) adapted from AAC&U (1995).

²⁰To 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.

Technological University'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 August 9, 2017.

Prospective participants received an invitation from President Glenn D. Mroz that contained the URL link to the survey. Respondents were instructed that they were not required to answer all questions and 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 comments were not attributed to any individual demographic characteristics.

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

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 23.0). Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to Michigan Technological University in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., gender identity, racial identity, position status) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information is presented using valid

percentages.²¹ Actual percentages²² 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 and significance testing using the chi-square test for independence.

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

Factor Analysis Methodology. A confirmatory factor analysis was conducted on one scale embedded in Question 11 of the survey. The scale, termed “Perceived Academic Success” for the purposes of this project, was developed using Pascarella and Terenzini’s (1980) *Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining student persistence. The first seven sub-questions of Question 11 of the survey reflect the questions on this scale (Table 2).

The questions on the scale were answered on a Likert metric from strongly agree to strongly disagree (scored 1 for strongly disagree and 5 for strongly agree). For the purposes of analysis, respondents who did not answer all scale sub-questions were not included in the analysis. Just under 3% (2.8%) of all potential Student respondents were removed from the analysis because of one or more missing responses.

²¹Valid percentages were derived using the total number of respondents to a particular item (i.e., missing data were excluded).

²²Actual percentages were derived using the total number of survey respondents.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.²³ One question from the scale (Q11_2) did not hold with the construct and was removed; the scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach's alpha) of the scale was 0.844 (after removing the question noted above), which is high, meaning that the scale produced consistent results. With Q11_2 included, Cronbach's alpha was 0.746.

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

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

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent that answered all of the questions included in the given factor was given a score on a five-point scale. Lower scores on *Perceived Academic Success* factor suggest a student or constituent group is less academically successful.

Means Testing Methodology. After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for respondents were analyzed using a *t*-test for difference of means.

²³Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

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

- Gender identity (Women, Men, Transspectrum)
- Racial identity (Additional People of Color, Asian/Asian American, Multiracial respondents, White respondents)
- Sexual identity (LGBQ, Heterosexual, Asexual)
- Disability status (Single Disability, No Disability, Multiple Disabilities)
- Income status (Low-Income, Not-Low-Income)

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

Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences at Michigan Technological University, 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 reviewed²⁴ 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.

²⁴Any 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 Michigan Technological University'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 Michigan Technological University.

Description of the Sample²⁵

Two thousand four hundred thirteen (2,413) surveys were returned for a 27% overall response rate. The sample and population figures, chi-square analyses,²⁶ and response rates are presented in Table 3. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by Michigan Technological University.

- Men were underrepresented in the sample. Women were overrepresented in the sample. Individuals whose gender identity was categorized as missing or unknown were overrepresented in the sample.
- Additional People of Color and individuals whose racial/ethnic identity was categorized as missing were underrepresented in the sample. Asian/Asian Americans, White/European Americans, and individuals whose racial/ethnic identity was categorized as unknown were overrepresented in the sample.

²⁵ All frequency tables are provided in Appendix B.

²⁶ Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by Michigan Technological University.

- Undergraduate and Graduate Students were underrepresented in the sample.
Academic Administrators with Faculty Rank, Faculty, and Staff/Senior Academic Administrators without Faculty Rank were overrepresented in the sample.

Table 3. Demographics of Population and Sample

Characteristic	Subgroup	Population <i>N</i>	%	Sample <i>n</i>	%	Response rate
Gender identity ^a	Woman	2,807	30.8	979	40.6	34.9
	Man	6,312	69.2	1,353	56.1	21.4
	Transspectrum	ND	ND	30	1.2	N/A
	Other/Missing/Not Reported	ND	ND	51	2.1	N/A
Racial/ethnic identity ^b	Asian/Asian American	191	2.1	173	7.2	90.6
	Additional People of Color	907	9.9	132	5.5	14.6
	White/European American	7,118	78.1	1,934	80.1	27.2
	Multiracial	ND	ND	103	4.3	N/A
	Missing	903	9.9	71	2.9	7.9
Position status ^c	Undergraduate Student	5,917	65.0	1,132	46.9	19.1
	Graduate Student	1,402	15.4	348	14.4	24.8
	Post-Doctoral Scholars	10	0.1	< 5	---	N/A
	Faculty	476	5.2	221	9.2	46.4
	Academic Admin w/Faculty Rank	32	0.4	30	1.2	93.8
	Staff/Sr Admin w/o Faculty Rank	1,282	14.1	678	28.1	52.9
Citizenship status	U.S. Citizen	ND	ND	2,046	84.8	N/A
	Non-U.S. Citizen/U.S. Citizen, naturalized	ND	ND	346	14.3	N/A
	Missing/Unknown	ND	ND	21	0.9	N/A

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

*ND: No Data Available

^a $\chi^2 (4, N = 2,409) = 574.83, p < .001$

^b $\chi^2 (1, N = 2,332) = 136.79, p < .001$

^c $\chi^2 (3, N = 2,310) = 478.44, p < .001$

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

Content validity was ensured given that the items and response choices arose from literature reviews, previous surveys, and input from Climate Survey Working Group members. 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, intimidating, offensive, and/or hostile 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 nonbiased, nonleading, and nonjudgmental, and to preclude individuals from providing "socially acceptable" responses.

Reliability - Internal Consistency of Responses.²⁷ Correlations between the responses to questions about overall campus climate for various groups (survey Question 94) and to questions that rated overall campus climate on various scales (survey Question 95) were moderate-to-strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients²⁸ are provided in Table 4.

²⁷Internal 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).

²⁸Pearson 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 were significantly different from zero at the .01 level; that is, a relationship existed between all selected pairs of responses.

A moderate-to-strong relationship (between .61 and .69) existed for all five pairs of variables—between Positive for People of Color and Not Racist; between Positive for Lesbian, Gay, Bisexual, or Queer People and Not Homophobic; between Positive for Women and Not Sexist; between Positive for People of Low Socioeconomic Status and Not Classist (socioeconomic status); and between Positive for People with Disabilities and Not Ableist.

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

	Climate Characteristics				
	Not Racist	Not Homophobic	Not Sexist	Not Classist (SES)	Not Ableist
Positive for People of Color	.618*				
Positive for Lesbian, Gay, Bisexual, or Queer People		.607*			
Positive for Women			.615*		
Positive for People of Low-Income Status				.634*	
Positive for People with Disabilities					.694*

* $p < 0.01$

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

Sample Characteristics²⁹

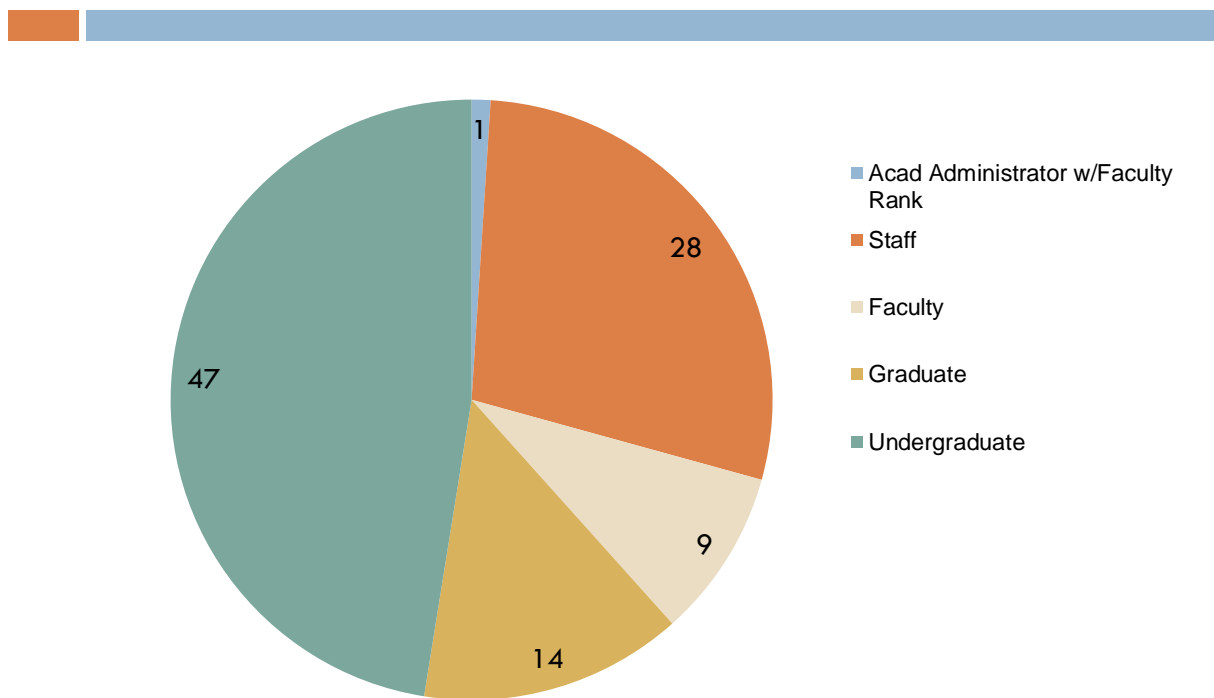
For the purposes of several analyses, demographic responses were collapsed into categories established by the Climate Survey Working Group to make comparisons between groups and to ensure respondents' confidentiality. Analyses do not reveal in the narrative, figures, or tables where the number of respondents in a particular category totaled fewer than five ($n < 5$).

Primary status data for respondents were collapsed into Undergraduate Student respondents, Graduate Student respondents, Faculty respondents, Academic Administrator with Faculty Rank respondents and Staff/Senior Administrator without Faculty Rank respondents.³⁰ Of respondents, 47% ($n = 1,132$) were Undergraduate Students, 14% ($n = 348$) were Graduate Students, 9% ($n =$

²⁹ All percentages presented in the "Sample Characteristics" section of the report are actual percentages.

³⁰ Collapsed position status variables were determined by the Climate Survey Working Group.

221) were Faculty respondents, 1% ($n = 30$) were Academic Administrator with Faculty Rank respondents, and 28% ($n = 678$) were Staff/Senior Administrator without Faculty Rank respondents³¹ (Figure 1). Ninety-five percent ($n = 2,287$) of respondents were full-time in their primary positions. Subsequent analyses indicated that 98% ($n = 1,104$) of Undergraduate Student respondents, 95% ($n = 328$) of Graduate Student respondents, 91% ($n = 200$) of Faculty respondents, 93% ($n = 626$) of Staff respondents, and 97% ($n = 29$) of Academic Administrator with Faculty Rank respondents were full-time in their primary positions.



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

Figure 1. Respondents' Collapsed Position Status (%)

³¹Senior Administrator without Faculty Rank respondents were combined with Staff respondents to protect their anonymity. From this point forward in the report, “Staff respondents” will refer to both Staff and Senior Administrator without Faculty Rank respondents ($n = 9$).

Regarding respondents' work unit affiliations, Table 5 indicates that Staff respondents represented various academic divisions/work units across campus. Of Staff respondents, 28% ($n = 188$) were affiliated with the Provost and Vice President for Academic Affairs, 23% ($n = 156$) were affiliated with the Vice President for Student Affairs and Advancement, and 17% ($n = 114$) were affiliated with the Vice President for Administration.

Table 5. Staff Respondents' Academic Division/Work Unit Affiliations

Academic division/work unit	<i>n</i>	%
President's Office	6	0.9
Office of Institutional Equity and Inclusion	< 5	---
Internal Audit	< 5	---
Vice President for Administration	114	16.8
AE Seaman Mineral Museum	< 5	---
Auxiliary Services Operations	9	10.5
Business Operations	< 5	---
Continuous Improvement	< 5	---
Dining Services (including retail and residential)	8	9.3
Facilities Management	32	37.2
Human Resources	13	15.1
Memorial Union	< 5	---
Merchandising Operations	0	0.0
Mont Ripley	< 5	---
Portage Lake Golf Course	< 5	---
Public Safety and Police Services	13	15.1
Transportation Services	< 5	---
University Images	< 5	---
Vice President for Finance	15	2.2
Financial Services and Operations	13	100.0

Table 5. Staff Respondents' Academic Division/Work Unit Affiliations

Academic division/work unit	<i>n</i>	%
Vice President for Research	79	11.7
Budget Office	< 5	---
Compliance, Integrity, and Safety	5	10.6
Industry Relations	< 5	---
Great Lakes Research Center	6	12.8
Innovation and Industry Engagement	8	17.0
Institutional Analysis	< 5	---
Keweenaw Research Center	7	14.9
Michigan Tech Research Institute	17	36.2
Occupational Safety & Health Services	< 5	---
Vice President for Student Affairs and Advancement	156	23.0
Admissions	11	9.3
Alumni Relations	5	4.2
Career Services	8	6.8
Center for Diversity and Inclusion	< 5	---
Counseling Services	5	4.2
Dean of Students	6	5.1
Enrollment Services	7	5.9
Financial Aid Administration	< 5	---
General Athletics	12	10.2
Housing and Residential Life	9	7.6
International Programs and Services	6	5.1
Office of Development	8	6.8
Registrar's	< 5	---
Residence Life	0	0.0

Table 5. Staff Respondents' Academic Division/Work Unit Affiliations

Academic division/work unit	<i>n</i>	%
SDC Building Operations	< 5	---
Student Activities	< 5	---
Student Conduct Services	< 5	---
Summer Athletic Camps	< 5	---
University Marketing and Communications	19	16.1
Waino Wahtera Center for Student Success	< 5	---
Youth Programs	5	4.2
Provost and Vice President for Academic Affairs	188	27.7
Air Force/Army ROTC	0	0.0
College of Engineering	41	25.2
College of Sciences and Arts	25	15.3
Center for Teaching and Technology	< 5	---
Ford Center	< 5	---
Graduate School	8	4.9
Information Technology	48	29.4
Intensive English as a Second Language Program	0	0.0
Jackson Center for Teaching and Learning	< 5	---
Pavlis Honors College	< 5	---
Michigan Tech Transportation Institute	0	0.0
Rozsa Center for Performing Arts	< 5	---
School of Business and Economics	< 5	---
School of Forest Resources and Environmental Science	12	7.4
School of Technology	< 5	---
Van Pelt and Opie Library	16	9.8
Missing	120	17.7

Note: Table reports responses only from Staff respondents (*n* = 678).

Of Faculty respondents, 41% ($n = 90$) were affiliated with the College of Arts and Sciences, and 35% ($n = 78$) with the College of Engineering (Table 6).

Table 6. Faculty Respondents' Primary Academic Division/Affiliations

Academic division/college	<i>n</i>	%
College of Sciences and Arts	90	40.7
College of Engineering	78	35.3
School of Forest Resources and Environmental Science	16	7.2
School of Technology	15	6.8
School of Business and Economics	11	5.0
Pavlis Honors College	< 5	---
Missing	10	4.5

Note: Table reports responses only from Faculty respondents ($n = 221$).

In terms of length of employment, 30% ($n = 204$) of Staff respondents were employed at Michigan Technological University between one and five years, 29% ($n = 63$) of Faculty respondents were employed at Michigan Technological University between one and five years, and 22% ($n = 49$) of Faculty respondents were employed at Michigan Technological University between six and 10 years (Table 7). Forty-seven percent ($n = 14$) of Academic Administrator with Faculty Rank respondents were employed at Michigan Technological University for more than 20 years.

Table 7. Faculty, Academic Administrator with Faculty Rank, and Staff Respondents' Length of Employment

Time	Faculty respondents		Acad Admin w/Faculty Rank respondents		Staff respondents	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Less than 1 year	9	4.1	< 5	---	58	8.6
1-5 years	63	28.8	< 5	---	204	30.4
6-10 years	49	22.4	5	16.7	142	21.1
11-15 years	34	15.5	< 5	---	81	12.1

Table 7. Faculty, Academic Administrator with Faculty Rank, and Staff Respondents' Length of Employment

Time	Faculty respondents		Acad Admin w/Faculty Rank respondents		Staff respondents	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
16-20 years	25	11.4	< 5	---	67	10.0
More than 20 years	39	17.8	14	46.7	120	17.9

Note: Table reports responses only from Faculty and Staff respondents (*n* = 929).

More than half of the sample (56%, *n* = 1,353) were Men; 41% (*n* = 979) were Women.³² Less than 1% of respondents identified as Genderqueer (*n* = 12) or Nonbinary (*n* = 9), and less than 1% (*n* = 9) of respondents identified as Transgender.³³ One percent (*n* = 26) marked “a gender not listed here” and offered identities such as “Apache Helicopter,” “Genderfluid,” and “I don’t like to label myself.”

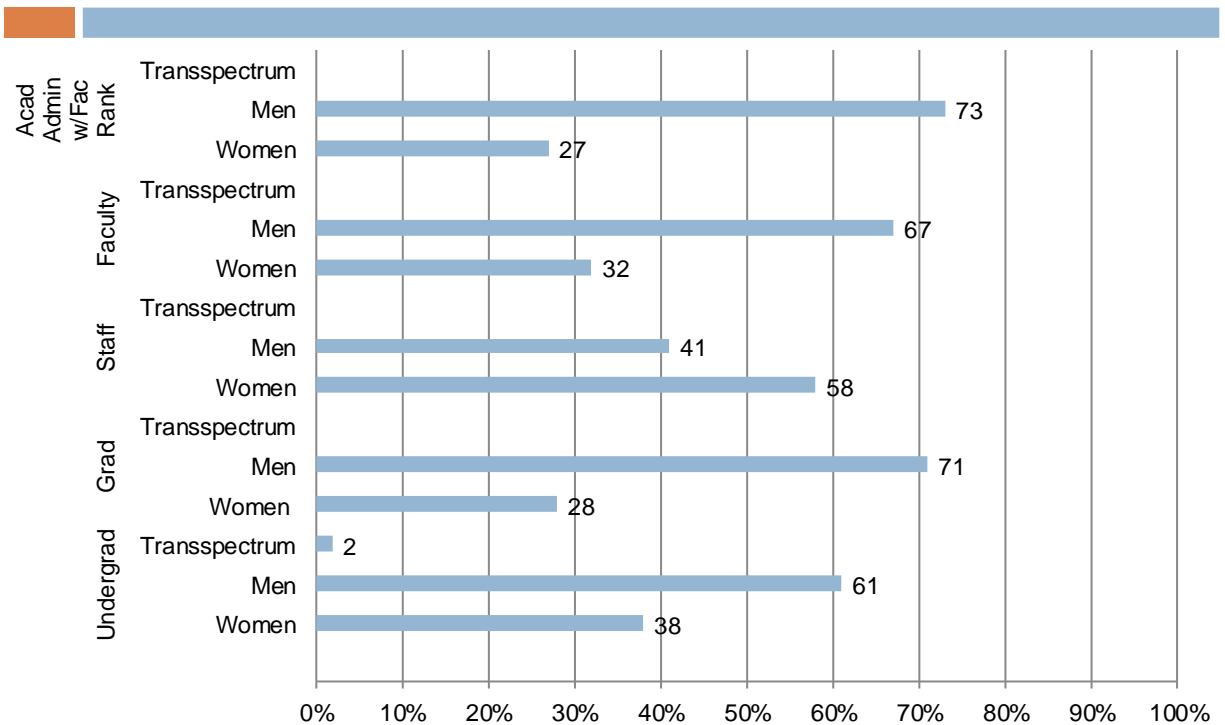
For the purpose of some analyses, the Climate Survey Working Group agreed to collapse the categories Transgender, Genderqueer, Nonbinary, and “gender not listed here” into the “Transspectrum” category (1%, *n* = 30), and agreed not to include the Transspectrum category in some analyses to maintain the confidentiality of those respondents.

Figure 2 illustrates that more Men Undergraduate Student respondents (61%, *n* = 670) and Women Undergraduate Student respondents (38%, *n* = 415) than Transspectrum Undergraduate Student respondents (2%, *n* = 22) and more Men Graduate Student respondents (71%, *n* = 242) than Women Graduate Student respondents (28%, *n* = 97) completed the survey. A higher percentage of Staff respondents were women (58%, *n* = 391) than were men (41%, *n* = 275). A higher percentage of Faculty respondents identified as men (67%, *n* = 141) than identified as

³²The majority of respondents identified their birth sex as male (57%, *n* = 1,390), while 42% (*n* = 1,003) of respondents identified as female and fewer than five identified as intersex. Additionally, 40% (*n* = 958) identified their gender expression as feminine, 56% (*n* = 1339) as masculine, 2% (*n* = 41) as androgynous, and 1% (*n* = 34) as “a gender expression not listed here.”

³³Self-identification as transgender/trans* 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 to reveal the presence of an identity that might otherwise have been overlooked. Because of a low number of transgender respondents, analyses were not always conducted or included in the report to maintain the respondents’ confidentiality.

women (32%, $n = 67$). A higher percentage of Academic Administrator with Faculty Rank respondents identified as men (73%, $n = 22$) than identified as women (27%, $n = 8$).



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

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

Most respondents identified as Heterosexual³⁴ (89%, $n = 2,022$), and 11% ($n = 241$) identified as LGBQ (i.e., lesbian, gay, bisexual, pansexual, queer, or questioning) (Figure 3).

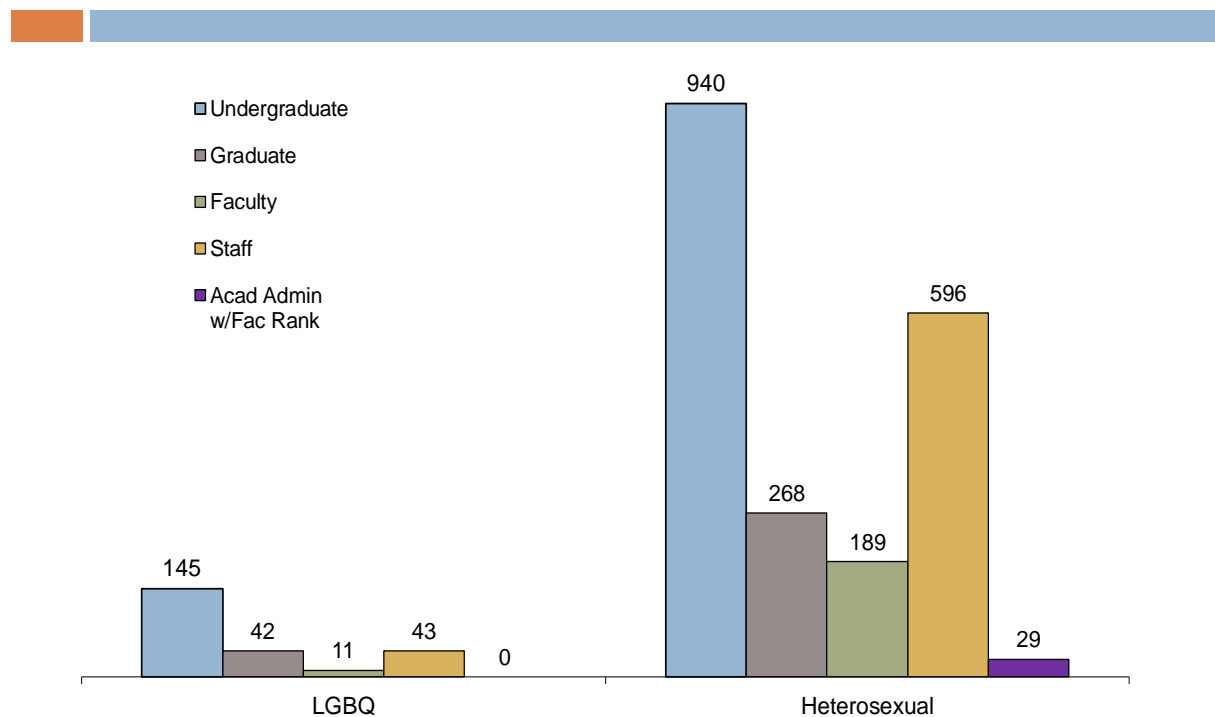
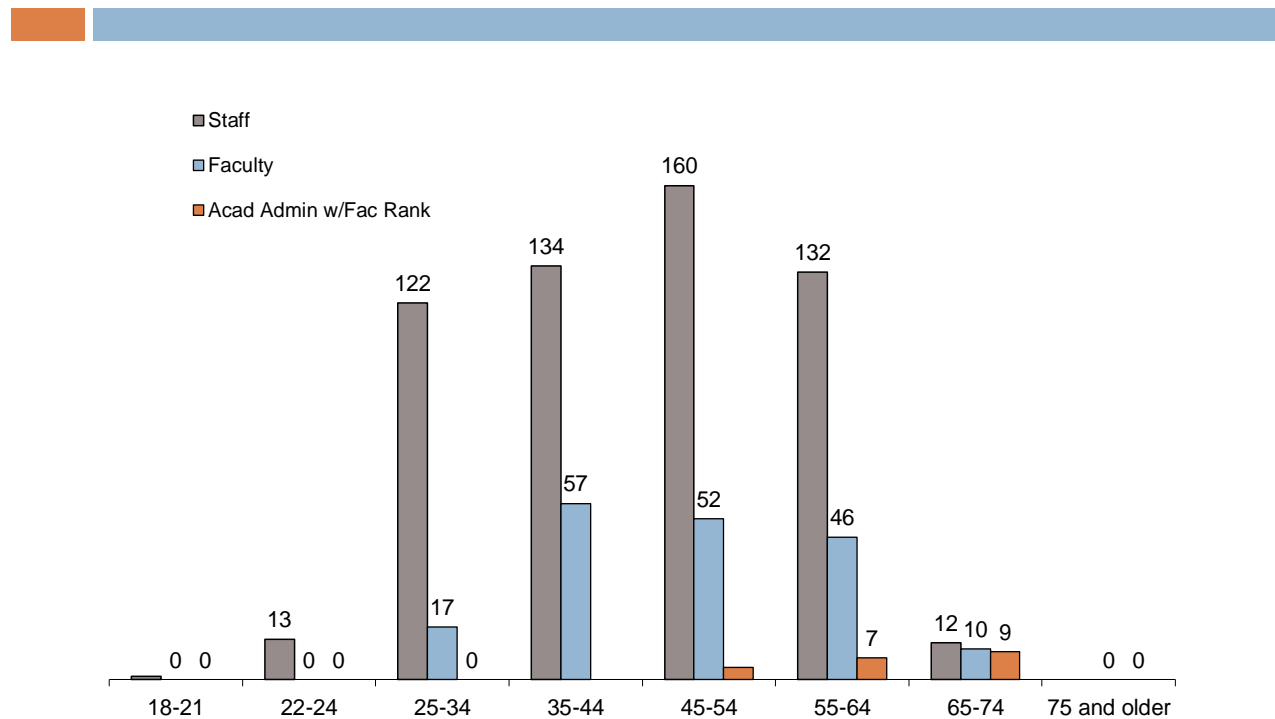


Figure 3. Respondents by Sexual Identity and Position Status (n)

³⁴Respondents 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, as well as those who wrote in “other” terms such as “demisexual,” “asexual,” “biromantic,” “grey-asexual,” and “homoromantic asexual.”

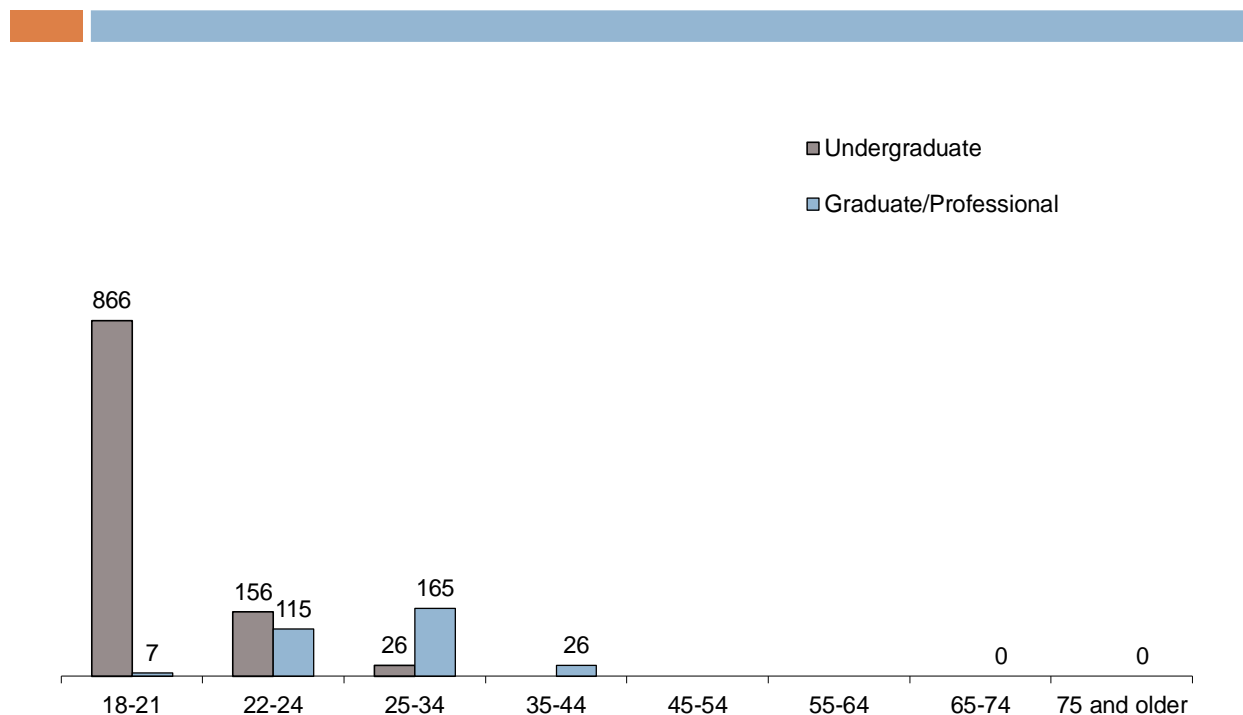
Of Staff respondents, 21% ($n = 122$) were between 25 and 34 years old, 23% ($n = 134$) were between 35 and 44 years old, 28% ($n = 160$) were between 45 and 54 years old, and 23% ($n = 132$) were between 55 and 64 years old (Figure 4). Of Faculty respondents, 31% ($n = 57$) were between 35 and 44 years old, 29% ($n = 52$) were between 45 and 54 years old, and 25% ($n = 46$) were between 55 and 64 years old. Of Academic Administrator with Faculty Rank respondents, 30% ($n = 7$) were between 55 and 64 years old and 39% ($n = 9$) between 65 and 74 years old.



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

Figure 4. Faculty, Staff, and Academic Administrator with Faculty Rank Respondents by Age and Position Status (n)

Of responding Undergraduate Students, 82% ($n = 866$) were between 18 and 21 years old, and 15% ($n = 156$) were between 22 and 24 years old (Figure 5). Of responding Graduate Students, 36% ($n = 115$) were between 22 and 24 years old, 52% ($n = 165$) were between 25 and 34 years old, and 8% ($n = 26$) were between 35 and 44 years old.



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

Figure 5. Student Respondents by Age (n)

Regarding racial identity, 84% ($n = 2,032$) of the respondents identified as White/European American (Figure 6). Eight percent ($n = 198$) of respondents identified as Asian/Asian American. Two percent each were American Indian/Native American/First Nation ($n = 41$), Black African American ($n = 44$), Hispanic/Latin@/Chican@ ($n = 52$), and Middle Eastern/South Asian ($n = 54$). Some individuals marked the response category “a racial/ethnic identity not listed here” and wrote “Human,” “I’m an American,” “Mixed,” and “Jewish.”

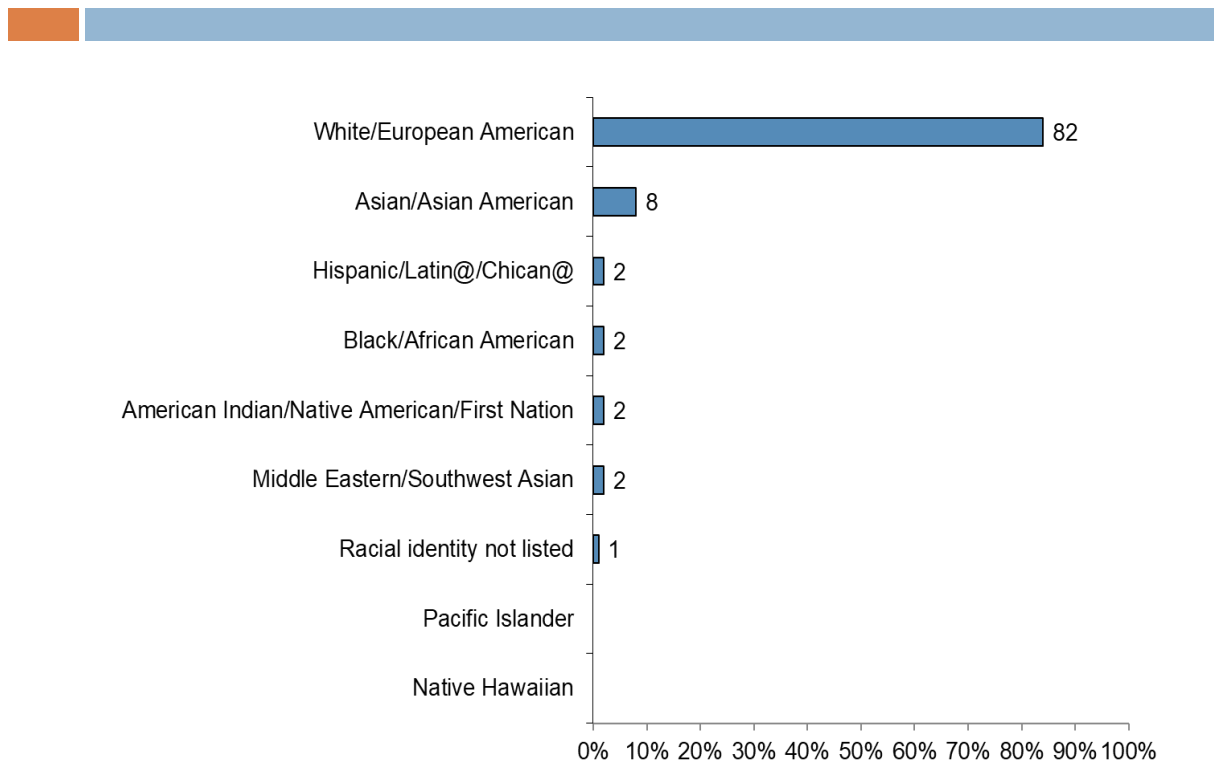


Figure 6. Respondents by Racial/Ethnic Identity (%)

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,³⁵ allowing them to identify as multiracial. For the purposes of some analyses, the Climate Survey Working Group created nine racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White (80%, $n = 1,934$) as their identity (Figure 7). Other respondents identified as Multiracial³⁶ (4%, $n = 103$), Asian/Asian American (7%, $n = 173$), and Additional People of Color³⁷ (6%, $n = 132$). A substantial percentage of respondents did not indicate their racial identity and were recoded to Other/Missing/Unknown (3%, $n = 71$).

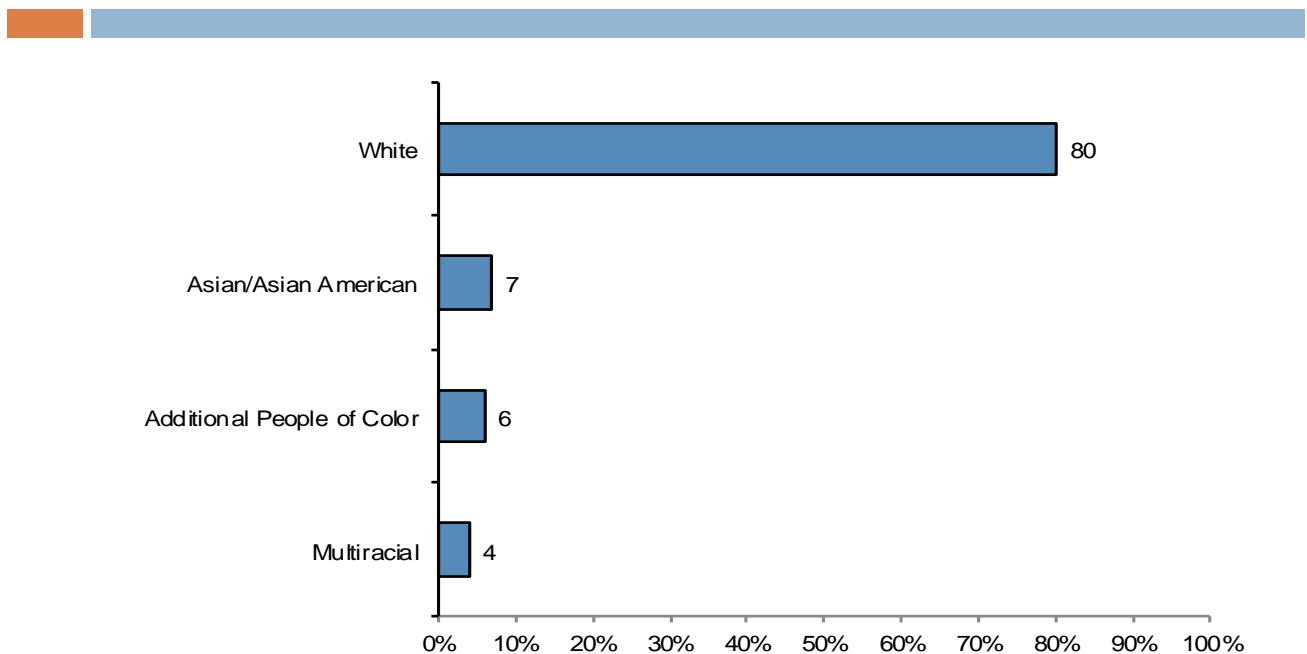


Figure 7. Respondents by Collapsed Categories of Racial Identity (%)

³⁵While recognizing the vastly different experiences of people of various racial identities (e.g., Chican@ versus African-American or Latin@ 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.

³⁶Per the Climate Survey Working Group, respondents who identified as more than one racial identity were recoded as Multiracial.

³⁷Per the Climate Survey Working Group, the Additional People of Color category included respondents who identified as Black/African American, Hispanic/Latin@/Chican@, Middle Eastern/South Asian, Native Hawaiian, Pacific Islander, American Indian/Native American/First Nation, and Alaskan Native. This group is used when American Indian/Native American/Alaskan, and Hispanic/Latin@/Chican@ are also distinguished. When comparing significant differences, all racial minorities are grouped together when low numbers of respondents existed (referred to, in this report, as Additional People of Color).

The survey question that queried respondents about their religious or spiritual affiliations provided a multitude of responses. For the purposes of this report, the responses were collapsed into four categories. Forty-eight percent ($n = 1,162$) of respondents identified as having a Christian Religious Affiliation (Figure 8). Thirty-eight percent ($n = 912$) of respondents indicated No Religious Affiliation. Seven percent ($n = 168$) identified with Additional Affiliation, and 4% ($n = 85$) of respondents chose Multiple Affiliations.

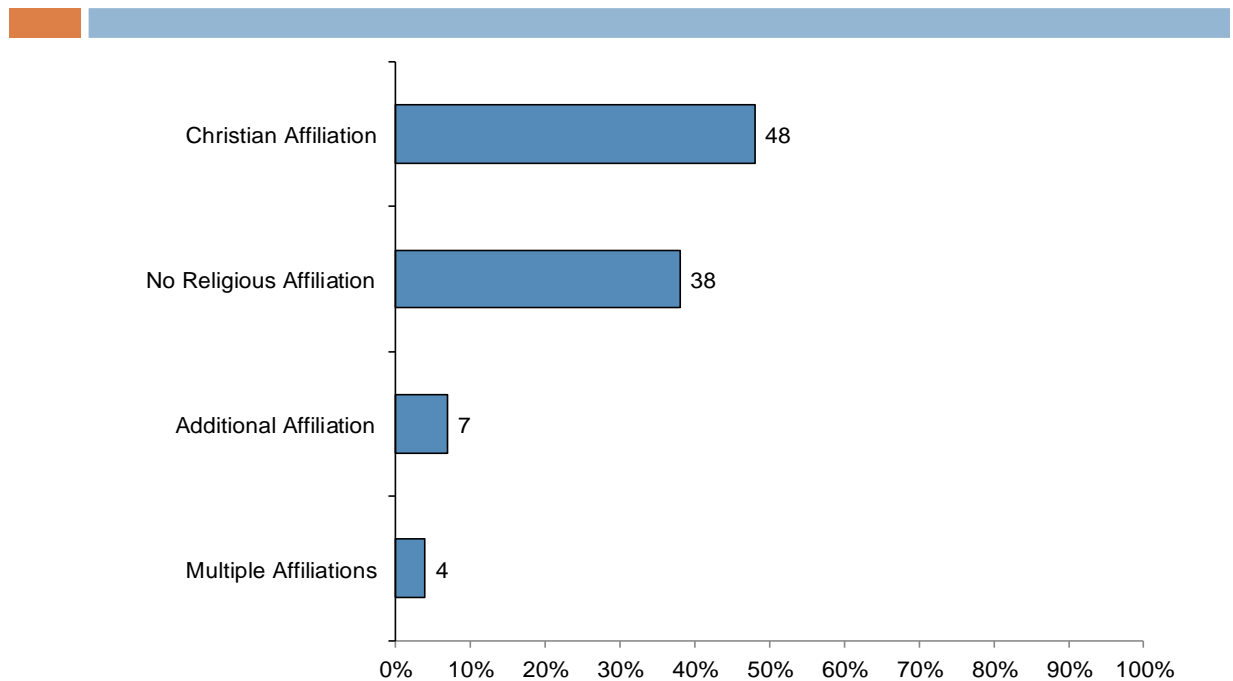
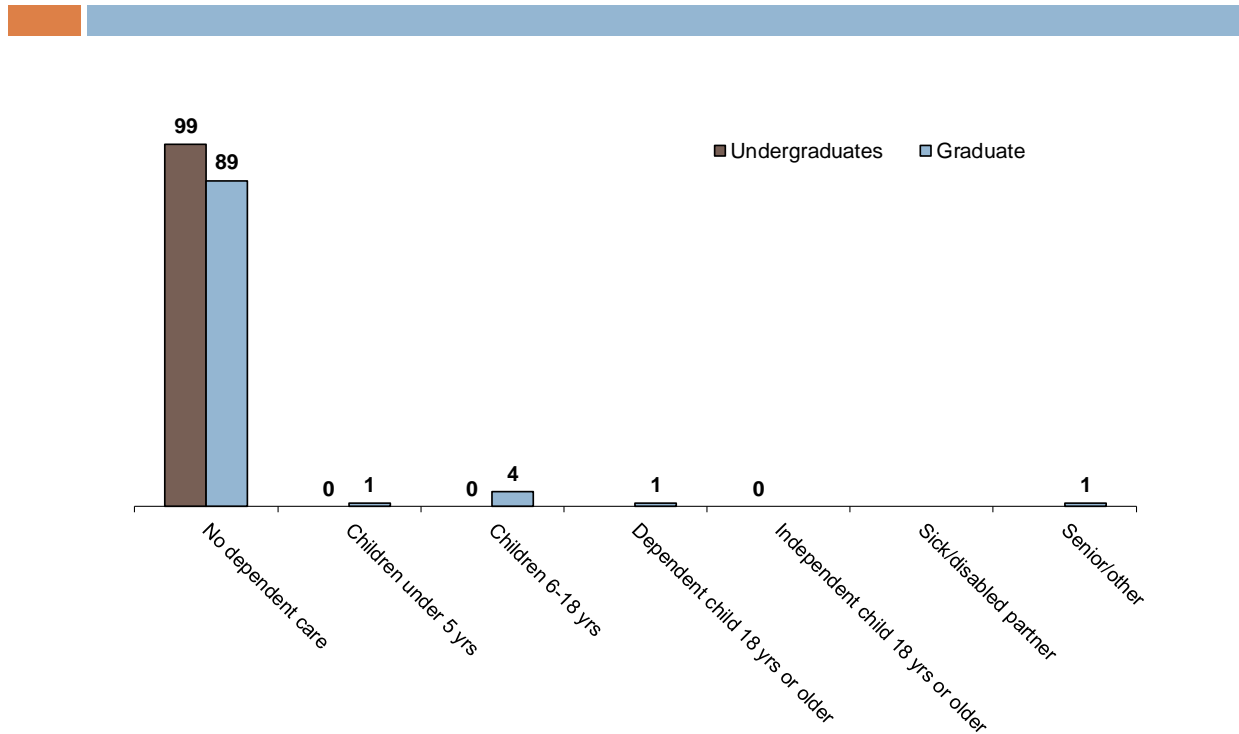


Figure 8. Respondents by Religious Affiliation (%)

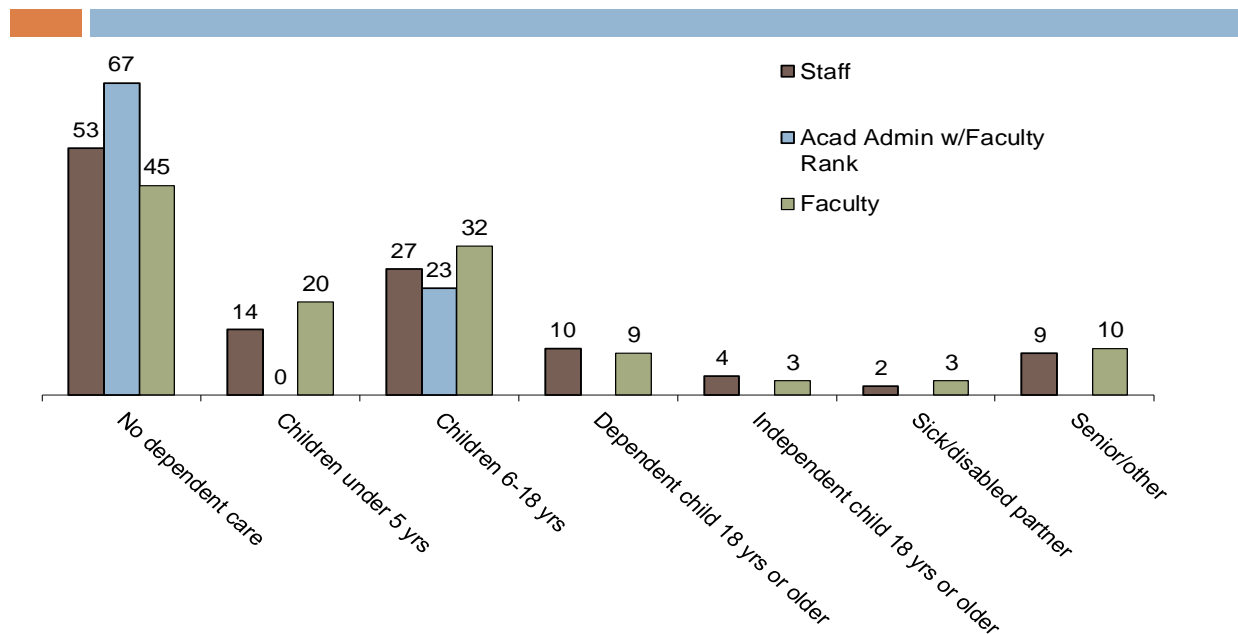
Seventy-eight percent ($n = 1,886$) of respondents had no parenting or caregiving responsibilities. Ninety-nine percent ($n = 1,112$) of Undergraduate Student respondents and 89% ($n = 303$) of Graduate Student respondents had no dependent care responsibilities (Figure 9).



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

Figure 9. Student Respondents' Dependent Care Responsibilities by Student Status (%)

Fifty-three percent ($n = 351$) of Staff respondents, 67% ($n = 20$) of Academic Administrator with Faculty Rank respondents, and 45% ($n = 98$) of Faculty respondents had no substantial parenting or caregiving responsibilities (Figure 10). Fourteen percent ($n = 95$) of Staff respondents and 20% ($n = 44$) of Faculty respondents were caring for children under the age of five years. Twenty-seven percent ($n = 181$) of Staff respondents, 23% ($n = 7$) of Academic Administrator with Faculty Rank respondents, and 32% ($n = 69$) of Faculty respondents were caring for children ages 6 to 18 years. Ten percent ($n = 68$) of Staff respondents and 9% ($n = 19$) of Faculty respondents were caring for dependent children over 18 years old. Four percent ($n = 24$) of Staff respondents and 3% ($n = 7$) of Faculty respondents had independent children over the age of 18 years. Two percent ($n = 15$) of Staff respondents and 3% ($n = 7$) of Faculty respondents were caring for sick and disabled partners. Nine percent ($n = 63$) of Staff respondents and 10% ($n = 22$) of Faculty respondents were caring for senior or other family members.



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

Figure 10. Employee Respondents' Caregiving Responsibilities by Position Status (%)

Eleven percent ($n = 276$) of respondents had conditions that substantially influenced learning, working, or living activities. Forty-eight percent ($n = 133$) of respondents who indicated that they had a disability had mental health/psychological conditions, 28% ($n = 78$) had learning difference/language processing disorders, and 24% ($n = 65$) had chronic health diagnoses or medical conditions (Table 8). Subsequent analyses indicated that 7% ($n = 167$) of respondents had a single condition that substantially influenced learning, working, or living activities and 4% ($n = 98$) had multiple conditions that substantially influenced learning, working, or living activities.

Table 8. Respondents' Conditions That Affect Learning, Working, Living Activities

Conditions	<i>n</i>	%
Mental health/psychological condition (e.g., anxiety, depression, bipolar, schizophrenia)	133	48.2
Learning difference/language processing disorder (e.g., attention deficit/hyperactivity disorder, cognitive/language-based, dyslexia, dysgraphia)	78	28.3
Chronic medical condition (e.g., asthma, diabetes, cancer, Crohn's disease, IBS)	65	23.6
Autoimmune disorder (e.g., arthritis, fibromyalgia, lupus, MS)	24	8.7
Hard of hearing or deaf	20	7.2
Neurodiversity (e.g., autism spectrum, Asperger's)	18	6.5
Physical/mobility condition that affects walking	18	6.5
Physical/mobility condition that does not affect walking	15	5.4
Acquired/traumatic brain injury	13	4.7
Low vision or blind	11	4.0
Speech/communication condition	5	1.8
A disability/condition not listed here	21	7.6

Note: Table includes answers from only those respondents who indicated that they had a condition/disability in Question 63 ($n = 276$). Percentages may not sum to 100% as a result of multiple response choices.

Table 9 depicts how respondents answered the survey item, “What is your citizenship status in the U.S.? Mark all that apply.” For the purposes of analyses, the Climate Survey Working Group created two citizenship categories:³⁸ 85% ($n = 2,046$) of respondents were U.S. Citizens and 14% ($n = 346$) were Non-U.S. Citizens.

Table 9. Respondents’ Citizenship Status (Duplicated Totals)

Citizenship	<i>n</i>	%
A visa holder (such as F-1, J-1, H1-B, and U)	232	9.6
Currently under a withholding of removal status	0	0.0
DACA (Deferred Action for Childhood Arrival)	0	0.0
DAPA (Deferred Action for Parental Accountability)	0	0.0
Other legally documented status	0	0.0
Permanent resident	55	2.3
Refugee status	0	0.0
Undocumented resident	0	0.0
U.S. citizen, birth	2,046	84.8
U.S. citizen, naturalized	59	2.4
Missing	21	0.9

Ninety percent ($n = 2,163$) of respondents indicated that English was their primary language and 9% ($n = 204$) of respondents indicated that English was not their primary language. Some of the languages other than English that respondents identified as their primary languages were Arabic, Bangladeshi, Bengali, Chinese, Dutch, Estonian, Farsi, French, Gujarati, Hindi, Igala, Italian, Korean, Malayalam, Mandarin, Marathi, Nepali, Norwegian, Oriya, Persian, Polish, Portuguese, Punjabi, Russian, Spanish, Tamizh, Telegu, Thai, Turkish, Urdu, and Yoruba.

Additional analyses revealed that 94% ($n = 2,271$) of respondents had never served in the military. Less than 1% ($n = 7$) of respondents were on active duty (including Reserves/National Guard), and 3% ($n = 66$) of respondents formerly were active military. Two percent ($n = 54$) of respondents were in ROTC.

³⁸For the purposes of analyses, the collapsed categories for citizenship are U.S. Citizen and Non-U.S. Citizen (includes naturalized U.S. citizens, permanent residents; F-1, J-1, H1-B, A, L, G, E, and TN visa holders; DACA, DAPA, refugee status, other legally documented status, currently under a withholding of removal status, and undocumented residents).

Twenty-four percent ($n = 159$) of Staff respondents indicated that the highest level of education they had completed was a master's degree, 24% ($n = 165$) had a bachelor's degree, 15% ($n = 101$) had finished some college, 10% ($n = 70$) had finished an Associate's degree, and 8% ($n = 56$) had finished some graduate work.

Table 10 illustrates the level of education completed by Student respondents' parents or legal guardians. Subsequent analyses indicated that 27% ($n = 394$) of Student respondents were First-Generation Students.³⁹

Table 10. 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	15	1.0	20	1.4
Some high school	34	2.3	36	2.5
Completed high school/GED	173	11.8	186	12.7
Some college	167	11.3	176	5.1
Business/technical certificate/degree	41	2.8	75	5.1
Associate's degree	110	7.5	114	7.8
Bachelor's degree	490	33.1	496	33.8
Some graduate work	32	2.2	24	1.6
Master's degree (MA, MS, MBA)	288	19.6	240	16.4
Specialist degree (EdS)	< 5	---	< 5	---
Doctoral degree (PhD, EdD)	66	4.5	40	2.7
Professional degree (MD, JD)	41	2.8	21	1.4
Unknown	< 5	---	12	0.8
Not applicable	8	0.5	24	1.6
Missing	8	0.5	14	0.9

Note: Table reports responses only from Student respondents ($n = 1,472$).

As indicated in Table 11, 27% ($n = 306$) of Undergraduate Student respondents were first-year students, 23% ($n = 259$) were second-year students, 22% ($n = 243$) were third-year students, 18% ($n = 207$) were fourth-year students, and 9% ($n = 100$) were fifth-year students. One percent ($n = 16$) of Student respondents were in their sixth year or more of their college career.

³⁹With the Climate Survey Working Group's approval, "First-Generation Students" were identified as those with both parents/guardians having completed no high school, some high school, high school/GED, or some college.

Table 11. Undergraduate Student Respondents' Year in College Career

Year in college career	<i>n</i>	%
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: Table reports responses only from Undergraduate Student respondents ($n = 1,132$).

Table 12 reveals that 24% ($n = 272$) of Undergraduate Student respondents were majoring in Mechanical Engineering, 9% ($n = 105$) were majoring in Chemical Engineering, 7% ($n = 80$) were majoring in Electrical Engineering, and 6% each were majoring in Biomedical Engineering ($n = 66$), Civil Engineering ($n = 65$), and Computer Science ($n = 63$).

Table 12. Undergraduate Student Respondents' Current or Intended Majors

Major	<i>n</i>	%
Accounting	10	0.9
Applied Ecology and Environmental Sciences	10	0.9
Biochemistry and Molecular Biology	12	1.1
Biological Sciences	24	2.1
Biomedical Engineering	66	5.8
Chemical Engineering	105	9.3
Chemistry	11	1.0
Civil Engineering	65	5.7
Computer Engineering	58	5.1
Computer Network and System Administration	23	2.0
Computer Science	63	5.6
Construction Management	5	0.4
Electrical Engineering	80	7.1
Electrical Engineering Technology	6	0.5
Engineering	9	0.8
Engineering Management	11	1.0
Environmental Engineering	40	3.5
Exercise Science	5	0.4
Finance	8	0.7

Table 12. Undergraduate Student Respondents' Current or Intended Majors

Major	<i>n</i>	%
Forestry	18	1.6
General Engineering	16	1.4
Geological Engineering	19	1.7
Management	12	1.1
Management Information Systems	5	0.4
Marketing	5	0.4
Materials Science and Engineering	35	3.1
Mathematics	23	2.0
Mechanical Engineering	272	24.0
Mechanical Engineering Technology	29	2.6
Medical Laboratory Science	14	1.2
Physics	9	0.8
Psychology	13	1.1
Scientific and Technical Communication	11	1.0
Social Sciences	9	0.8
Software Engineering	16	1.4
Sports and Fitness Management	6	0.5
Theatre and Entertainment Technology	6	0.5
Wildlife Ecology and Management	19	1.7
Undecided	7	0.6

Note: Table reports responses only from Undergraduate Student respondents ($n = 1,132$). Percentages may not sum to 100% because of multiple response choices. For a complete list of undergraduate majors, please see Table B19 in Appendix B.

Among Master's Student respondents, 17% ($n = 58$) were in Mechanical Engineering, 9% ($n = 32$) were in Electrical Engineering, and 6% ($n = 20$) were in the Hybrid Electric Drive Vehicle Engineering certificate program (Table 13). Among Doctoral Student respondents, 3% ($n = 10$) each were in Civil Engineering and Forest Science.

Table 13. Graduate Student Respondents' Academic Programs

Academic program	<i>n</i>	%
Masters		
Applied Ecology	6	1.7
Biological Sciences	8	2.3
Biomedical Engineering	6	1.7

Table 13. Graduate Student Respondents' Academic Programs

Academic program	<i>n</i>	%
Chemical Engineering	5	1.4
Civil Engineering	9	2.6
Computer Engineering	6	1.7
Data Science	7	2.0
Electrical Engineering	32	9.2
Environmental Engineering	7	2.0
Forestry	6	1.7
Forestry (MF)	6	1.7
Geophysics	6	1.7
Materials Science and Engineering	6	1.7
Mathematical Sciences	6	1.7
Mechanical Engineering	58	16.7
Rhetoric, Theory and Culture	7	2.0
Graduate Certificates		
Advanced Electric Power Engineering	14	4.0
Automotive Systems and Controls	5	1.4
Hybrid Electric Drive Vehicle Engineering	20	5.7
Doctoral		
Atmospheric Sciences	5	1.4
Biological Sciences	6	1.7
Chemical Engineering	8	2.3
Chemistry	5	1.4
Civil Engineering	10	2.9
Computer Science	8	2.3
Electrical Engineering	9	2.6
Environmental & Energy Policy	5	1.4
Forest Science	10	2.9
Materials Science and Engineering	10	2.9
Mathematical Sciences	8	2.3
Mechanical Engineering – Engineering Mechanics	24	6.9
Physics	6	1.7
Rhetoric, Theory and Culture	13	1.7

Note: Table reports responses only from Graduate/Professional Student respondents ($n = 348$). Percentages may not sum to 100% because of multiple response choices. For a complete list of graduate academic programs, please see Table B20 in Appendix B.

Thirty-two percent ($n = 364$) of Undergraduate Student respondents and 55% ($n = 192$) of Graduate Student respondents were employed on campus, 15% ($n = 164$) of Undergraduate Student respondents and 8% ($n = 27$) of Graduate Student respondents were employed off campus, while 3% ($n = 28$) of Undergraduate Student respondents and 3% ($n = 9$) of Graduate Student respondents were currently on co-op (Table 14). Of Undergraduate Student respondents who were employed on campus, 20% ($n = 223$) worked between one and 10 hours per week. Of Graduate Student respondents who were employed on campus, 10% ($n = 36$) worked between one and 10 hours per week. Of Undergraduate Student respondents who were employed off campus, 5% ($n = 56$) worked between one and 10 hours per week. Of Graduate Student respondents who were employed off campus, 2% ($n = 6$) worked more than 40 hours per week.

Table 14. Student Employment

Employed	Undergraduate Student respondents		Graduate/Professional Student respondents	
	<i>n</i>	%	<i>n</i>	%
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

Note: Table reports responses only from Student respondents ($n = 1,480$).

Forty-five percent ($n = 671$) of Student respondents experienced financial hardship while attending Michigan Technological University, including 46% ($n = 516$) of Undergraduate Student respondents and 45% ($n = 155$) of Graduate/Professional Student respondents. Of these Student respondents, 32% ($n = 474$) had difficulty affording tuition, 25% ($n = 366$) had difficulty purchasing books/course materials, 22% ($n = 324$) had difficulty affording housing, 18% ($n =$

264) had difficulty participating in social events, and 16% ($n = 243$) had difficulty affording food (Table 15). “Other” responses included “medical,” “inability to get on campus job,” “required laptop for engineering,” and “difficulty getting Michigan Technological University to properly bill.”

Table 15. Student Respondents Experienced Financial Hardship

Financial hardship	<i>n</i>	%
Difficulty affording tuition	474	32.0
Difficulty affording books/course materials	366	24.7
Difficulty affording housing	324	21.9
Difficulty affording social or recreational events/activities	264	17.8
Difficulty affording food	243	16.4
Difficulty affording travel to and from Michigan Tech (e.g., returning home from break)	204	13.8
Difficulty affording campus parking	182	12.3
Difficulty affording other campus fees	159	10.7
Difficulty affording co-curricular events and activities	156	10.5
Difficulty affording health care	155	10.5
Difficulty affording alternative spring breaks	141	9.5
Difficulty affording clothing (e.g., winter clothing, professional clothing)	131	8.9
Difficulty affording unpaid internships/co-ops/research opportunities	94	6.4
Difficulty affording daily commuting to campus	89	6.0
Difficulty affording study abroad	74	5.0
Difficulty affording child care	18	1.2
A financial hardship not listed above	32	2.2

Note: Table includes responses only from those Students who indicated that they experienced financial hardship in Question 72 ($n = 671$). Percentages may not sum to 100% as a result of multiple response choices.

Forty-eight percent ($n = 703$) of Student respondents depended on family contributions to pay for their education at Michigan Technological University (Table 16). Fifty-five percent ($n = 625$) of Undergraduate Student respondents and 22% ($n = 78$) of Graduate Student respondents relied on family contributions to pay for their education. Subsequent analyses indicated that 18% ($n = 61$)

of Low-Income Student respondents,⁴⁰ 57% ($n = 618$) of Not-Low-Income Student respondents, 32% ($n = 125$) of First-Generation Student respondents, and 54% ($n = 577$) of Not-First-Generation Student respondents depended on family contributions.

Forty percent ($n = 594$) of Student respondents relied on non-need-based scholarships to pay for their education. When analyzed by income status, the data revealed that 47% ($n = 508$) of Not-Low-Income Student respondents and 22% ($n = 73$) of Low-Income Student respondents relied on non-need-based scholarships to help pay for college. Similarly, 42% ($n = 488$) of Not-First-Generation Student respondents and 37% ($n = 145$) of First-Generation Student respondents depended on non-need-based scholarships.

Fifty-two percent ($n = 766$) of Student respondents used loans to pay for college. When analyzed by income status, the data revealed that 45% ($n = 153$) of Low-Income Student respondents and 55% ($n = 593$) of Not-Low-Income Student respondents relied on loans to help pay for college. Analyzed by first-generation status, 58% ($n = 228$) of First-Generation Student respondents and 50% ($n = 535$) of Not-First-Generation Student respondents depended on loans.

Table 16. How Student Respondents Were Paying for College

Source of funding	<i>n</i>	%
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
Graduate/research/teaching assistantship	179	12.1
Credit card	77	5.2
A method of payment not listed here	68	4.6
GI Bill	22	1.5
Resident assistant	20	1.4

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 ($n = 1,480$). Percentages may not sum to 100% as a result of multiple response choices.

⁴⁰The Climate Survey Working Group defined Low-Income Student respondents as those students whose families earn less than \$29,999 annually.

Sixty-five percent ($n = 916$) of Student respondents received support for living/educational expenses from their family/guardian (i.e., they were financially dependent) and 35% ($n = 486$) of Student respondents received no support for living/educational expenses from their family/guardian (i.e., they were financially independent). Subsequent analyses indicated that 63% ($n = 206$) of Low-Income Student respondents, 26% ($n = 267$) of Not-Low-Income Student respondents, 50% ($n = 186$) of First-Generation Student respondents, and 29% ($n = 294$) of Not-First-Generation Student respondents were financially independent.

Twenty-four percent ($n = 325$) of Student respondents indicated that they or their families had an annual income of less than \$30,000. Twelve percent ($n = 164$) of Student respondents indicated an annual income between \$30,000 and \$49,999; 15% ($n = 207$) between \$50,000 and \$69,999; 17% ($n = 231$) between \$70,000 and \$99,999; 20% ($n = 263$) between \$100,000 and \$149,999; 5% ($n = 73$) between \$150,000 and \$199,999; 3% ($n = 43$) between \$200,000 and \$249,999; 3% ($n = 34$) between \$250,000 and \$499,999; and 1% ($n = 11$) indicated an annual income of \$500,000 or more. These figures are displayed by student status in Figure 11. Information is provided for those Undergraduate and Graduate Student respondents who indicated on the survey that they were financially independent (i.e., students were the sole providers of their living and educational expenses) and those Student respondents who were financially dependent on others.

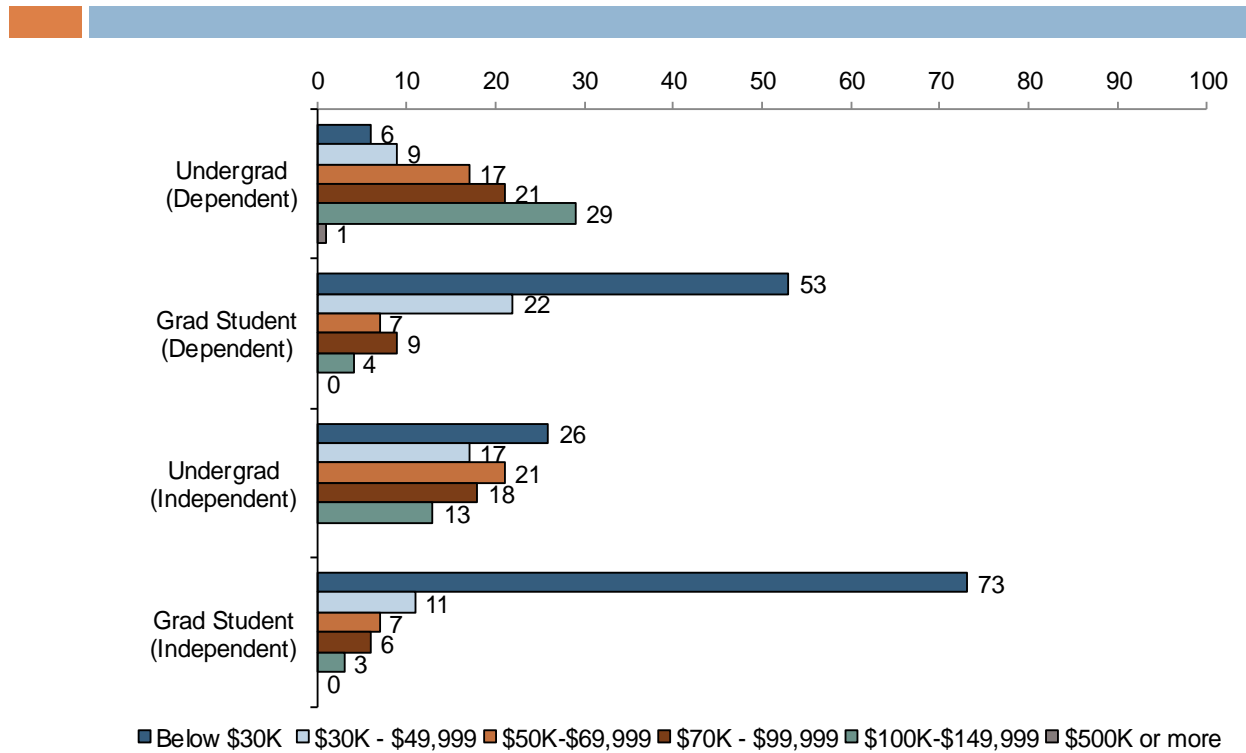


Figure 11. Student Respondents' Income by Dependency Status (Dependent, Independent) and Student Status (%)

Of the Undergraduate Students completing the survey, 48% ($n = 539$) lived in campus housing, 52% ($n = 583$) lived in non-campus housing, and fewer than five identified as transient (Table 17).

Table 17. Undergraduate Student Respondents' Residence

Residence	<i>n</i>	%
Campus housing	539	47.6
Douglass Houghton Hall	66	5.8
McNair Hall	151	13.3
Wadsworth Hall	195	17.2
Hillside Place	27	2.4
Daniell Heights	8	0.7

Table 17. Undergraduate Student Respondents' Residence

Residence	<i>n</i>	%
Non-campus housing		
College-operated housing (e.g., East Street, Magnuson Hotel)	6	0.5
Independently in an apartment/house in Houghton/Hancock	424	37.5
Independently in an apartment/house not in Houghton/Hancock	50	4.4
Living with family member/guardian	41	3.6
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	< 5	---
Missing	10	0.9

Note: Table reports responses only from Undergraduate Student respondents ($n = 1,132$)

Twenty-four percent ($n = 364$) of Student respondents participated in recreational or athletics organizations, and 20% ($n = 364$) participated in Social (e.g., Mitch's Misfits, Fishing, Gaming) organizations at Michigan Technological University (Table 18). Eighteen percent each were involved with academic and academic honorary organizations ($n = 272$) and professional or pre-professional (e.g., NSBE, SWE, ASME) organizations ($n = 263$).

Table 18. Student Respondents' Participation in Clubs/Organizations at Michigan Technological University

Club/organization	<i>n</i>	%
I do not participate in any clubs or organizations at Michigan Tech.	307	20.7
Social (e.g., Mitch's Misfits, Fishing, Gaming)	299	20.2
Club sport	279	18.9
Academic and academic honorary organizations (e.g., Economics Club, Blue Key National Honor Society)	272	18.4
Professional or pre-professional organization (e.g., NSBE, SWE, ASME)	263	17.8
A student organization not listed above	205	13.9
Faith or spirituality-based organization	179	12.1
Housing and Residential Life (e.g., McNair Hall Association, Inter-Residence Housing Council)	158	10.7
Arts (e.g., Swing Club, Photography Club)	133	9.0
Greek letter organization	127	8.6
Cultural-specific organization (e.g., Indian Students Association, NOSOTROS)	108	7.3

Table 18. Student Respondents' Participation in Clubs/Organizations at Michigan Technological University

Club/organization	<i>n</i>	%
Service or philanthropic organization (e.g., MedLife, Rotaract Club of Houghton-Hancock)	91	6.1
Intercollegiate athletic team	85	5.7
Governance organization	66	4.5
Programming (e.g., Film Board, MUB Board)	55	3.7
Awareness (e.g., Habitat for Humanity, Spectrum Connection)	47	3.2
Political or issue-oriented organization	42	2.8
Publication/media organization (e.g., Michigan Tech Lode, Houghton Area Writer's Club)	42	2.8

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 ($n = 1,480$). Percentages may not sum to 100% as a result of multiple response choices.

Table 19 indicates that most Student respondents earned passing grades. Twenty-four percent ($n = 267$) of Undergraduate Student respondents and 61% ($n = 210$) Graduate Student respondents earned above a 3.5 grade point average (G.P.A.).

Table 19. Student Respondents' Cumulative G.P.A. at the End of Last Semester

G.P.A.	Undergraduate Student respondents		Graduate/Professional Student respondents	
	<i>n</i>	%	<i>n</i>	%
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

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 ($n = 1,480$).

Campus Climate Assessment Findings⁴¹

The following section reviews the major findings of this study.⁴² The review explores the climate at Michigan Technological University 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 and status of the respondents.

Comfort With the Climate at Michigan Technological University

The survey posed questions regarding respondents' levels of comfort with Michigan Technological University's campus climate. Table 20 illustrates that 83% ($n = 1,998$) of the survey respondents were "very comfortable" or "comfortable" with the climate at Michigan Technological University. Seventy-six percent ($n = 686$) of Faculty and Staff respondents were "very comfortable" or "comfortable" with the climate in their departments/school or work units. Eighty-four percent ($n = 1,429$) of Student respondents and Faculty respondents were "very comfortable" or "comfortable" with the climate in their classes.

Table 20. Respondents' Comfort With the Climate at Michigan Technological University

Level of comfort	Comfort with overall climate		Comfort with climate in department/school or work units*		Comfort with climate in class**	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very comfortable	779	32.3	329	36.6	602	35.6
Comfortable	1,219	50.5	357	39.7	827	48.8
Neither comfortable nor uncomfortable	272	11.3	101	11.2	205	12.1
Uncomfortable	116	4.8	85	9.5	50	3.0
Very uncomfortable	26	1.1	27	3.0	9	0.5

*Responses only from Faculty and Staff respondents ($n = 899$).

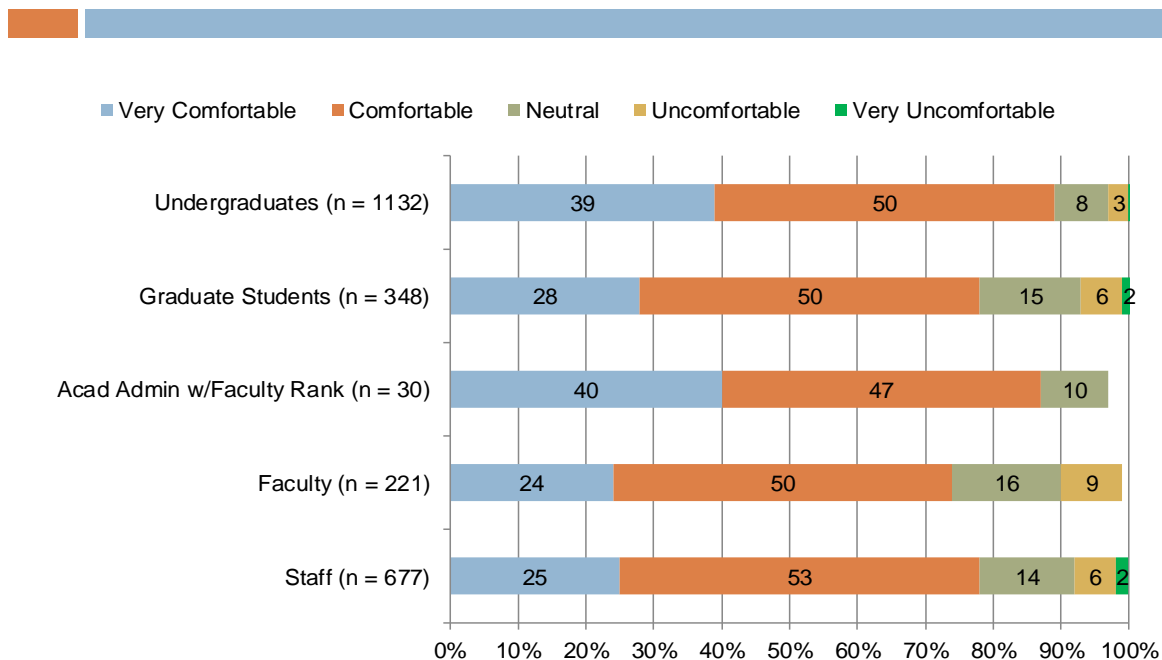
**Responses only from Faculty and Student respondents ($n = 1,701$).

⁴¹Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

⁴²The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

Several analyses were conducted to determine whether respondents' levels of comfort with the overall climate, the climate in their workplaces, or the climate in their classes differed based on various demographic characteristics.⁴³

Figure 12 illustrates that statistically significant differences existed by position status for respondents regarding their comfort with the overall campus climate. In particular, lower percentages of Staff respondents (25%, $n = 171$), Faculty respondents (24%, $n = 54$) and Graduate Student respondents (28%, $n = 96$) than Undergraduate Student respondents (39%, $n = 443$) felt "very comfortable" with the overall climate at Michigan Technological University.ⁱ

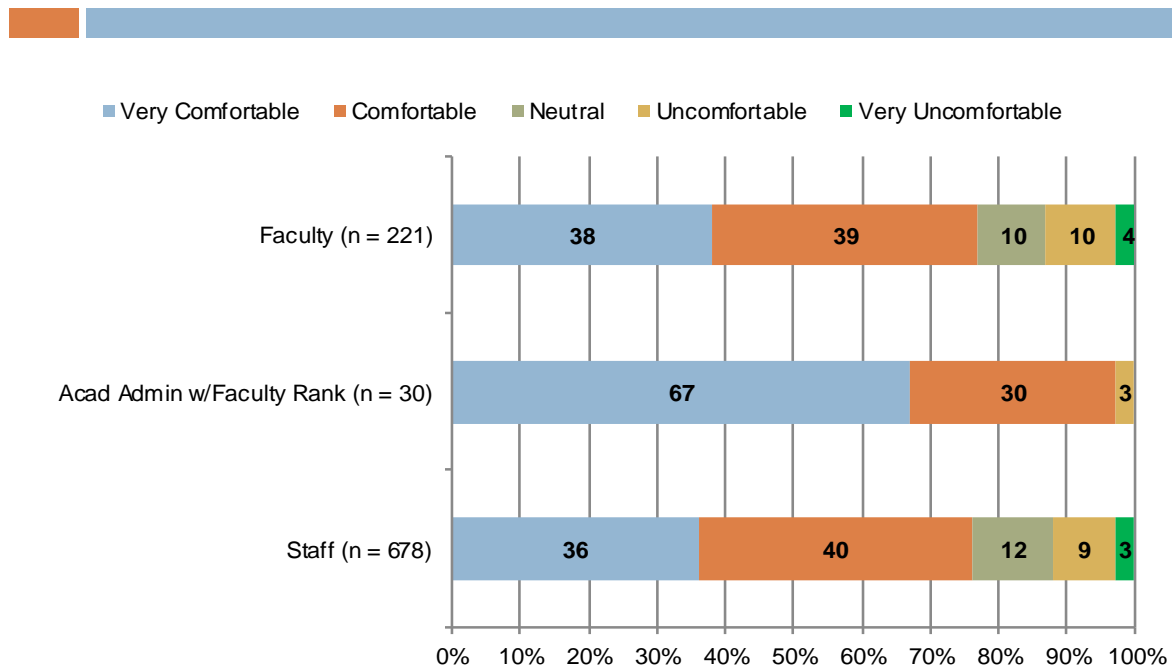


Note: Responses with $n < 5$ are not presented in the figure.

Figure 12. Respondents' Comfort With Overall Climate by Position Status (%)

⁴³Figures include percentages rounded to the nearest whole number. As a result, the percentages in figures may appear to total to more or less than 100%.

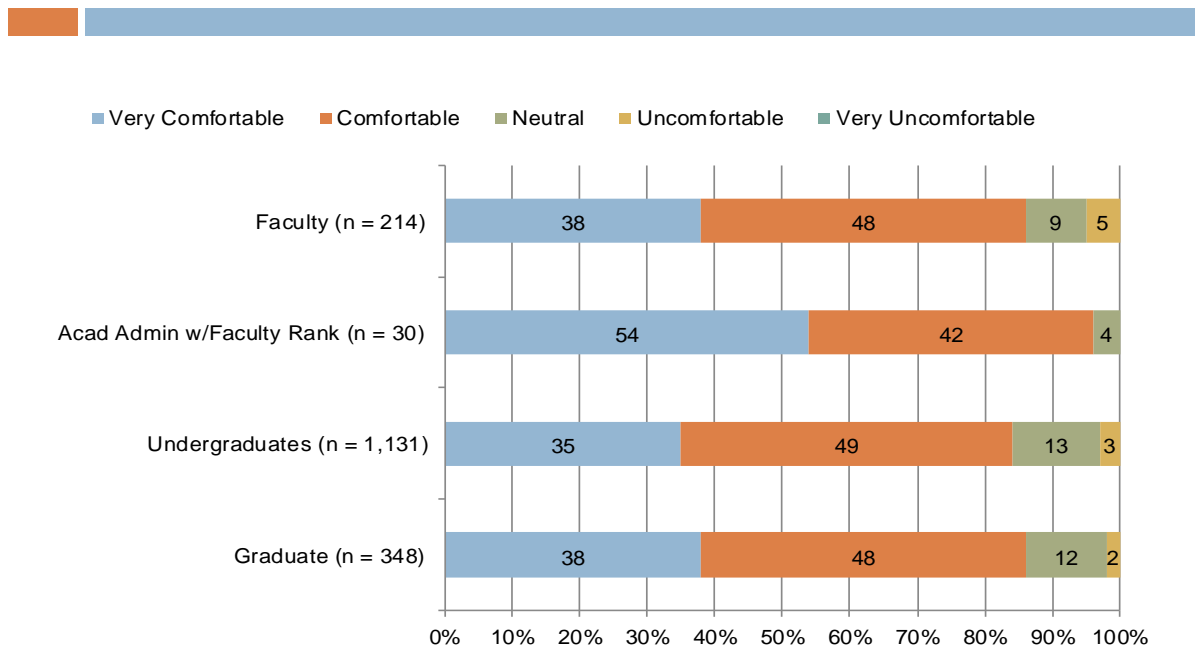
Figure 13 illustrates the difference in percentages of Faculty respondents (4%, $n = 8$), Academic Administrator with Faculty Rank respondents (0%, $n = 0$), and Staff respondents (3%, $n = 19$) who were “very uncomfortable” with the climate in their department/school or work unit at Michigan Technological University. Subsequent analysis revealed that a lower percentage of Non-Union Staff respondents (2%, $n = 8$) compared with Union Staff respondents (6%, $n = 11$) were “very uncomfortable” with the climate in their department/school or work unit.ⁱⁱ



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

Figure 13. Faculty, Academic Administrator with Faculty Rank, and Staff Respondents’ Comfort With Climate in Department/Program or Work Unit by Position Status (%)

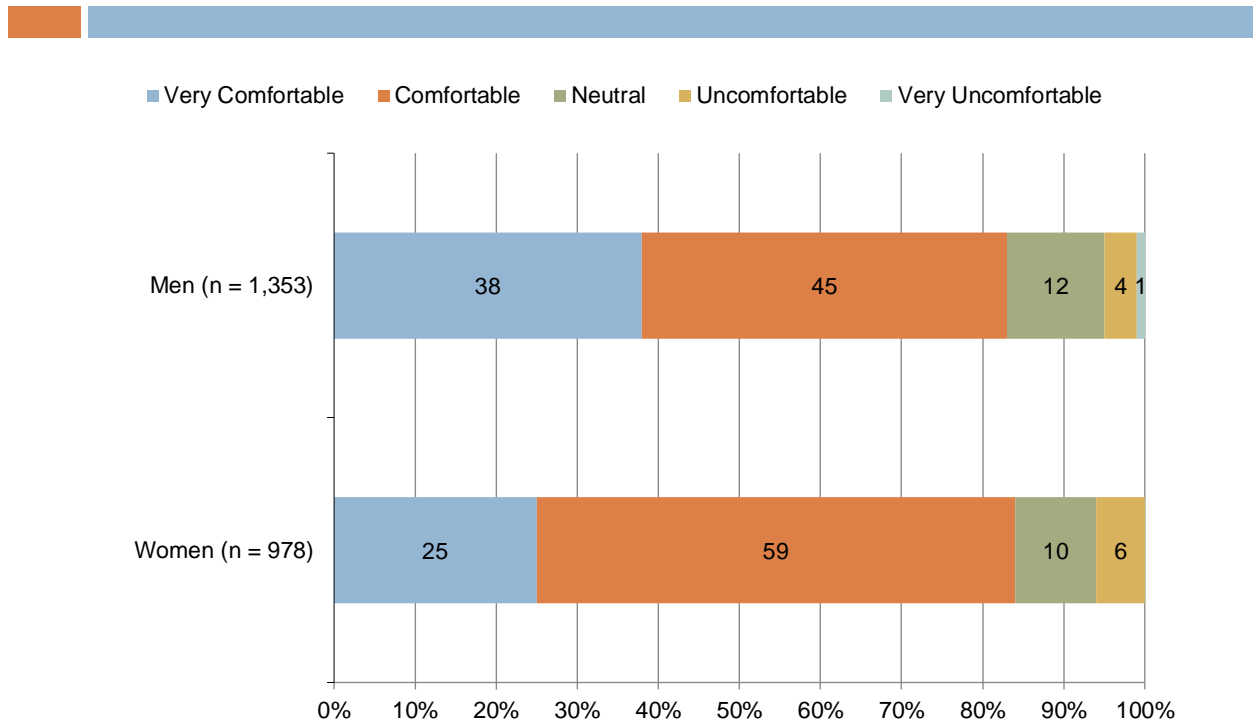
Figure 14 illustrates the difference in percentages of Faculty respondents (38%, $n = 81$), Administrator with Faculty Rank respondents (54%, $n = 14$), Undergraduate Student respondents (35%, $n = 391$), and Graduate Student respondents (38%, $n = 130$) who were “very comfortable” with the climate in their classes at Michigan Technological University. No significant differences emerged among Faculty, Academic Administrator with Faculty Rank respondents, and Student respondents regarding their comfort levels with the climate in their classes.



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

Figure 14. Faculty, Academic Administrator with Faculty Rank, Undergraduate, and Graduate Student Respondents’ Comfort With Climate in Classes by Position Status (%)

By gender identity,⁴⁴ 25% ($n = 248$) of Women respondents compared with 38% ($n = 511$) of Men respondents felt “very comfortable” with the overall climate at Michigan Technological University (Figure 15). A higher percentage of Women respondents (59%, $n = 572$) compared with Men respondents (45%, $n = 610$) were “comfortable” with the overall climate at Michigan Technological University.ⁱⁱⁱ

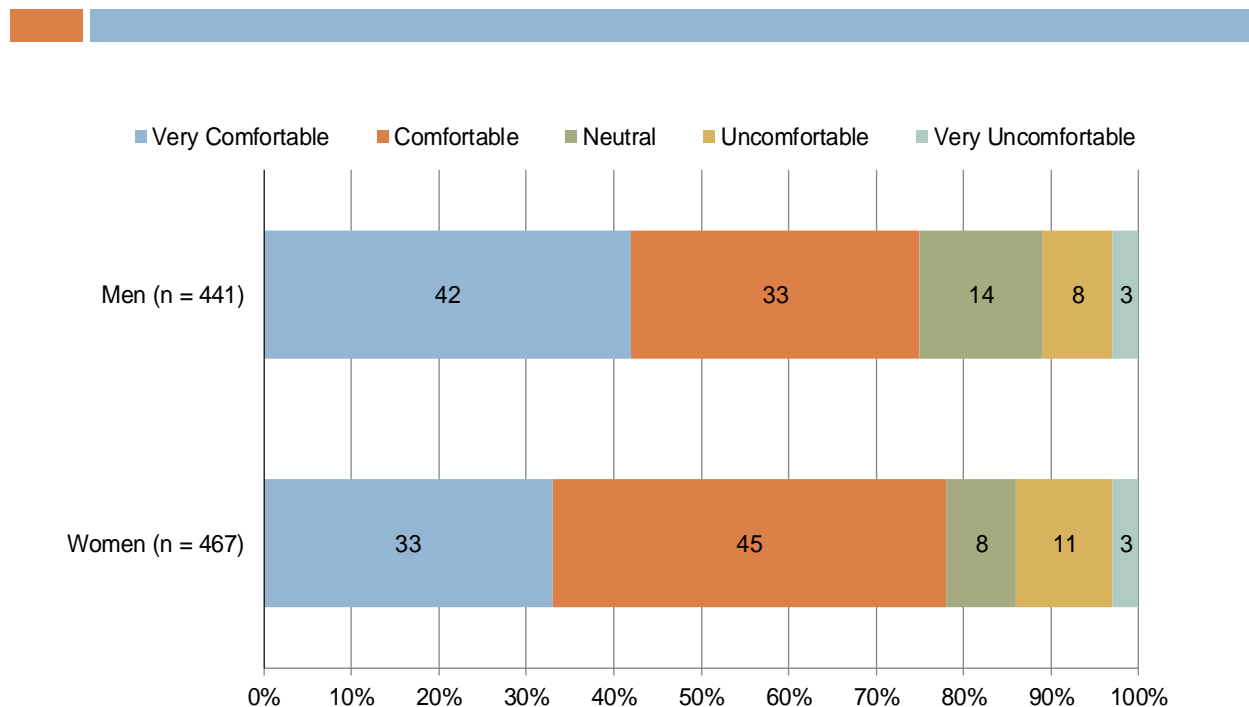


Note: Responses with $n < 5$ are not presented in the figure.

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

⁴⁴Per the Climate Survey Working Group, gender identity was recoded into the categories Men ($n = 1,353$), Women ($n = 978$), and Transspectrum ($n = 30$), where Transspectrum respondents included those individuals who marked “transgender,” “trans,” or “genderqueer” only for the question, “What is your gender/gender identity (mark all that apply)?” Transspectrum respondents were not included to maintain the confidentiality of their responses.

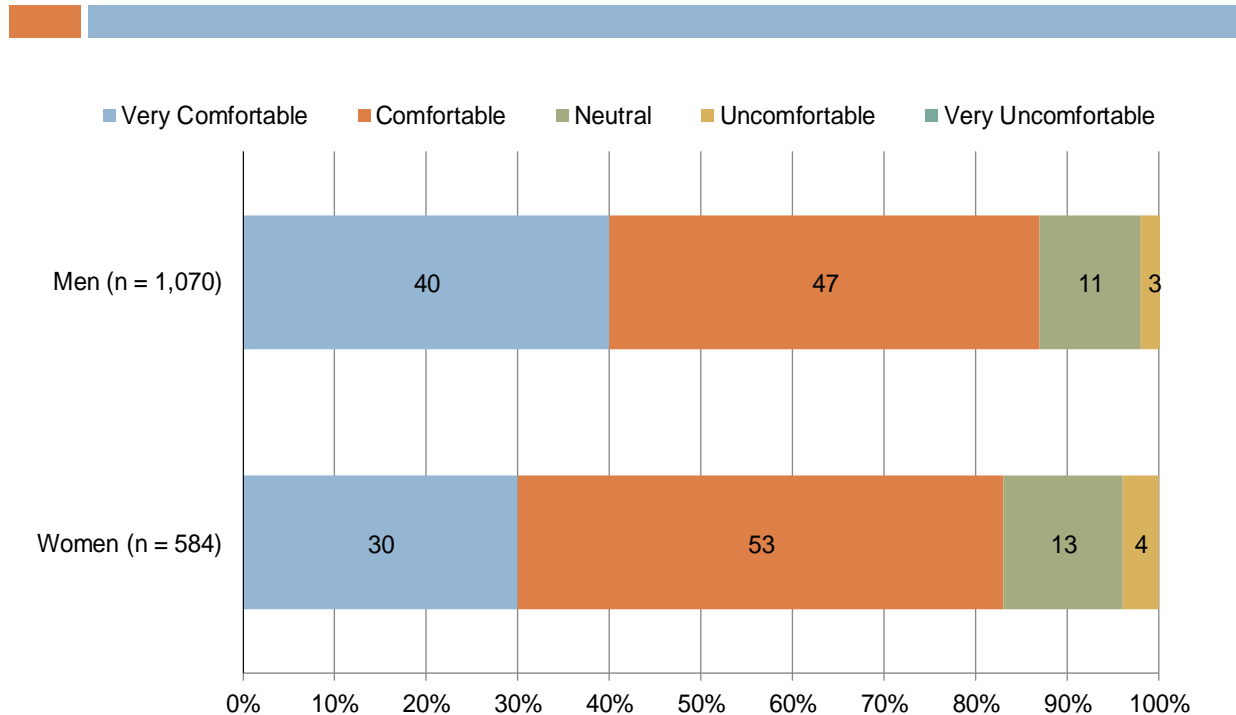
A lower percentage of Women Faculty and Staff respondents (33%, $n = 156$) than Men Faculty and Staff respondents (42%, $n = 186$) felt “very comfortable” with the climate in their department/school or work unit (Figure 16). A higher percentage of Women respondents (45%, $n = 212$) than Men respondents (33%, $n = 186$) felt “comfortable,” and a lower percentage of Women respondents (8%, $n = 36$) than Men respondents (14%, $n = 62$) felt “neither comfortable or uncomfortable” in their department/school or work unit.^{iv}



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

Figure 16. Faculty and Staff Respondents’ Comfort With Climate in Department/Program or Work Unit by Gender Identity (%)

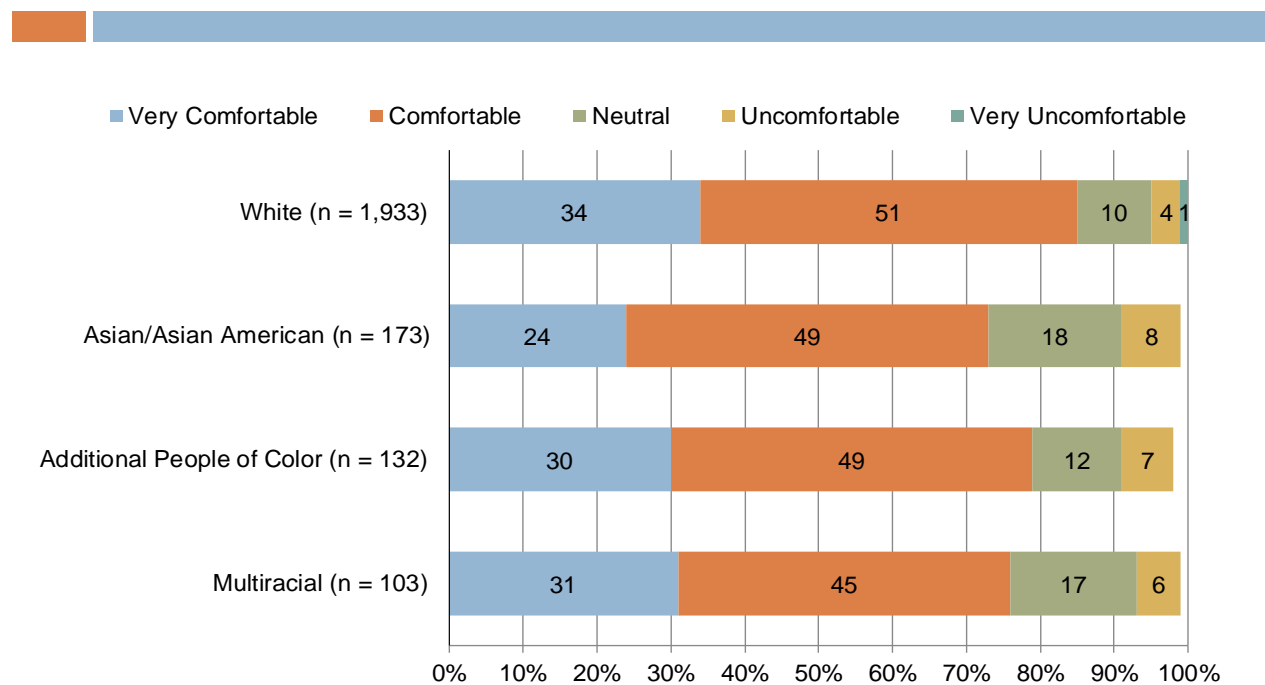
A lower percentage of Women Faculty and Student respondents (30%, $n = 172$) compared with Men Faculty and Student respondents (40%, $n = 424$) felt “very comfortable” in their classes (Figure 17). A higher percentage of Women respondents (53%, $n = 311$) than Men respondents (47%, $n = 499$) felt “comfortable” in their classes.^v



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

Figure 17. Faculty and Student Respondents’ Comfort With Climate in Classes by Gender Identity (%)

By racial identity,⁴⁵ 30% ($n = 39$) of Additional People of Color respondents, 24% ($n = 42$) of Asian/Asian American respondents, 31% ($n = 32$) of Multiracial respondents, and 34% ($n = 650$) of White respondents were “very comfortable” with the overall climate at Michigan Technological University (Figure 18). A lower percentage of White respondents (10%, $n = 199$) than Asian/Asian American respondents (18%, $n = 31$) were “neither comfortable or uncomfortable” with the overall climate.^{vi}



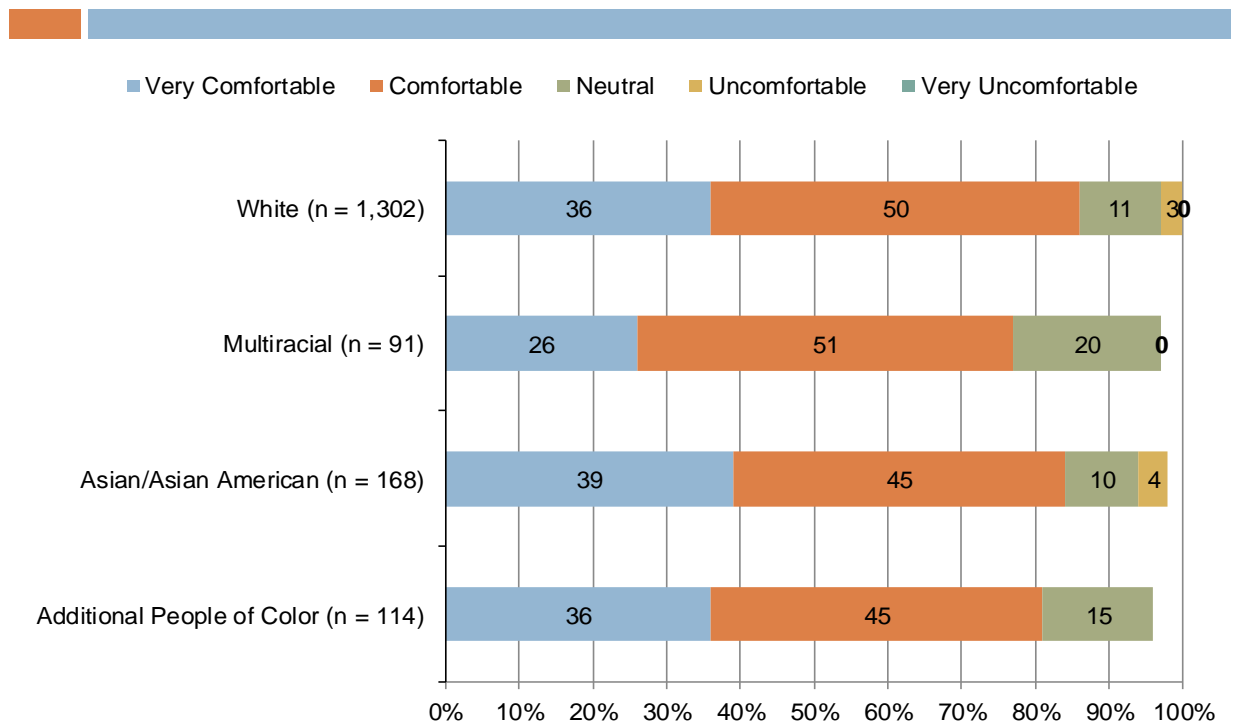
Note: Responses with $n < 5$ are not presented in the figure.

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

⁴⁵The Climate Survey Working Group proposed four collapsed racial identity categories (White, Asian/Asian American, Additional People of Color, and Multiracial). For the purposes of some analyses, this report further collapses racial identity into three categories (White, People of Color, and Multiracial), where the Asian/Asian American, Latin@/Chican@/Hispanic, American Indian/Native American/First Nation, Alaskan Native, Pacific Islander, Native Hawaiian, Middle Eastern/South Asian, and Other People of Color were collapsed into one People of Color category.

Significance testing could not be conducted for Faculty and Staff respondents by racial identity regarding their comfort in their department/program or work unit because of low numbers in many of the response categories.

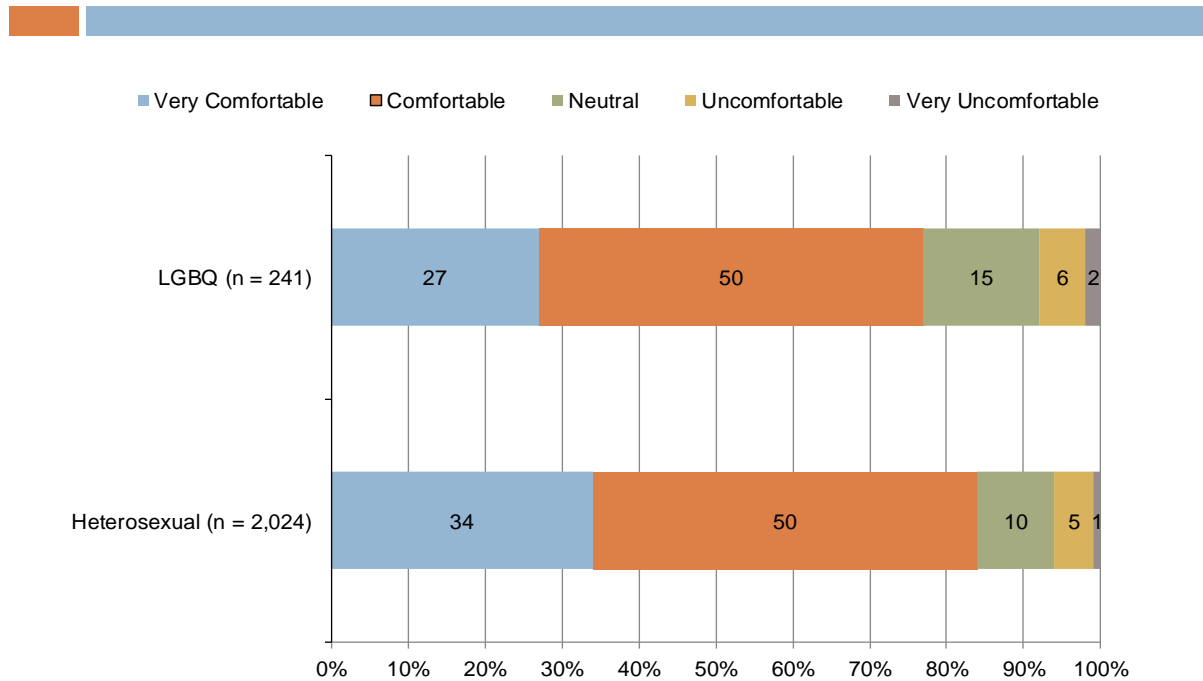
Figure 19 illustrates that a lower percentage of Faculty and Student Multiracial respondents (26%, $n = 24$) compared with Faculty and Student Asian/Asian American respondents (39%, $n = 66$), Faculty and Student Additional People of Color respondents (36%, $n = 41$), and Faculty and Student White respondents (36%, $n = 470$) were “very comfortable” with the climate in their classes.



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

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

Significant differences occurred in respondents' level of comfort with the overall climate based on sexual identity (Figure 20). A lower percentage of LGBTQ respondents (27%, $n = 66$) than Heterosexual respondents (34%, $n = 689$) felt "very comfortable" with the overall climate at Michigan Technological University.^{vii}

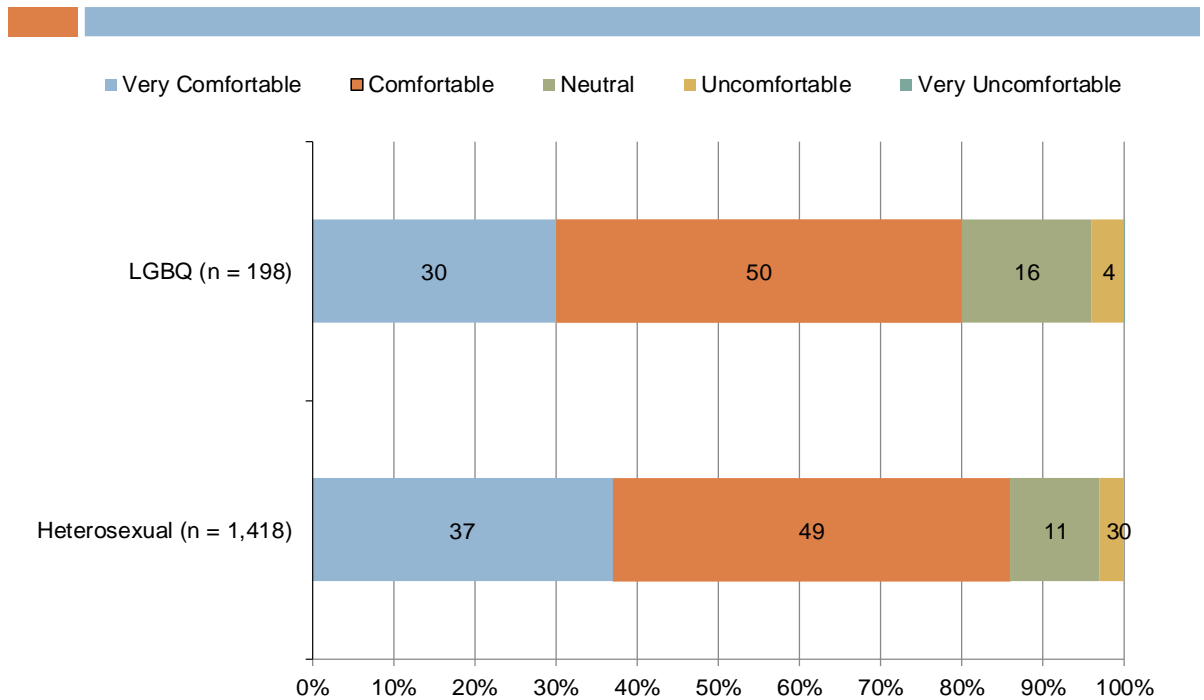


Note: Responses with $n < 5$ are not presented in the figure.

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

Significance testing could not be conducted for Faculty and Staff respondents by sexual identity regarding their comfort in their department/program or work unit because of low numbers in many of the response categories.

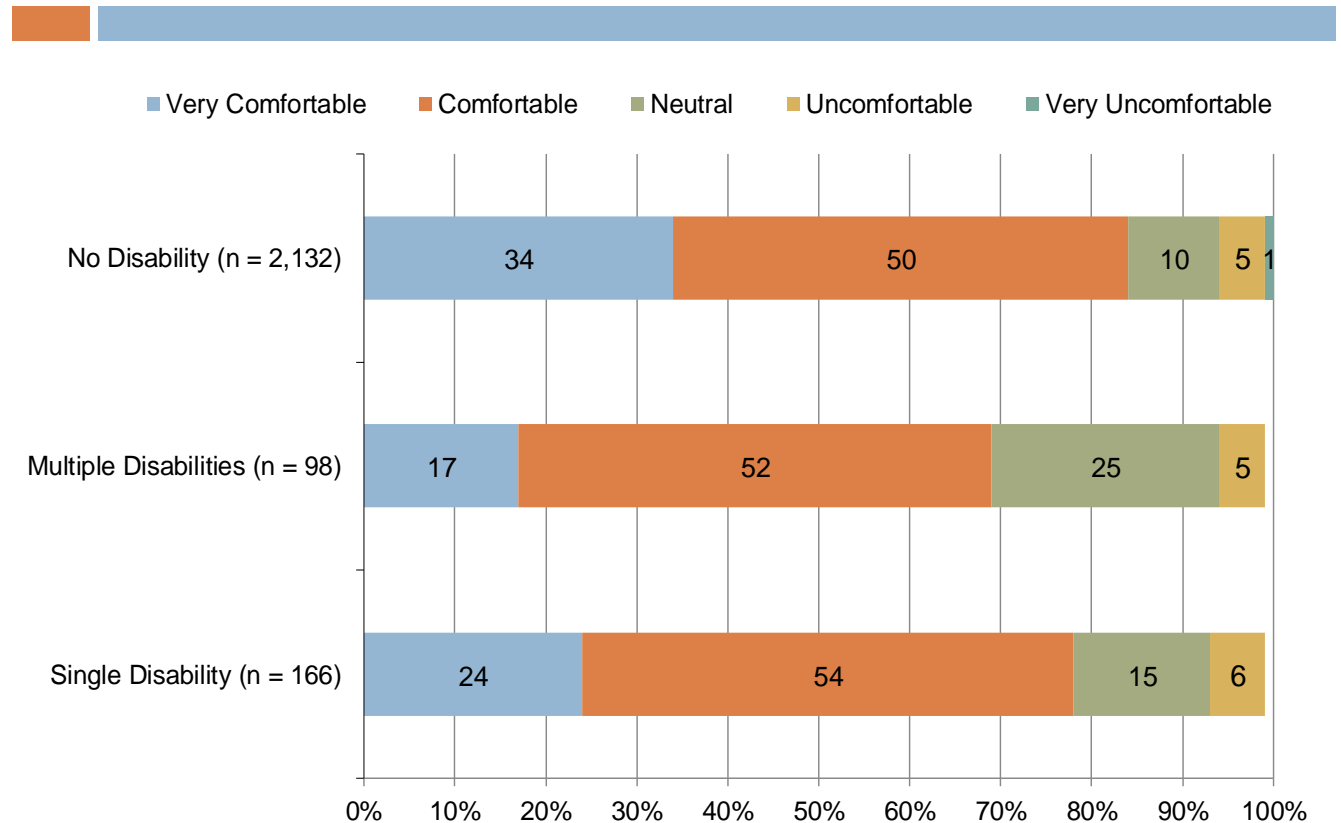
No significant differences existed in respondents' level of comfort with the climate in their classes based on sexual identity (Figure 21).



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

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

Significant differences existed by disability status.⁴⁶ Figure 22 illustrates that lower percentages of Respondents with a Single Disability (24%, $n = 39$) and Respondents with Multiple Disabilities (17%, $n = 17$) compared with Respondents with No Disability (34%, $n = 719$) were “very comfortable” with the overall climate at Michigan Technological University.^{viii}



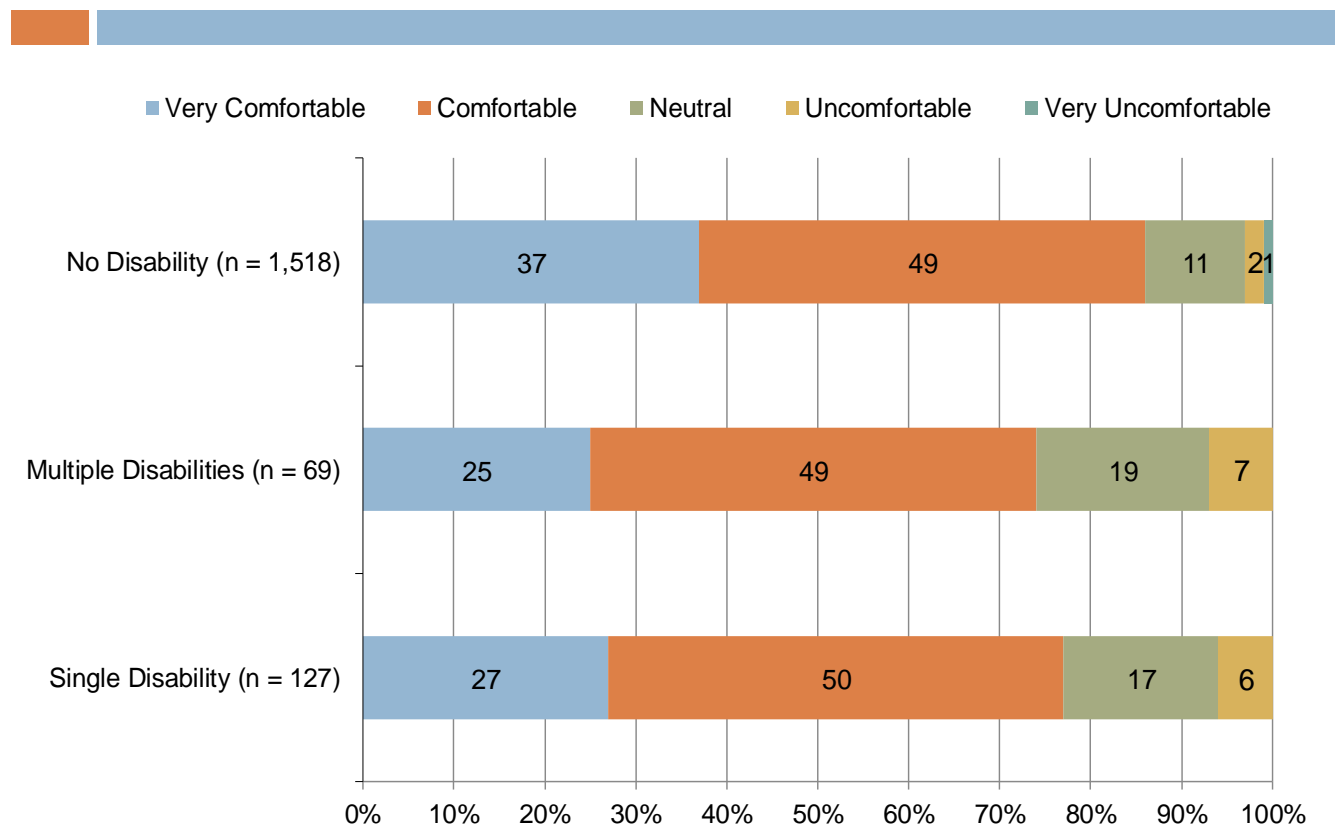
Note: Responses with $n < 5$ are not presented in the figure.

Figure 22. Respondents' Comfort With Overall Climate by Disability Status (%)

⁴⁶The Climate Survey Working Group proposed three collapsed disability status categories (No Disability, Single Disability, and Multiple Disabilities). For the purposes of some analyses, this report further collapses disability status into two categories (No Disability and At Least One Disability), where Single Disability and Multiple Disabilities were collapsed into one At Least One Disability category.

No significant differences existed for Faculty and Staff respondents by disability status regarding their comfort in their department/school or work unit.

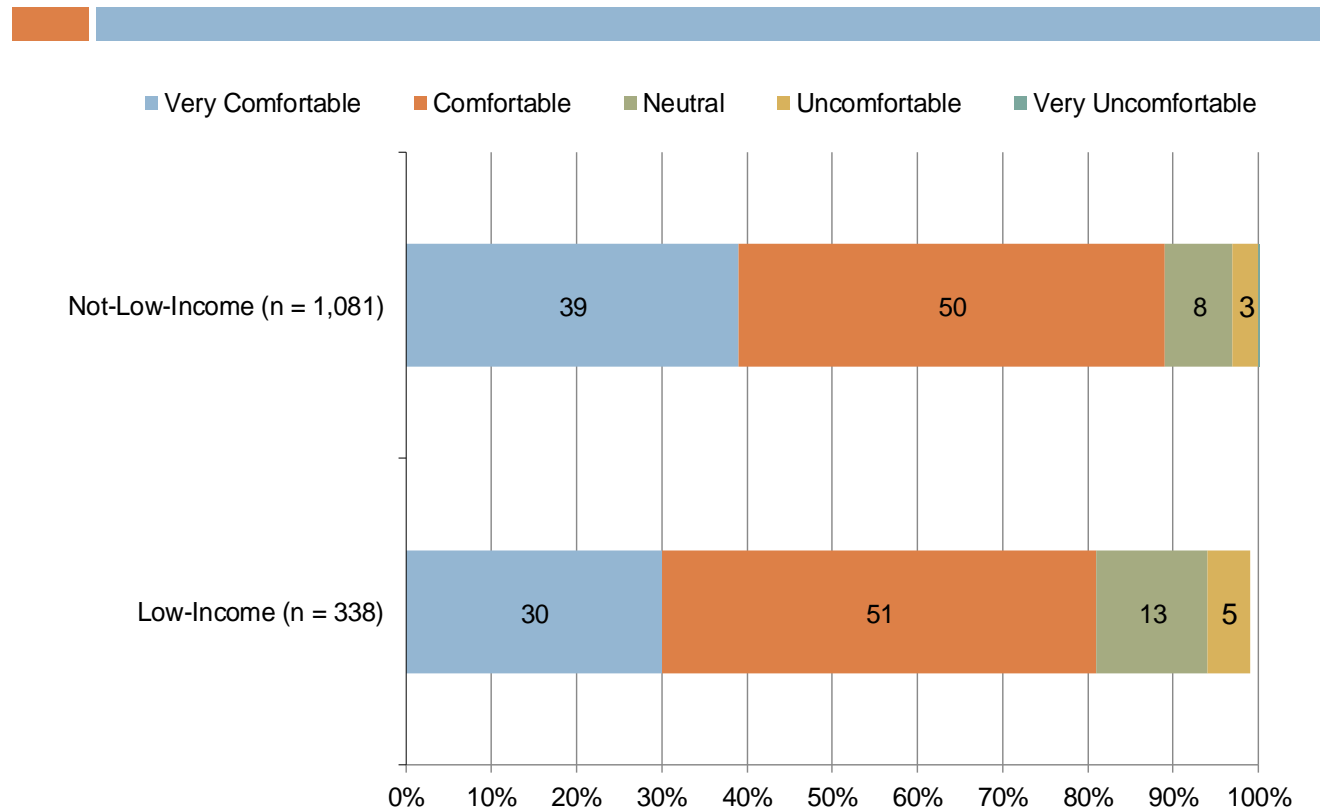
Figure 23 illustrates that higher percentages of Faculty and Student Respondents with a Single Disability (6%, $n = 8$) or Multiple Disabilities (7%, $n = 5$) compared with Faculty and Student Respondents with No Disability (2%, $n = 36$) were “uncomfortable” with the climate in their classes.^{ix}



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

Figure 23. Faculty and Student Respondents' Comfort With Climate in Classes by Disability Status (%)

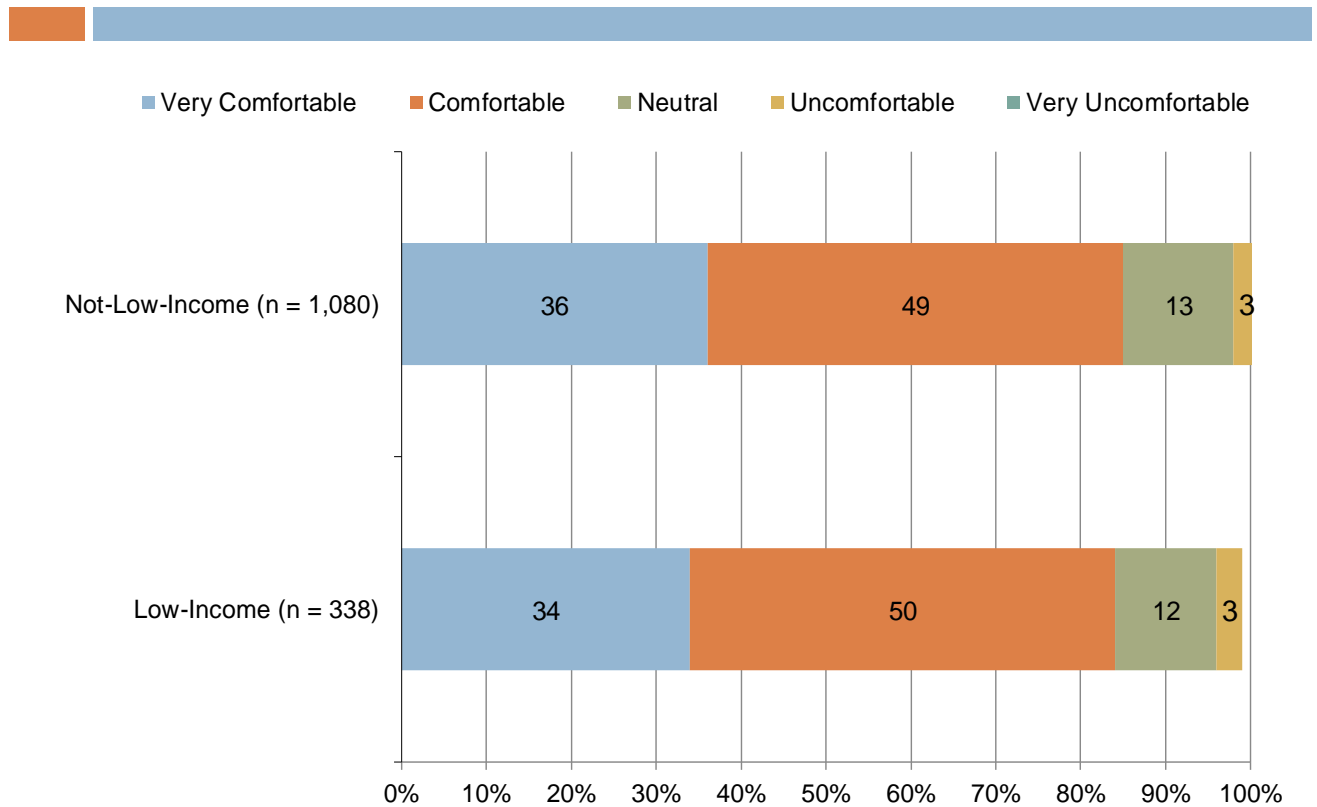
In terms of Student respondents' income status and comfort with the overall climate on campus, significant differences emerged (Figure 24). A lower percentage of Low-Income Student respondents (30%, $n = 101$) were "very comfortable" with the overall climate compared with Not-Low-Income Student respondents (39%, $n = 416$).^x



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

Figure 24. Student Respondents' Comfort With Overall Climate by Income Status (%)

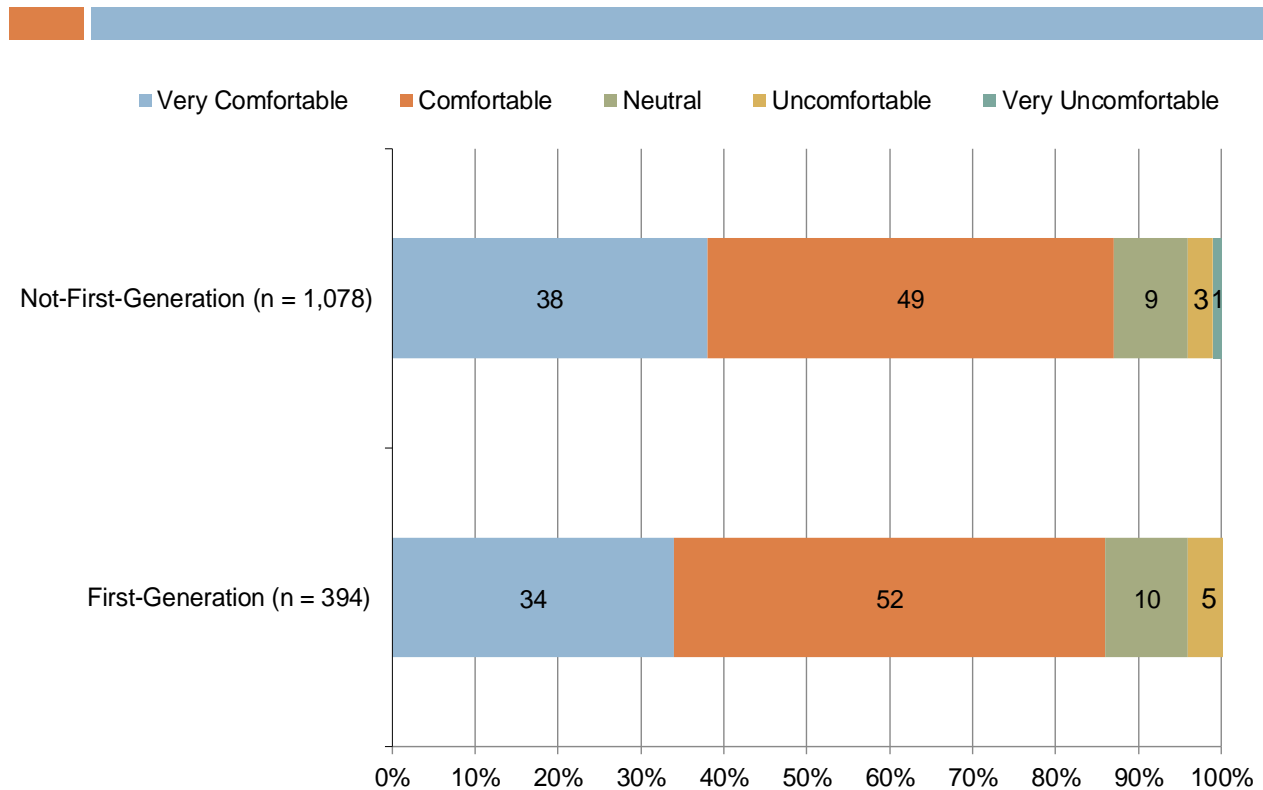
No significant differences existed for Student respondents by income status regarding their comfort in their classes (Figure 25).



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

Figure 25. Student Respondents' Comfort With Climate in Their Classes by Income Status (%)

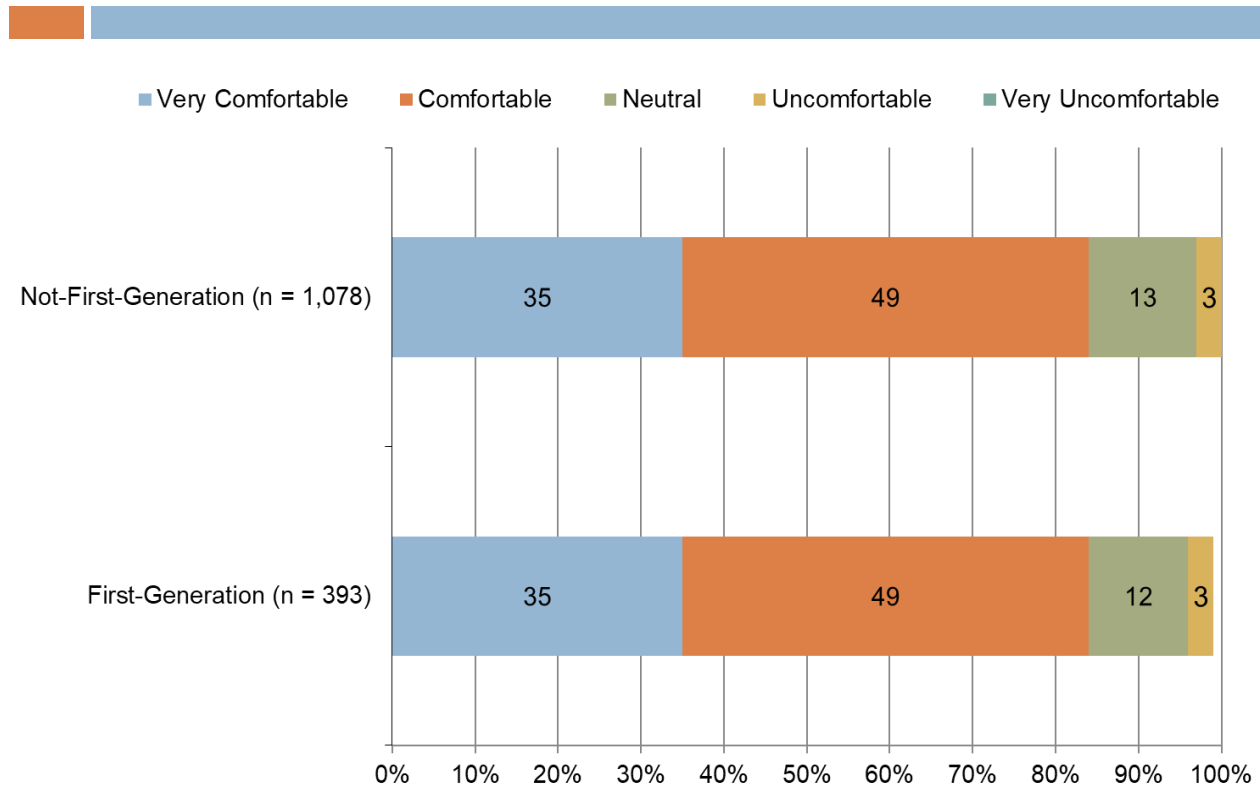
No significant differences existed for Student respondents by first-generation status regarding their comfort with the overall climate at Michigan Technological University (Figure 26).



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

Figure 26. Student Respondents' Comfort With Overall Climate by First-Generation Status (%)

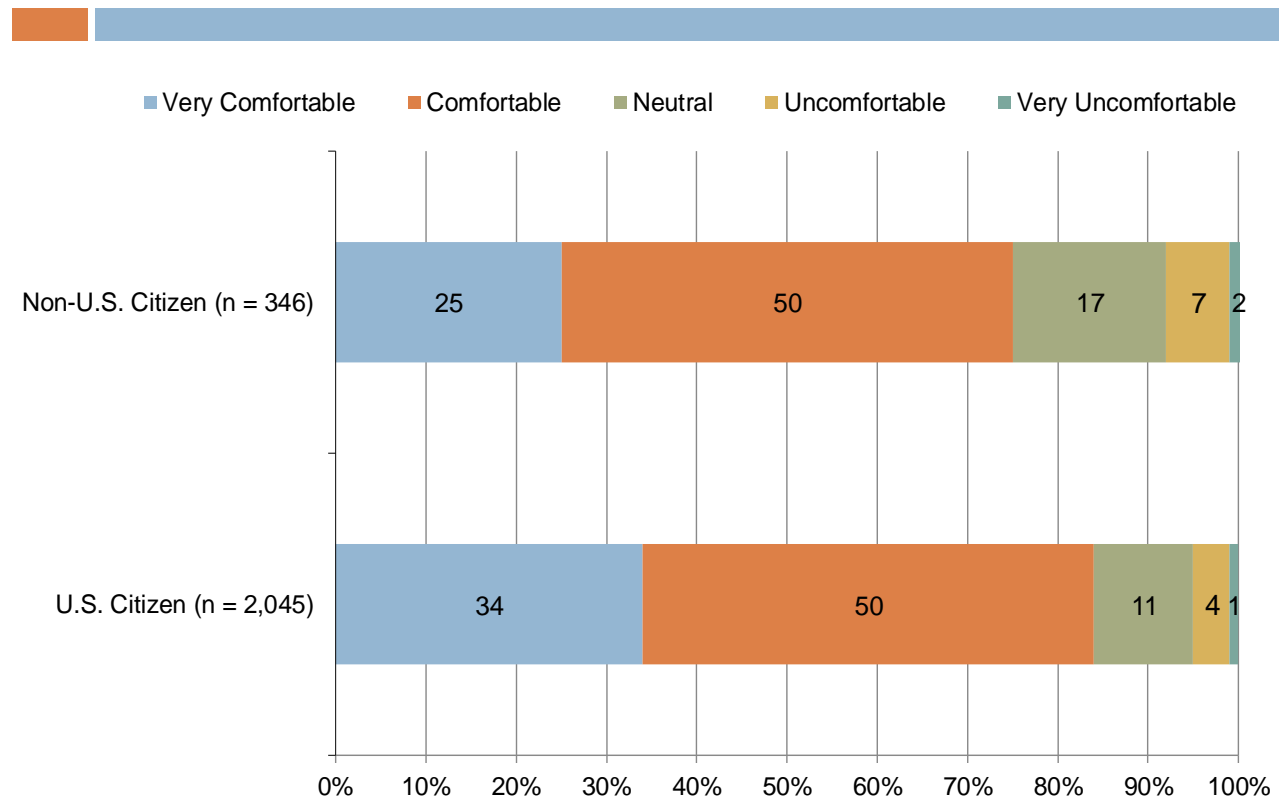
No significant differences existed for Student respondents by first-generation status regarding their comfort with the climate in their classes at Michigan Technological University (Figure 27).



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

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

In terms of respondents' citizenship status and comfort with the overall climate on campus, significant differences emerged (Figure 28). A lower percentage of Non-U.S. Citizen/U.S. Citizen Naturalized respondents (25%, $n = 85$) than U.S. Citizen respondents (34%, $n = 688$) were "very comfortable" with the overall climate. A higher percentage of Non-U.S. Citizen/U.S. Citizen Naturalized respondents (7%, $n = 24$) were "uncomfortable" with the overall climate than were U.S. Citizen respondents (4%, $n = 91$), and a higher percentage of Non-U.S. Citizen/U.S. Citizen Naturalized respondents (2%, $n = 8$) were "very uncomfortable" with the overall climate compared with U.S. Citizen respondents (1%, $n = 16$). Finally, a lower percentage of U.S. Citizen respondents (11%, $n = 214$) were "neither comfortable or uncomfortable" with the overall climate than were Non-U.S. Citizen respondents (17%, $n = 57$).^{xi}



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

Figure 28. Respondents' Comfort With Overall Climate by Citizenship Status (%)

ⁱA chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status: $\chi^2 (16, N = 2,408) = 86.392, p < .01$.

ⁱⁱA chi-square test was conducted to compare percentages of Staff respondents by degree of comfort with their department/program or work unit climate by represented status (Researchers, Non-Union, Union): $\chi^2(8, N = 669) = 18.148, p < .05$.

ⁱⁱⁱA chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by gender identity: $\chi^2(4, N = 2,231) = 53.238, p < .01$.

^{iv}A chi-square test was conducted to compare percentages of respondents by degree of comfort with the climate in their department/school or work unit by gender identity: $\chi^2(4, N = 908) = 23.387, p < .01$.

^vA chi-square test was conducted to compare percentages of respondents by degree of comfort with the climate in classes by gender identity: $\chi^2(4, N = 1,654) = 17.682, p < .01$.

^{vi}A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by racial identity: $\chi^2(12, N = 2,341) = 28.184, p < .01$.

^{vii}A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by sexual identity: $\chi^2(4, N = 2,265) = 9.866, p < .05$.

^{viii}A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by disability status: $\chi^2(8, N = 2,396) = 32.383, p < .01$.

^{ix}A chi-square test was conducted to compare percentages of respondents by degree of comfort with the climate in classes by disability status: $\chi^2(8, N = 1,714) = 23.340, p < .01$.

^xA chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by student income status: $\chi^2(4, N = 1,419) = 15.991, p < .01$.

^{xi}A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by citizenship status: $\chi^2(4, N = 2,391) = 27.726, p < .01$.

Barriers at Michigan Technological University for Respondents With Disabilities

One survey item asked Respondents with Disabilities if they had experienced barriers in facilities, technology/online environment, identity, or instructional/campus materials at Michigan Technological University within the past year. Tables 21 through 24 highlight where Respondents with Multiple Disabilities most often experienced barriers at Michigan Technological University.⁴⁷ With regard to campus facilities, 13% ($n = 34$) of Respondents with Disabilities experienced barriers in classrooms/labs, and 12% each experienced barriers in classroom buildings ($n = 30$) and campus transportation/parking ($n = 30$) within the past year.

Table 21. Facilities Barriers Experienced by Respondents With Disabilities

Facilities	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	<i>n</i>	%	<i>n</i>
Athletic and recreational facilities	21	8.0	132	50.6	108	41.4
Classroom buildings	30	11.6	134	52.7	95	36.7
Classrooms, labs (including computer labs)	34	13.1	127	49.0	98	37.8
Campus transportation/parking	30	11.7	126	49.0	101	39.3
Temporary barriers due to snow and ice	22	8.6	131	51.4	102	40.0

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

Table 22 illustrates that, in terms of the technological or online environment, 6% of Respondents with Disabilities each experienced difficulties with accessible electronic format ($n = 14$) and computer equipment ($n = 16$), while 5% each experienced difficulty with Canvas ($n = 12$) and software ($n = 12$).

Table 22. Technology/Online Barriers Experienced by Respondents With Disabilities

Technology/Online	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Accessible electronic format	14	5.6	147	58.6	90	35.9
Computer equipment (e.g., screens, mouse, keyboard)	16	6.4	149	59.6	85	34.0
Canvas	12	4.8	144	57.8	93	37.3
Software (e.g., voice recognition/audiobooks)	12	4.8	139	55.8	98	39.4

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

⁴⁷See Appendix B, Table B109 for all responses to the question, “Within the past year, have you experienced a barrier in any of the following areas at Michigan Technological University?”

In terms of identity, 5% of Respondents with Disabilities each had difficulty with electronic databases ($n = 12$) and learning technology ($n = 13$). Four percent ($n = 9$) had difficulty with surveys (Table 23).

Table 23. Barriers in Identity Experienced by Respondents With Disabilities

Identity	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Electronic databases (e.g., MyMichiganTech, Banner)	12	4.8	160	64.0	78	31.2
Learning technology	13	5.2	145	58.0	92	36.8
Surveys	9	3.6	160	64.5	79	31.9

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

In terms of instructional and campus materials, 7% ($n = 17$) of Respondents with Disabilities had difficulty with textbooks and 6% ($n = 15$) had difficulty with food menus (Table 24).

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

Instructional/Campus Materials	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Food menu	15	6.0	139	55.4	97	38.6
Textbooks	17	6.9	135	54.7	95	38.5

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

Seventy-nine respondents who identified as having a disability elaborated on their responses regarding accessibility. Three themes emerged from these respondents: barriers to physical accessibility, campus buildings identified as inaccessible, and identified disability/condition as non-physical.

Barriers to Physical Accessibility. In the first theme, respondents identified barriers to physical accessibility at Michigan Technological University. Respondents specifically identified different physical accommodations that were either not in place or not in good working order at Michigan Technological University. According to one respondent, “handicap doors often don't work; electronic sign-ins are often too small to read; edges of stairs aren't marked for people with depth perception problems.” Noting the lack of physical accommodations within different campus spaces, a respondent wrote, “doc cams can frequently not be moved to a place on a desk usable

by someone in a wheel chair or with a cast.” Multiple respondents described the barriers they faced in relation to their visual or hearing impairment. Respondents with visual and/or hearing impairments offered, “Only have a problem with non-colorblind friendly programs” and “none of the buildings have braille available.” One respondent suggested, “Better closed captioning on videos is needed.” The same respondent also noted, “classrooms can be hard to hear in when teachers don't use microphones.” Challenges associated with hearing faculty or presenters were echoed by respondents who wrote, “Sound in the Rozsa center is very difficult for me, even with my hearing aides” and “I am severely hearing-impaired, but my own hearing aids serve me well. Very different from when I was a student without hearing aids and needed to have professors miked, etc.”

Campus Buildings Identified as Inaccessible. In the second theme, respondents identified specific areas, buildings, or rooms on Michigan Technological University’s campus that were physically inaccessible or lacked accessibility features. One respondent described McNair Hall as “impossible to reach if you have mobility issues.” Other respondents shared that the elevator in DOW was often a barrier to accessibility. Respondents explained, “The DOW elevator often doesn't work” and “[T]he Dow building routinely has outages of the elevator, leaving the majority of floors inaccessible to people with physical disabilities.” Another respondent noted, “SBE needs a new elevator.” According to one respondent, many of the building doors on campus lacked an “open assist button” including the “EERC main doors.” In addition, a respondent shared that the lack of staircase handrails in DHH made navigating the stairs “challenging.”

Identified Disability/Condition as Non-Physical. In the third theme, respondents identified their disability as a non-physical disability. For example, a respondent wrote, “my disability is mental, not physical.” Other respondents shared, “I struggle with mental health so my issues are more to do with class work than it is with physical things on campus” and “I'm just have a multitude of medicated mental illnesses so none of this applied to me.” Respondents also offered, “My disability is minor, just limiting my ability to spell” and “I have a cognitive delay.” Some respondents specified that their disability or condition was ADD/ADHD, depression, and/or anxiety.

Respondents who shared that they had ADD or ADHD specifically wrote, “My disability is only ADD” and “ADD, an issue that is personal and there is nothing Michigan Tech can do positively or negatively for it, something I work through myself.” Another respondent wrote, “My ‘disability’ is ADHD - this doesn't impact my ability to access areas or understand things, but it does impact my ability to focus or remember to do certain things. I can find quiet places to work, but that doesn't always help. Ultimately the main issue this causes for me is the ability to remember instructions in the short term, maintain attention during lectures, or remember to finish/being able to focus on homework assignments.”

Other respondents clarified that their disability related to anxiety and/or depression. According to one respondent, “I have depression and anxiety, which means sometimes it is difficult to find motivation and concentration to complete coursework, there is not really anything physical holding me back.” Another respondent offered, “I struggle to do everyday things such as going to the dining hall and doing laundry because of my social anxiety.” One respondent shared, “It's depression. Some days I don't get out of bed. mainly I just don't enjoy life.”

Two respondents noted the difficulties associated with having a non-physical or “invisible” disability. To illustrate this point, one respondent wrote, “See, this is what I mean. My disabilities are not disabling enough - they are invisible. You would not know I am sick by looking at me. My disabilities are disabling in a different way. They make work difficult because some days it is nearly impossible for me to get out of bed due to fatigue. I cannot work long hours due to fatigue and cognitive dysfunction. I struggle with complex PTSD, so sometimes my anxiety makes me sick. So no, I have no trouble getting around campus, but for me, and for people like me, THAT IS NOT THE POINT. I struggle in other ways, and those struggles are either not taken seriously or simply not seen as disabling enough.” Another respondent simply stated, “Sometimes having an ‘invisible’ disability makes it difficult for faculty or coworkers to understand my situation.”

Barriers at Michigan Technological University for Transgender/Genderqueer/Nonbinary

Respondents

One survey item asked Transgender/Genderqueer/Nonbinary respondents if they had experienced barriers in facilities or identity accuracy at Michigan Technological University within the past year. Tables 25 and 26 depict where Transgender/Genderqueer/Nonbinary respondents most often experienced barriers at Michigan Technological University.⁴⁸ With regard to campus facilities, 27% ($n = 7$) of Transgender respondents experienced barriers with restrooms and signage (Table 25).

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

Facilities	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Restrooms	7	26.9	16	61.5	< 5	---
Signage	7	26.9	15	57.7	< 5	---

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

Table 26 illustrates that in terms of identity accuracy, 31% ($n = 8$) of Transgender respondents had difficulty with electronic data bases and 20 ($n = 5$) had difficulty with surveys.

Table 26. Identity Accuracy Barriers Experienced by Transgender/Genderqueer/Nonbinary Respondents

Identity accuracy	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Electronic databases (e.g., MyMichiganTech, Banner)	8	30.8	14	53.8	< 5	---
Surveys	5	20.0	16	64.0	< 5	---

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

⁴⁸See Appendix B, Table B110 for all responses to the question, “Within the past year, have you experienced a barrier in any of the following areas at Michigan Technological University?”

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct⁴⁹

Sixteen percent ($n = 389$) of respondents indicated that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct that had interfered with their ability to work, learn, or live at Michigan Technological University within the past year.⁵⁰

The following figures depict the responses by position and gender/gender identity 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 conduct (e.g., bullied, harassed) that has interfered with your ability to work, learn, or live at Michigan Technological University?”

Of the respondents who experienced such conduct, 28% ($n = 108$) indicated that the conduct was based on their gender/gender identity. Twenty percent ($n = 76$) noted that the conduct was based on their position status at Michigan Technological University, and 17% ($n = 66$) felt that it was based on their political views. “Reasons not listed above” included responses such as “untrustworthy colleagues,” “bias from chair,” “desire to gain/maintain power/control,” and “lack of educational credentials.”

In terms of position status, significant differences existed among respondents who indicated on the survey that they had experienced this conduct (Figure 29). Higher percentages of Faculty respondents (25%, $n = 55$), Staff respondents (21%, $n = 139$), and Academic Administrator with Faculty Rank respondents (21%, $n = 6$) than Undergraduate Student respondents (14%, $n = 157$) and Graduate Student respondents (9%, $n = 32$) noted that they believed that they had experienced this conduct.^{xiii} Of those respondents who noted that they had experienced this conduct, higher percentages of Staff respondents (35%, $n = 48$), Faculty respondents (18%, $n =$

⁴⁹This report uses the phrases “conduct” and “exclusionary, intimidating, offensive, and/or hostile conduct” as a shortened version of conduct that someone has “personally experienced” including “exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct.”

⁵⁰The 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).

10), and Graduate Student respondents (16%, $n = 5$) than Undergraduate Student respondents (8%, $n = 13$) thought that the conduct was based on their position status.

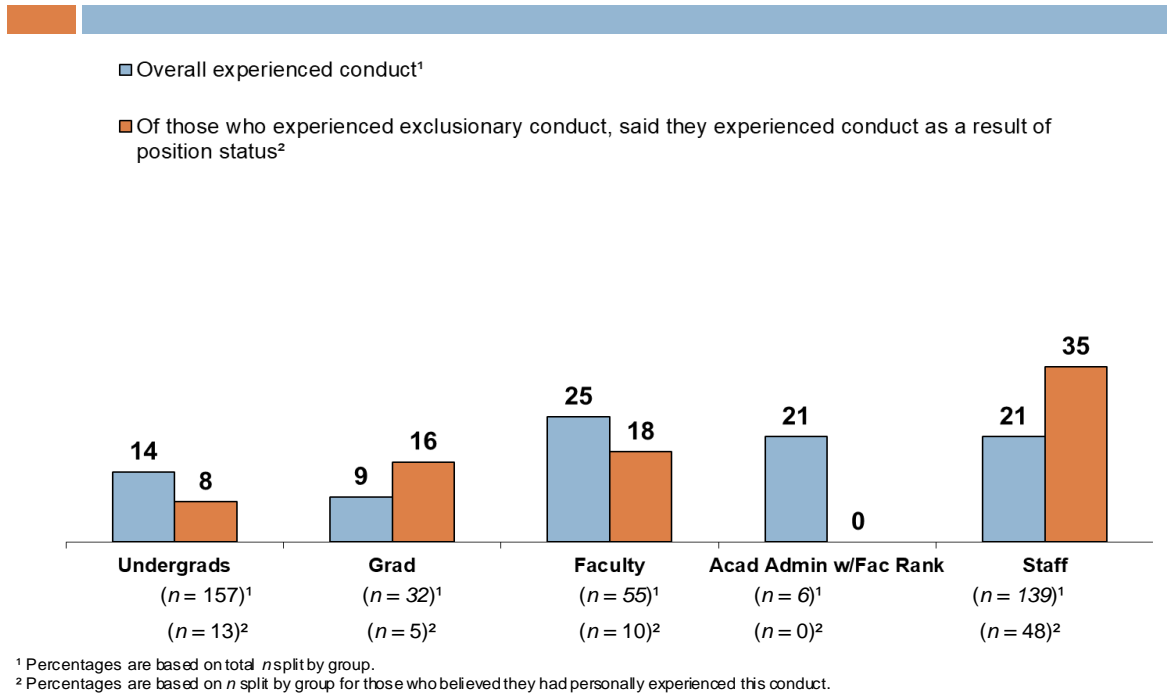
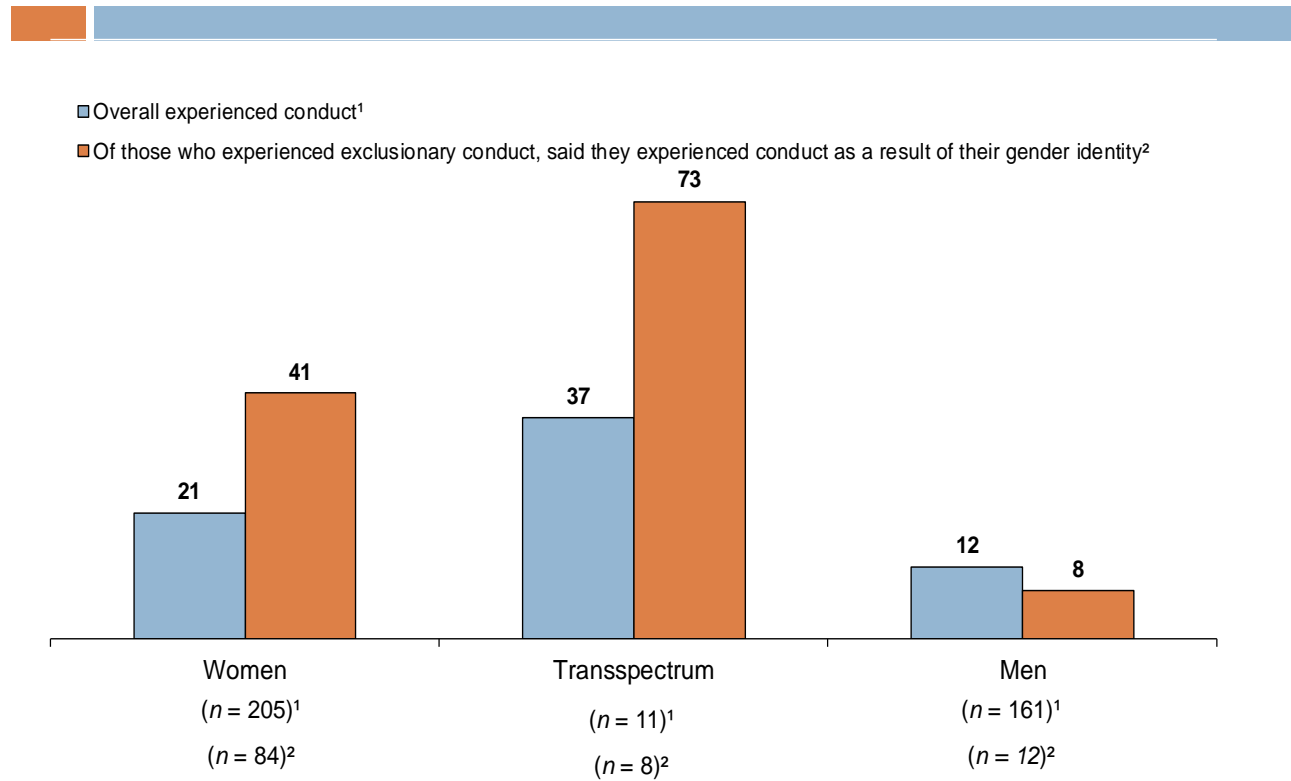


Figure 29. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position Status (%)

By gender identity, higher percentages of Women respondents (21%, $n = 205$) and Transspectrum respondents (37%, $n = 11$) than Men respondents (12%, $n = 161$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year^{xiii} (Figure 30). Higher percentages of Women respondents (41%, $n = 84$) and Transspectrum respondents (73%, $n = 8$) than Men respondents (8%, $n = 12$) who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their gender identity.

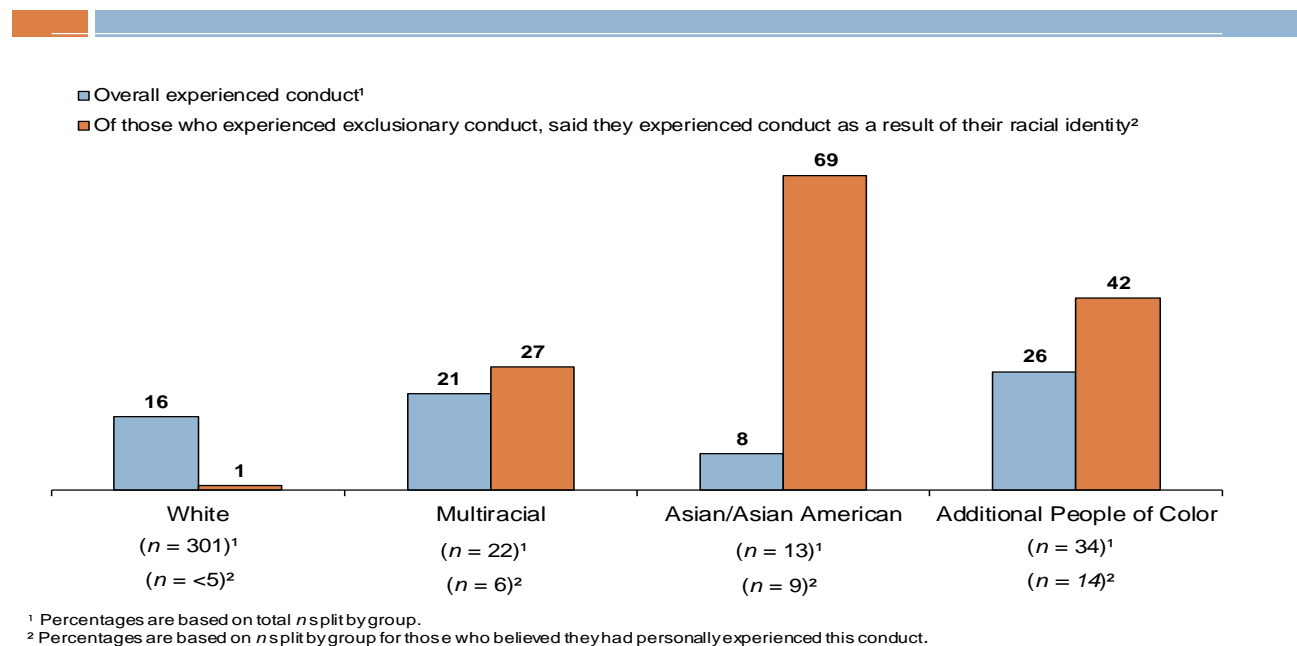


¹ Percentages are based on total n split by group.

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

Figure 30. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

By racial identity, a higher percentage of Additional People of Color respondents (26%, $n = 34$) than White respondents (16%, $n = 301$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Figure 31). Additionally, higher percentages of Additional People of Color respondents (26%, $n = 34$), Multiracial respondents (21%, $n = 22$), and White respondents (16%, $n = 301$) than Asian/Asian American respondents (8%, $n = 13$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year. Higher percentages of Asian/Asian American respondents (69%, $n = 9$), Additional People of Color respondents (42%, $n = 14$), and Multiracial respondents (27%, $n = 6$) than White respondents (1%, $n < 5$) who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their racial identity.



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

Figure 31. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Racial Identity (%)

Tables 27 through 29 reflect the top five perceived bases of exclusionary, intimidating, offensive, and/or hostile conduct by position status. Of the Staff respondents who experienced such conduct, 35% ($n = 48$) indicated that the conduct was based on position status at Michigan Technological University (e.g., staff, faculty, student). Twenty-one percent each noted that the conduct was based on their age ($n = 29$) and gender/gender identity ($n = 29$). “Reasons not listed above” included responses such as “intimidation,” “not a member of the ‘in’ crowd,” and “toxic supervisor personality.”

Table 27. Staff Respondents’ Top Bases of Experienced Conduct

Basis of conduct	<i>n</i>	%
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 responses only from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 139$). For a complete list of bases, please see Table B43 in Appendix B.

Of the Faculty respondents who experienced such conduct, 33% ($n = 18$) indicated that the conduct was based on gender/gender identity (Table 28). Twenty-two percent each noted that the conduct was based on their major/field of study ($n = 12$), ethnicity ($n = 12$), and 20% ($n = 11$) indicated it was based on their age. “Reasons not listed above” included responses such as “bias from chair,” “denegration of faculty by their dean,” and “having a different perspective and anger at my ‘rocking the boat’.”

Table 28. Faculty Respondents’ Top Bases of Experienced Conduct

Basis of conduct	<i>n</i>	%
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 responses only from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 55$). For a complete list of bases, please see Table B43 in Appendix B.

Of the Student respondents who experienced such conduct, 31% ($n = 59$) indicated that the conduct was based on gender/gender identity (Table 29). Seventeen ($n = 32$) noted that the conduct was based on their major field of study, and 11% ($n = 21$) felt that it was based on their racial identity. “Reasons not listed above” included responses such as “being a white male in his 20’s,” “cliques,” “physical health,” and “views on gender identity.”

Table 29. Student Respondents’ Top Bases of Experienced Conduct

Basis of conduct	<i>n</i>	%
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	29	15.3

Note: Table reports responses only from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 189$). For a complete list of bases, please see Table B43 in Appendix B.

Tables 30 illustrates the manners in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct. Forty-six percent ($n = 177$) felt ignored or excluded, 40% ($n = 154$) felt isolated or left out, 36% ($n = 141$) felt intimidated and bullied, and 31% ($n = 122$) were the target of derogatory verbal remarks. Other forms of such conduct included “access to vital research equipment was revoked without cause,” “boyfriend and I were threatened and harassed,” and “harsh comments were made on my need for services.”

Table 30. Top Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	<i>n</i>	% of those who experienced the conduct
I was ignored or excluded.	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 responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 389$). Percentages do not sum to 100% as a result of multiple response choices. For a complete list of forms, please see Table B44 in Appendix B.

Figures 32 and 33 depict the manners in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status. Forty-two percent ($n = 59$) of Staff respondents felt ignored or excluded, 40% ($n = 56$) felt intimidated and bullied, 37% ($n = 52$) felt isolated or left out, and 35% ($n = 48$) were the target of derogatory verbal comments (Figure 32). Sixty-four percent ($n = 35$) of Faculty respondents felt ignored or excluded, 46% ($n = 25$) felt isolated or left out, 35% ($n = 19$) felt intimidated and bullied, and 40% ($n = 22$) experienced a hostile work environment.

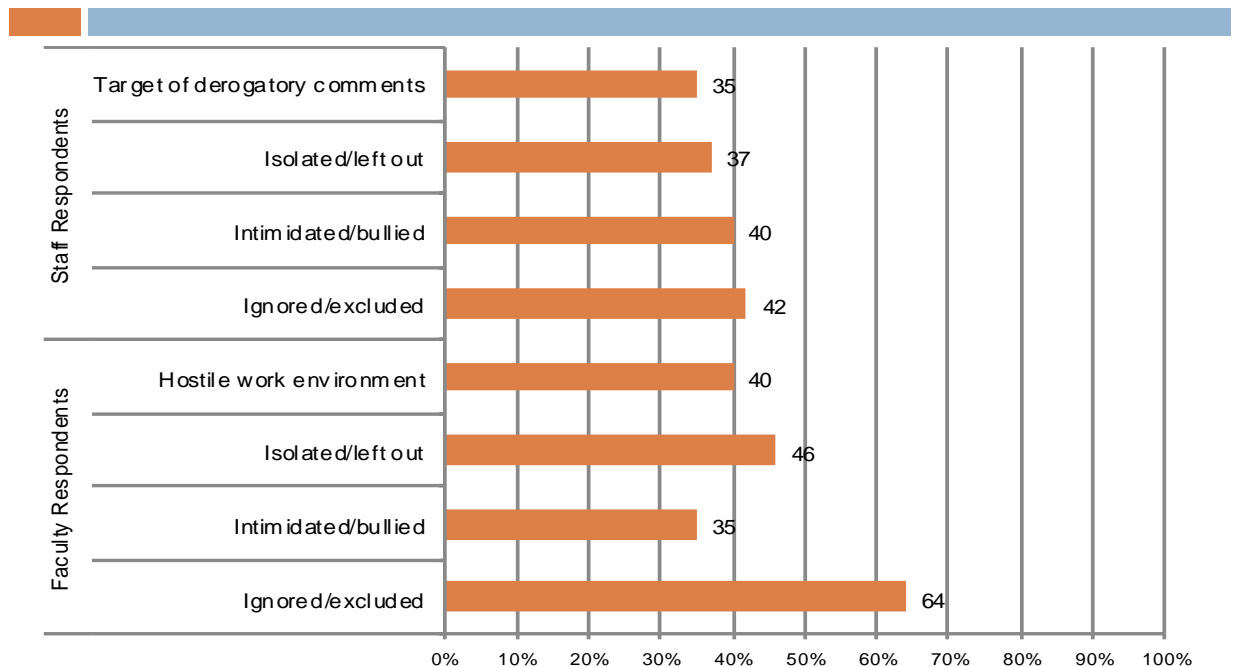


Figure 32. Employee Respondents' Manner of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Employee Position Status (%)

Forty-two percent ($n = 66$) of Undergraduate Student respondents felt ignored or excluded, 35% ($n = 65$) felt isolated or left out, 35% ($n = 55$) were the target of derogatory verbal remarks, and 32% ($n = 50$) felt intimidated and bullied (Figure 33). Forty-four percent ($n = 14$) of Graduate Student respondents felt ignored or excluded, 34% ($n = 11$) felt intimidated and bullied, 28% ($n = 9$) felt isolated or left out, and 22% ($n = 7$) were the target of derogatory verbal remarks.

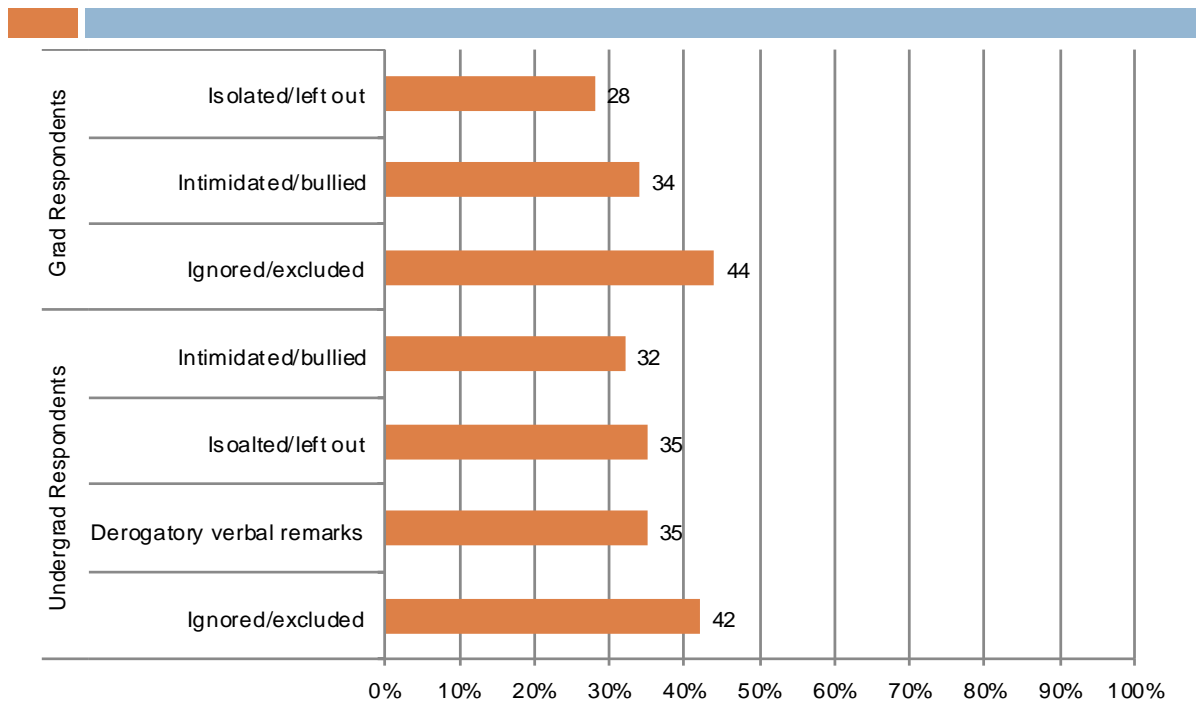


Figure 33. Student Respondents' Manner of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

Table 31 depicts the top five locations where Staff respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct, including while working at a Michigan Tech job (55%, $n = 76$), in a meeting with a group of people (30%, $n = 41$), in a Michigan Tech administrative office (21%, $n = 29$), in a meeting with one other person (14%, $n = 19$), and in other public spaces at Michigan Tech (9%, $n = 12$). Many respondents who marked “a location not listed above” described, “In a faculty listserve,” “in my department,” “general climate on day to day basis,” “via email,” and “my office,” as the location where the conduct occurred.

Table 31. Staff Respondents’ Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of Staff respondents who experienced the conduct
While working at a 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 responses only 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% as a result of multiple response choices. For a complete list of locations, please see Table B45 in Appendix B.

Faculty respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often in a meeting with a group of people (10%, $n = 22$), 7% ($n = 16$) each while in a meeting with another person or in a faculty office, while working at a Michigan Tech job (6%, $n = 14$), and 4% ($n = 8$) each in a Michigan Tech administrative office and on phone calls/text messages/email (Table 32).

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

Location of conduct	<i>n</i>	% of Faculty respondents who experienced the conduct
In a meeting with a group of people	22	10.0
In a meeting with one other person	16	7.2
In a faculty office	16	7.2

Table 32. Faculty Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of Faculty respondents who experienced the conduct
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 responses only 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% as a result of multiple response choices. For a complete list of locations, please see Table B45 in Appendix B.

Student respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often in a class/laboratory (42%, $n = 80$), in campus housing (28%, $n = 52$), 18% ($n = 34$) each in a meeting with a group of people and off campus, and in other public spaces at Michigan Tech (17%, $n = 32$) (Table 33).

Table 33. Student Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of Student respondents who experienced the conduct
In a class/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 responses only 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% as a result of multiple response choices. For a complete list of locations, please see Table B45 in Appendix B.

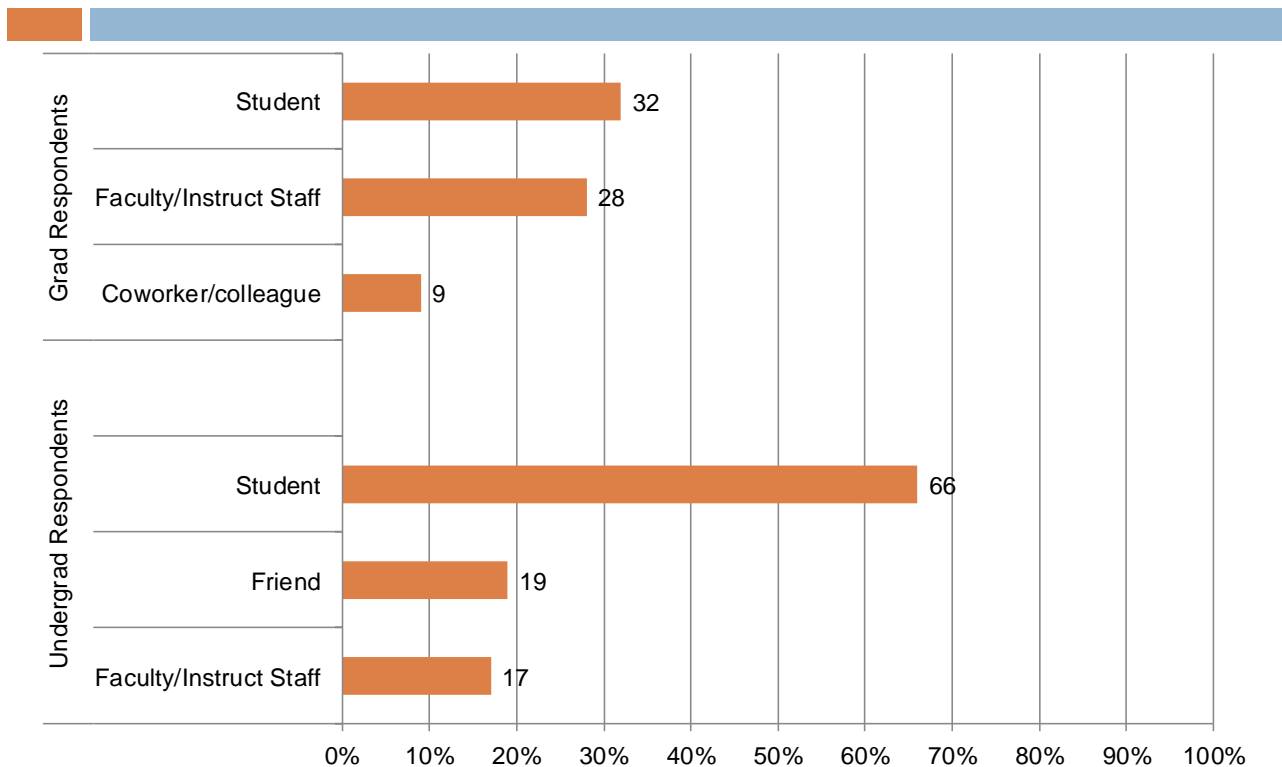
Thirty-three percent ($n = 128$) of all respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct identified students as the source of the conduct, 25% ($n = 99$) identified coworkers/colleagues, 19% each identified faculty members/other instructional staff ($n = 73$) and supervisor or manager ($n = 72$), and 16% ($n = 63$) identified a staff member as the source of the conduct (Table 34). Respondents who marked a "source not listed above" wrote examples such as "Dean," "Executive Director/Director," and "roommate."

Table 34. Top Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source of conduct	<i>n</i>	% of respondents who experienced the conduct
Student	128	32.9
Coworker/colleague	99	25.4
Faculty member/other instructional staff	73	18.8
Supervisor or manager	72	18.5
Staff member	63	16.2

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 389$). Percentages do not sum to 100% as a result of multiple response choices. For a complete list of sources, please see Table B46 in Appendix B.

Figures 34 through 36 display the perceived source of experienced exclusionary conduct by position status. Students were indicated as the greatest source of exclusionary conduct for both Undergraduate Student and Graduate Student respondents.



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

Figure 34. Student Respondents' Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

Faculty respondents most often cited coworkers/colleagues and department chair as the source of the exclusionary conduct. Staff respondents most often cited coworkers/colleagues, supervisors/managers, and other staff members as the source of the exclusionary conduct (Figure 35).

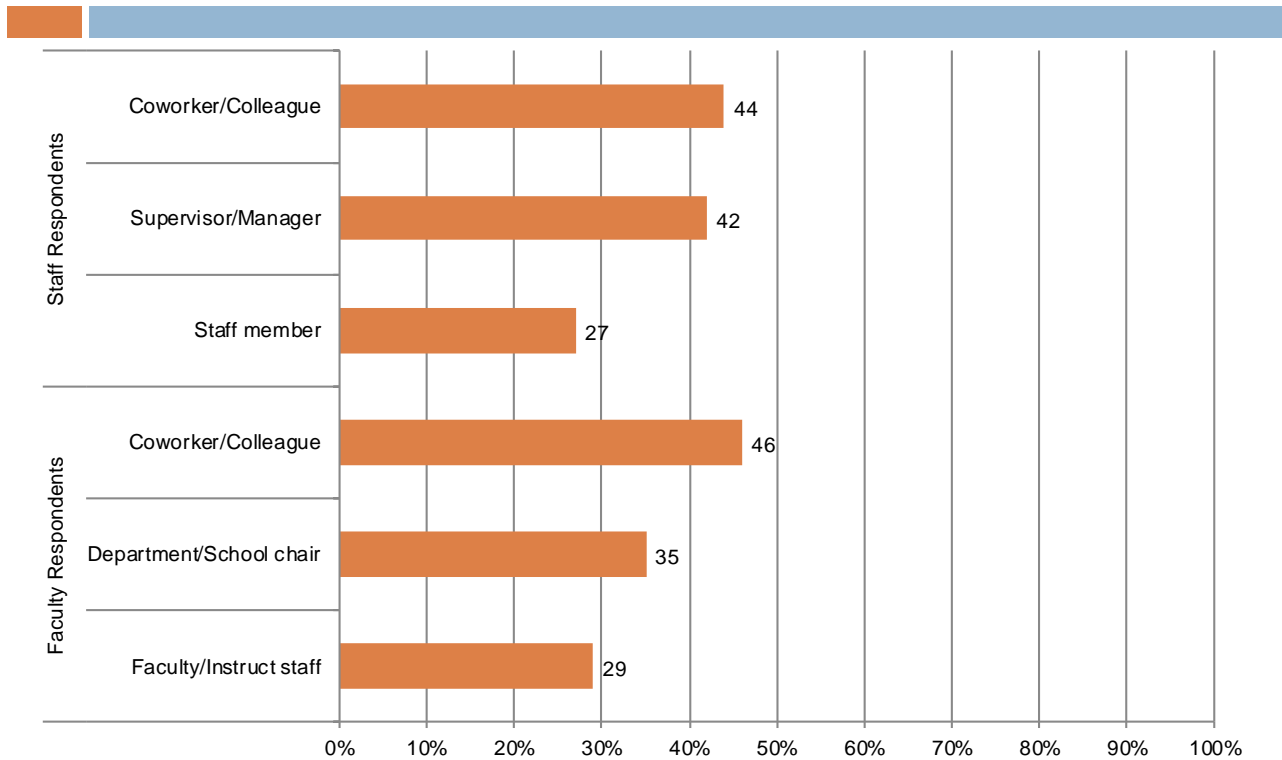
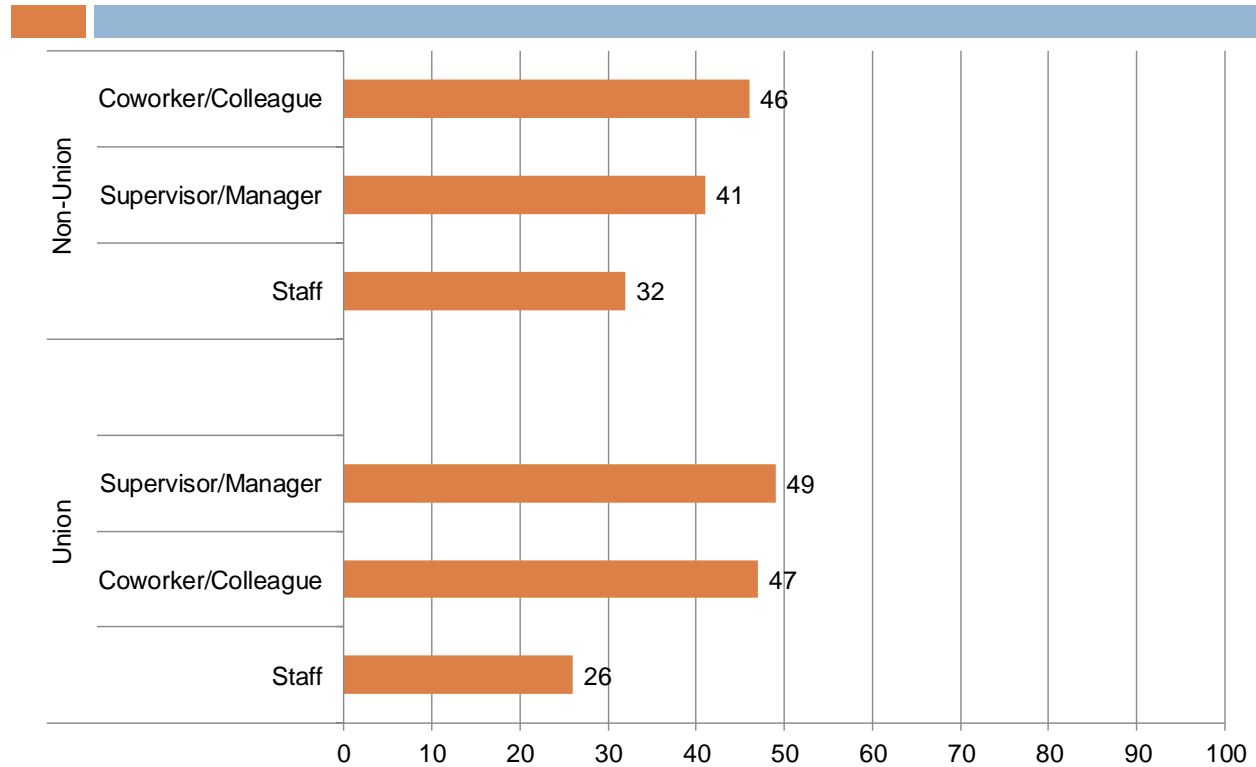


Figure 35. Employee Respondents' Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Employee Position Status (%)

Union and Non-Union Staff respondents identified coworkers/colleagues, other staff, and supervisors/managers as their greatest sources of exclusionary conduct (Figure 36). Owing to low number of Researcher Staff respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct, they are not represented in the Figure 36.



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

Figure 36. Staff Respondents' Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Staff Status (%)

In response to this conduct, 65% ($n = 251$) of respondents felt angry, 48% ($n = 187$) felt less confident, 39% ($n = 152$) felt embarrassed, and 21% ($n = 80$) felt afraid (Table 35). Of respondents who indicated their experience was not listed, several added comments that indicated many felt “belittled,” “anxiety,” “disappointment,” and “disrespected.”

Table 35. Respondents’ Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Emotional response to conduct	<i>n</i>	% of respondents who experienced conduct
I was angry.	251	64.5
I felt less confident.	187	48.1
I felt embarrassed.	152	39.1
I was afraid.	80	20.6
I ignored it.	75	19.3
I felt somehow responsible.	67	17.2
A feeling not listed above	58	14.9

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 389$). Percentages do not sum to 100% as a result of multiple response choices.

Also, in response to experiencing the conduct, 40% each told a friend ($n = 155$) or avoided the person/venue ($n = 154$), 36% ($n = 140$) didn’t do anything, and 29% ($n = 114$) told a family member (Table 36). Of the 16% ($n = 61$) of respondents who sought support from a Michigan Technological University resource, 28% ($n = 17$) contacted a faculty member and 21% ($n = 13$) sought help from senior administrators (e.g., dean of students, vice president, academic vice president). Some “response not listed above” comments were “I thought the administration would not take the matter seriously,” “contacted boss and information was sent to public safety,” “contacted outside attorney to seek advice on my rights as an employee,” and “I contacted the person’s supervisor.”

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

Actions in response to conduct	<i>n</i>	% of respondents who experienced conduct
I told a friend.	155	39.8
I avoided the person/venue.	154	39.6
I did not do anything.	140	36.0

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

Actions in response to conduct	<i>n</i>	% of respondents who experienced conduct
I told a family member.	114	29.3
I contacted a Michigan Tech resource.	61	15.7
<i>Faculty member</i>	17	27.9
<i>Senior administrator (e.g., dean, vice president, provost)</i>	13	21.3
<i>Office of Institutional Equity and Inclusion</i>	10	16.4
A response not listed above	56	14.4

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 389$). Percentages do not sum to 100% as a result of multiple response choices. For a complete list of actions, please see Table B48 in Appendix B.

Table 37 illustrates that 88% ($n = 335$) of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct did not report the incident and that 12% ($n = 45$) of respondents did report the incident. Of the respondents who reported the incident, 20% ($n = 9$) were satisfied with the outcome, 20% ($n = 9$) felt that their complaint was responded to appropriately, and 36% ($n = 16$) felt the incident did not receive an appropriate response.

Table 37. Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to conduct	<i>n</i>	% of respondents who experienced conduct
No, I didn't report it.	335	88.2
Yes, I reported it	45	11.8
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	9	20.0
<i>Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was responded to appropriately.</i>	9	20.0
<i>Yes, I reported the incident but felt that it was not responded to appropriately.</i>	16	35.6

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 389$). Percentages do not sum to 100% as a result of multiple response choices.

One hundred fifty-six respondents elaborated on experiencing exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that interfered with their ability to work, learn, or live at Michigan Technological University. Two themes

emerged from Employee (Faculty, Academic Administrator with Faculty Rank, and Staff) responses: hostile supervisors and treatment as second-class citizens. Two themes were specific to Student (Graduate and Undergraduate) respondents: hostile/discriminatory actions directed toward women and verbal harassment/hostilities directed toward minorities.

Employee respondents

Hostile Supervisors. In the first theme, respondents indicated hostile and inappropriate actions by supervisors and department chairs. In reference to their supervisor's actions, one respondent offered, "This is an ongoing issue in our work environment where our supervisor belittles staff, mocks independent thought, shows favoritism, and is vindictive among many other negative personality traits." Another respondent shared, "Raised voices, and poor anger management by a person in a position of supervisory authority such as Department Chair can be intimidating and unnecessarily shuts down communication, creating a hostile environment where it is difficult to talk about unfair evaluations, conflicts of interests etc." Respondents also wrote, "Apparently, my supervisor answers to no one and in a small operation, that is very dangerous" and "manager is too smart and too experienced to listen and is too important to follow policy" Also remarking on supervisors' actions outside of the designated lines of authority, one respondent shared, "Dept chairs should have adequate management/people skills or be removed from that position. They should also respect the chain of supervision and not circumvent direct supervisors." Other respondents simply stated, "supervisor does not give clear directions, withholds information and doesn't help us so we can be the best that we can be" and "I don't think bosses or managers should gossip about their staff." One respondent also offered, "Supervisor using inappropriate sexual language in a meeting with other staff members (e.g. references to 'hand job')."

Treatment as Second-Class Citizens. In the second theme, respondents described being treated as "second-class citizens" or as inferior to other employees based on either their level of education or position with the university. In regard to being treated as inferior because of their education level, respondents wrote, "I am really sick of being singled out as 'only having a Master's degree' since I am 'only' a lecturer" and "There are others in the department who think (and are not afraid of voicing their opinion) that lecturer positions are inferior to other positions and that I should not have taken on that role." Respondents also described being ignored or "talked down

to” by colleagues and students because of their position with the university. Specifically, respondents offered, “In a meeting I ended up sitting right on side of a Manager and was completely ignored. It was like I wasn't even there,” “Person in an executive role never acknowledges me at any meeting/event,” and “I am regularly ignored by higher level staff (coordinators, assistant directors, directors, VPs) that I know. Often the same people who ignore me when I am alone say 'hi' to me when I am in the company of someone else who is also a higher level than myself. This makes me feel that because I am an Office Assistant/Union staff member I am not important unless I am with someone else with ‘rank’.” One respondent described the issue as a matter of “elitism” at Michigan Technological University. According to the respondent, “There is an academic culture of elitism and exclusion to those who, although maybe as educated and talented or bright, have different credentials. Credentials seem to be all-important, rather than the real contributions an individual can make to a given activity.”

Student respondents

Hostile and Exclusionary Conduct Directed Toward Women. In the first theme, Student respondents who self-identified as women described hostile or exclusionary conduct by fellow classmates and faculty. Regarding their experience with faculty, respondents shared, “The experience with a faculty member involved a discussion with said faculty in their office regarding industry, jobs, and hiring. They blatantly claimed that I am worth less as an employee because I am female and therefore will someday leave industry and become a mother” and “One of my professors told the class that women were not as strong visually and spatially and that for that reason he would be pairing the females with a male partner for the next assignment.” Respondents also identified negative interactions they had with classmates who were men, particularly when working in group or team settings. For example, a respondent wrote, “I was the only woman on my team. I had one team member treat me differently. They avoided giving me work, acted like my ideas were theirs, 'mansplaining.' After I confronted them (after a lot of talking with other people about how to do it) the issue was resolved. But it took weeks for me to get the courage to confront them.” Another respondent offered, “Lots of clashing personalities and I was the only girl on the team with one of the guys...thinking he was in charge. The other guys liked him better and it just turned into a crappy team dynamic. Tried talking about it but they said I was the reason they were being derogatory towards me and ultimately just ignored it

until the project was done.” According to one respondent, the incidents were, “[n]othing too serious, just a lot of gender profiling occurs at tech due to the guy to girl ratio. Cat calling or assuming someone is not as qualified due to their gender.” One respondent remarked on the binary nature of “the ratio.” Specifically, the respondent wrote, “Most of My experiences were directly related to ‘The Ratio.’ Students would often call out the ratio in my classes, and begin counting the number of Men and Women at the table to see if it Matched the Ratio. The Ratio being a binary system of gender does not include those of us who are Agender.”

Verbal Harassment and Hostilities Directed Toward Minorities. In the second theme, Student respondents describe either witnessing or being the recipient of verbal harassment. Respondents described harassment based on individuals’ gender or sexuality and harassment related to individuals’ race or nationality. In describing their experiences with harassment based on gender, a respondent wrote, “[A person] was told [they] looked like a prostitute by multiple male students on separate equations [sic]. Both times were in front of a crowd.” Another respondent shared, “Lab assistant in my EE class made an extremely sexist joke targeting women, there were no women in the lab Section.” A respondent also described gendered remarks made by two male students toward the women in the class, including the women faculty member. The respondent specifically wrote, “Two males in a small class created a hostile environment by targeting remarks made by female classmates and the female professor, in order to derail the class discussion and put people down. Remarks were made in an arrogant and hostile manner that was perceived by the rest of the class as unnecessary, unproductive and out-of-line.” In addition to describing harassing and discriminatory remarks toward women, respondents also described their experiences with verbal harassment based on individuals’ race or nationality. One respondent wrote, “I’ve been called a nigger more times than I can count here at Tech in the past three years.” Another respondent offered, “The professor was making jokes about [a student’s] country and the political situation, regarding the building of the wall between Mexico and USA, but he made it personal at class saying that [the student had] to pay for the wall.” Respondents also described inappropriate remarks about individuals’ sexuality. In particular, respondents wrote, “The comments were of sexual nature/were toward my sexuality. It was very upsetting when these things were said to the point of me trying to avoid the male who said things directly to my face to the extent I could” and “Many times instructors at Michigan Tech have said very

derogatory comments about gender identity and LGBT culture in general.” Other respondents stated that they experienced hostile or harassing comments but did not specify the nature of the comment. For example, respondents wrote, “The other residents of the hall were constantly saying very terrible things about other groups of people, many of which they did not know I was a part of” and “The verbal comments were a final push that made me switch my major at the end of my sophomore year.”

^{xii}A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status: $\chi^2(4, N = 2,405) = 39.465, p < .01$.

^{xiii}A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: $\chi^2(2, N = 2,358) = 44.587, p < .01$.

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

Respondents' observations of others' experiencing exclusionary, intimidating, offensive, and/or hostile conduct also may contribute to their perceptions of campus climate. Twenty percent ($n = 470$) of survey respondents observed conduct directed toward a person or group of people on campus that they believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at Michigan Technological University⁵¹ within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on gender/gender identity (31%, $n = 147$), ethnicity (20%, $n = 95$), gender expression (17%, $n = 81$), racial identity (17%, $n = 81$), political views (17%, $n = 79$), and sexual identity (16%, $n = 76$). Fifteen percent ($n = 70$) of respondents indicated that they did not know the basis (Table 38).

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

Characteristic	<i>n</i>	% of respondents who observed conduct
Gender/gender identity	147	31.3
Ethnicity	95	20.2
Gender expression	81	17.2
Racial identity	81	17.2
Political views	79	16.8
Sexual identity	76	16.2
Do not know	70	14.9

Note: Table reports responses only 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% as a result of multiple response choices. For a complete list of bases of conduct, please see Table B93 in Appendix B.

Figures 37 and 38 separate by demographic categories (i.e., racial identity, gender identity, sexual identity, and religious affiliation) the noteworthy responses of those individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile

⁵¹This report uses “conduct” and the phrase “exclusionary, intimidating, offensive, and/or hostile conduct” as a shortened version of “conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at Michigan Technological University?”

conduct within the past year. No significant differences were noted in the percentages of respondents who indicated on the survey that they had observed such conduct by citizenship status.

Significant differences existed based on racial identity, with 32% ($n = 33$) of Multiracial respondents, 20% ($n = 379$) of White respondents, and 9% ($n = 15$) of Asian/Asian American respondents reporting that they had observed exclusionary, intimidating, offensive, and/or hostile conduct^{xiv} (Figure 37). In addition, a higher percentage of Additional People of Color respondents (21%, $n = 28$) compared with Asian/Asian American respondents (9%, $n = 15$) observed exclusionary, intimidating, offensive, and/or hostile conduct. Higher percentages of Transspectrum respondents (38%, $n = 11$) and Women respondents (23%, $n = 222$) than Men respondents (16%, $n = 220$)^{xv} and a higher percentage of LGBTQ respondents (33%, $n = 80$) than Heterosexual respondents (18%, $n = 356$) observed such conduct.^{xvi}

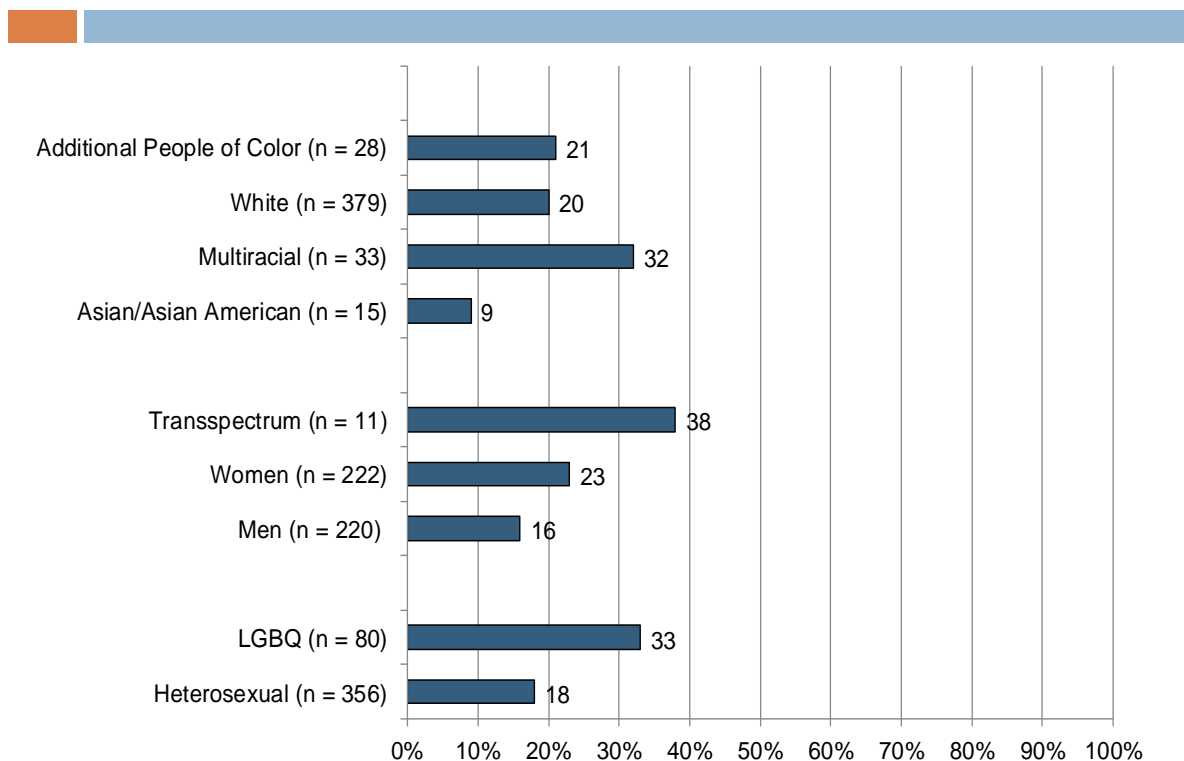


Figure 37. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Racial Identity, Gender Identity, and Sexual Identity (%)

In terms of religious affiliation, a higher percentage of Respondents with No Religious Affiliation (24%, $n = 219$) than Respondents with Christian Religious Affiliations (16%, $n = 190$), Additional Faith-Based Affiliations (14%, $n = 24$), and Multiple Religious Affiliations (19%, $n = 16$) witnessed exclusionary, intimidating, offensive, and/or hostile conduct (Figure 38).

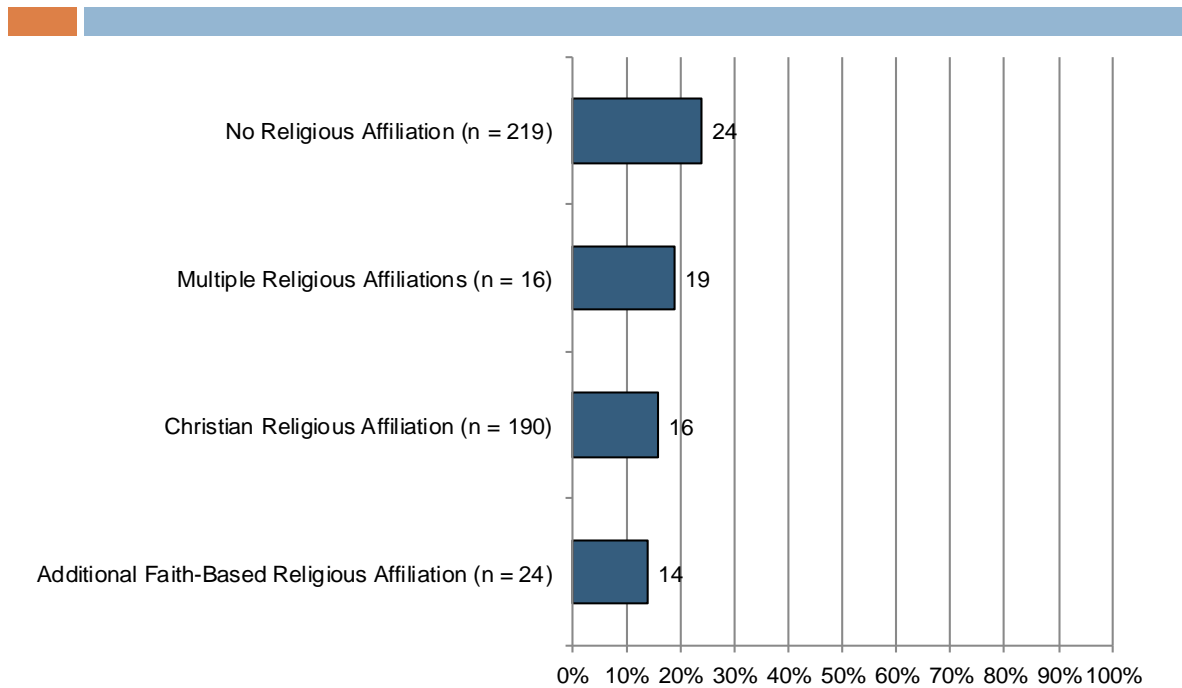


Figure 38. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Religious Affiliation (%)

Table 39 illustrates that respondents most often observed this conduct in the form of someone being the target of derogatory verbal remarks (50%, $n = 237$), being isolated or left out (27%, $n = 126$), deliberately ignored or excluded (26%, $n = 124$), being intimidated/bullied (25%, $n = 115$), or experiencing a hostile work environment (23%, $n = 108$).

Table 39. Top Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	<i>n</i>	% of respondents who observed conduct
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 responses only 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% as a result of multiple response choices. For a complete list of forms, please see Table B94 in Appendix B.

Additionally, 23% ($n = 110$) of the respondents who indicated on the survey that they observed exclusionary conduct noted that it happened in a classroom or laboratory (Table 40). Some respondents noted that the incidents occurred in a meeting with a group of people (20%, $n = 96$), other public spaces at Michigan Technological University (18%, $n = 86$), while working at a Michigan Tech job (17%, $n = 81$), or in campus housing (15%, $n = 71$).

Table 40. Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of respondents who observed conduct
In a class/lab	110	23.4
In a meeting with a group of people	96	20.4
In other public spaces at Michigan Tech	86	18.3
While working at a Michigan Tech job	81	17.2
In campus housing	71	15.1

Note: Table reports responses only 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% as a result of multiple response choices. For a complete list of locations, please see Table B95 in Appendix B.

Sixty-one percent ($n = 285$) of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct noted that the targets of the conduct were students (Table 41). Other respondents identified coworkers/colleagues (19%, $n = 91$), friends (18%, $n = 83$), staff members (13%, $n = 63$), and strangers (10%, $n = 48$) as targets.

Table 41. Top Targets of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Target	<i>n</i>	% of respondents who observed conduct
Student	285	60.6
Coworker/colleague	91	19.4
Friend	83	17.7
Staff member	63	13.4
Stranger	48	10.2

Note: Table reports responses only 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% as a result of multiple response choices. For a complete list of targets, please see Table B91 in Appendix B

Of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 48% ($n = 224$) noted that students were the sources of the conduct (Table 42). Respondents identified additional sources as supervisor or manager (13%, $n = 62$), and 12% ($n = 57$) each identified coworkers/colleagues, faculty members/other instructional staff members, and staff members.

Table 42. Sources of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source	<i>n</i>	% of respondents who observed conduct
Student	224	47.7
Supervisor or manager	62	13.2
Coworker/colleague	57	12.1
Faculty member/other instructional staff	57	12.1
Staff member	57	12.1

Note: Table reports responses only 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% as a result of multiple response choices. For a complete list of targets, please see Table B92 in Appendix B.

Also, in response to observing the exclusionary, intimidating, offensive, and/or hostile conduct, 34% ($n = 161$) did not do anything, 23% ($n = 108$) told a friend, 17% ($n = 79$) confronted the person(s) at the time, and 15% ($n = 73$) avoided the person/venue (Table 43). Of the respondents (9%, $n = 44$) who contacted a Michigan Technological University resource, 27% ($n = 12$) each sought support from a staff person or supervisor/department chair, 16% ($n = 7$) sought support from the Center for Diversity and Inclusion, 14% ($n = 6$) from student staff (e.g., resident assistant, RLC, building managers, event staff), and 11% ($n = 5$) from a faculty member.

Table 43. Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to observed conduct	<i>n</i>	% of respondents who observed conduct
I did not do anything.	161	34.3
I told a friend.	108	23.0
I confronted the person(s) at the time.	79	16.8
I avoided the person/venue.	73	15.5
I confronted the person(s) later.	68	14.5
I told a family member.	52	11.1
I did not know who to go to.	45	9.6
I contacted a Michigan Tech resource.	44	9.4
<i>Staff person</i>	12	27.3
<i>Supervisor/department chair</i>	12	27.3
<i>Center for Diversity and Inclusion</i>	7	15.9
<i>Student staff (e.g., resident assistant, RLC, building managers, event staff)</i>	6	13.6
<i>Faculty member</i>	5	11.4
A response not listed above	76	16.2

Note: Table reports responses only 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% as a result of multiple response choices. For a complete list of actions, please see Table B96 in Appendix B.

Table 44 illustrates that 91% ($n = 417$) of respondents did not report the incident and that 9% ($n = 40$) of respondents did report the incident. Of the respondents who reported the incident, 40% ($n = 16$) were satisfied with the outcome, 15% ($n = 6$) felt that the complaint received an appropriate response, and 15% ($n = 6$) felt that the incident did not receive an appropriate response.

Table 44. Respondents' Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reporting the observed conduct	<i>n</i>	% of respondents who observed conduct
No, I didn't report it.	417	91.2
Yes, I reported it.	40	8.8
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	16	40.0
<i>Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was responded to appropriately.</i>	6	15.0

Table 44. Respondents' Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reporting the observed conduct	<i>n</i>	% of respondents who observed conduct
<i>Yes, I reported the incident but felt that it was not responded to appropriately.</i>	6	15.0

Note: Table reports responses only 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% as a result of multiple response choices.

One hundred fifty-two respondents elaborated on their observations of conduct directed toward a person or group of people on campus that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment. Five themes emerged from the responses: lack of faith in Michigan Technological University reporting processes, Michigan Technological University as an exclusionary, intimidating, and hostile environment for LGBT individuals, Michigan Technological University as an exclusionary, intimidating, and hostile environment for international faculty and students, Michigan Technological University as an exclusionary, intimidating, and hostile environment for women, and Michigan Technological University as an exclusionary, intimidating, and hostile environment for non-minorities.

Lack of Faith in Michigan Technological University Reporting Processes. In the first theme, respondents described a lack of faith in the Michigan Technological University reporting process. In particular, respondents offered the assumption that Michigan Technological University would not or could not take action in response to a report of harassment or discrimination. Respondents specifically wrote, “I have learned that complaining is a waste of time and energy” and “there are only so many times a person can file a complaint about racism or discrimination before they realize their complaints will continue to go unheard or disregarded.” One respondent noted, “Nothing ever gets done so why bother, this has been going on for the last few years.” Other respondents explained that they chose not to report an incident either because it would be “impossible to prove” or because they lacked faith in Michigan Technological University’s reporting channels. For example, a respondent wrote, “I, and the person who experienced the conduct, do not think that going to HR would make any difference in the situation. We also do not trust HR to keep matters confidential.”

Michigan Technological University as an Exclusionary, Intimidating, and Hostile Environment for Transspectrum Individuals. In the second theme, respondents described acts of exclusion,

intimidation, and harassment toward LGBT individuals as part of Michigan Technological University everyday culture. Respondents explained, “The general student body does not have a lot of respect for people who are not heterosexual and cisgender (especially the second one)” and “Commonly see others making fun of others for gender identity and sexual orientation. Also often see those things being used as jokes and insults.” According to one respondent, “LGBT derogatory verbal expressions” are commonplace at Michigan Technological University. Another respondent wrote, “Negative comments about someone being gay - the usual ‘suck it, faggot’ comments that are common on campus.” Respondents’ comments suggest that anti-LGBT words and phrases commonly occur within Michigan Technological University’s vernacular. In describing the campus climate for LGBT individuals at Michigan Technological University, respondents also shared incidents of hostility toward LGBT individuals. Remarking on the treatment of a transspectrum peer, a respondent wrote, “One time [a person] was discussing his gender identity in [a public space on campus], and a group of people sitting near us called him a he-she and said he was crazy.” Another respondent shared, “In multiple instances the rainbow flag at Canterbury house has been pulled down.”

Michigan Technological University as an Exclusionary, Intimidating, and Hostile Environment for International Faculty and Students. In the third theme, respondents identified different acts of exclusion, intimidation, and harassment that were directed toward international faculty and students at Michigan Technological University. One respondent explained, “I guess what comes to my mind here primarily are the behaviors directed toward my colleagues from international backgrounds, who are discounted and ignored, and often receive biased performance evaluations.” Other respondents offered, “I have observed students making inappropriate comments about internationally born students and instructors” and “There are some fraternity houses on college avenue that yell things out you when walking in front of their houses if you look foreign.” Multiple respondents noted the treatment of Indian students at Michigan Technological University. Respondents reported, “Indian students are not included in a lot of what goes on, on campus and are often referred to by mean names. People will not take the Michigan Technological University shuttle and call it the ‘Curry Express’ because of the number of international students who do not have cars and must take the bus.” Respondents also explained, “Some of the shuttle drivers seem to have an issue with Indian students. They try to

ignore and exclude Indian students due to some personal reason” and “A lot of facilities staff seem to assume that Indian Students are not intelligent, and treat them as such. While working they would consistently get worse jobs for the day than the white students.” Another respondent noted, “Because there are so many Indian transfer students, they tend to keep their social identity and speak their languages while communicating with each other. I always see, usually groups of white males, giving them dirty looks or make quiet comments to each other about how they should be assimilating into the white culture.”

Michigan Technological University as an Exclusionary, Intimidating, and Hostile Environment for Women. In the fourth theme, respondents identified Michigan Technological University’s campus climate as exclusionary, hostile, and discriminatory for women faculty, staff, and students. Respondents described Michigan Technological University’s climate as “sexist” and disrespectful of women. Respondents noted that “sexist jokes” were pervasive within Michigan Technological University culture. One respondent explained, “About 99% of this is just about boys being sexist. I know it's largely inescapable when the campus is roughly 72% male, but some people are just ridiculously sexist. It is probably at least once a day I hear someone making a derogatory comment about a girl just because they're a girl.” Respondents also noted that women were excluded from classroom and work tasks based on their gender. Respondents offered, “Group members ignoring female peers and not considering their views or contributions” and “felt that the teacher sometimes seemed to treat women in the class with less respect than the men.” Another respondent wrote, “Female student employees treated differently (given different types of tasks/work or treated as non-technical).” One respondent offered a summary on their perspectives about the treatment of women employees at Michigan Technological University. The respondent wrote, “Most of the exclusionary activities and conversations I have noticed cannot be categorized as requiring intervention by law enforcement. They fall in the spectrum of micro/macro verbal aggression that nonetheless can have a chilling impact on morale and productivity. Women are often left out of conversations or interrupted, if they are at all visible... Speaking up in such situations, particularly as a woman or a minority, can be difficult as it is the best way to get a reputation for complaining, and/or losing credibility.”

Michigan Technological University as an Exclusionary, Intimidating, and Hostile Environment for Non-Minorities. In the fifth theme, respondents described Michigan Technological University as an exclusionary, intimidating, and hostile environment for White individuals, Christians, and those who hold conservative political views. Respondents explained, “I think conservatives are completely ignored and that the worldview explicitly stated by Michigan Technological University administration, and even the definitions section of this survey create this environment.” Respondents noted, “students and staff with non-liberal ideas are often maligned and made to worry about being called a bigot, homophobe, xenophobe, etc.,” and “Christian groups are shunned and made fun of.” Another respondent offered, “A student with conservative political views was verbally yelled at because they support the current president at an anti-establishment political event.” Respondents also indicated that non-minorities were experiencing a form of reverse discrimination at Michigan Technological University. Specifically, a respondent wrote, “Men are being discriminated against due to special work environments existing for women without complementary spaces for men.” Another respondent wrote, “Political correctness has gone so backwards that, as a middle-class, heterosexual white male, I feel discriminated against. Special events are planned to make anyone not in that group to feel welcome (black Americans, LGBT, etc). They receive special recognition and treatment because of their race/identity. Isn't that discrimination against me?”

^{xiv}A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by racial identity: $\chi^2(2, N = 2,337) = 16.030, p < .01$.

^{xv}A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: $\chi^2(2, N = 2,356) = 21.848, p < .01$.

^{xvi}A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by sexual identity: $\chi^2(1, N = 2,262) = 34.103, p < .01$.

Unwanted Sexual Experiences

Eight percent ($n = 188$) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct,⁵² with 1% ($n = 32$) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 2% ($n = 53$) experiencing stalking (e.g., following me, on social media, texting, phone calls), 4% ($n = 106$) experiencing unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), and 3% ($n = 60$) experiencing unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent) while a member of the Michigan Technological University community (Figure 39).

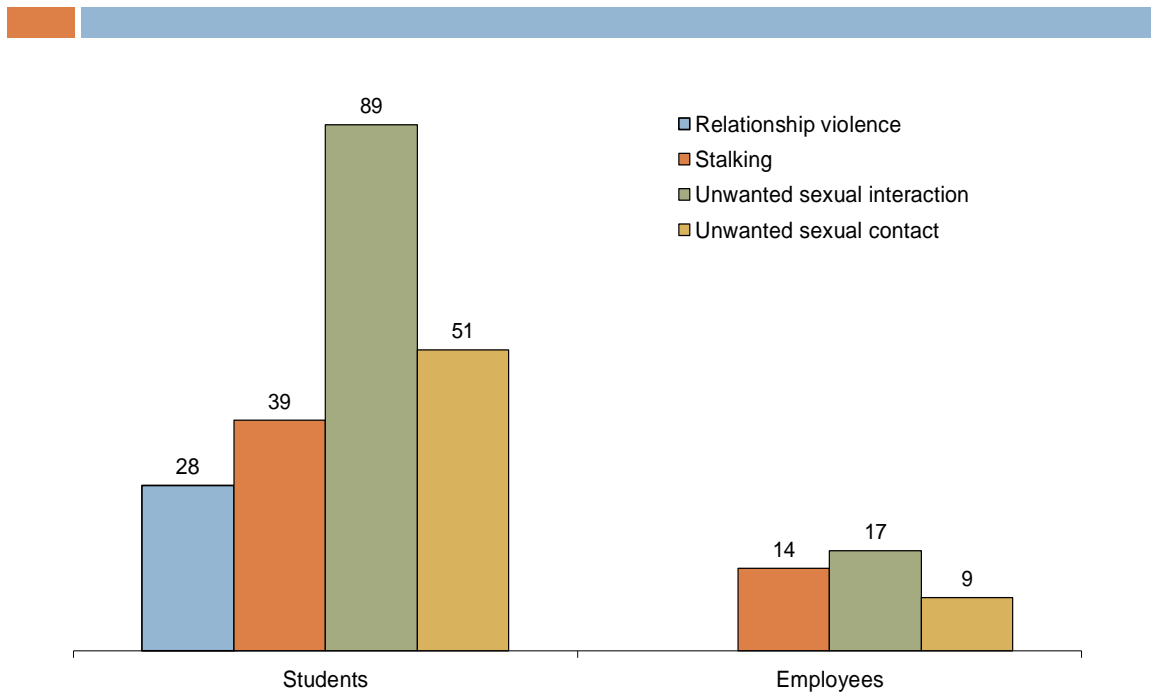


Figure 39. Respondents' Experiences of Unwanted Sexual Contact/Conduct by Position Status (n)

⁵²The survey used the term “unwanted sexual contact/conduct” to depict any unwanted sexual experiences and defined it as “interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, or sodomy.”

Relationship Violence

Significant differences existed based on gender identity, employment status, and housing status. Specifically, a higher percentage of Women respondents (2%, $n = 23$) compared with Men respondents (1%, $n = 8$) experienced relationship violence.^{xvii} Additionally, a higher percentage of Employed respondents (3%, $n = 21$) than Unemployed respondents (1%, $n = 7$) experienced relationship violence.^{xviii} Finally, a higher percentage of Non-Campus Housing respondents (3%, $n = 21$) compared with Campus Housing respondents (1%, $n = 7$) experienced relationship violence.^{xix}

More than half of respondents (56%, $n = 18$) who indicated that they experienced relationship violence indicated that it happened within the past year, and 15% ($n = 5$) noted that it happened 2 to 4 years ago.

Student respondents⁵³ were asked if alcohol and/or drugs were involved in the relationship violence and 32% ($n = 9$) indicated “yes.” Student respondents were also asked to share what year in their college career they experienced relationship violence. Of note, occurrences of relationship violence of any kind predominantly occurred each fall semester. Of Student respondents who indicated that they experienced relationship violence, 61% ($n = 17$) noted that it occurred in their first year as an undergraduate student, and 36% ($n = 10$) noted that it occurred in their second year as an undergraduate student (Table 45).

Table 45. Year in Which Student Respondents Experienced Relationship Violence

Year experience occurred	<i>n</i>	%
Undergraduate first year	17	60.7
Undergraduate second year	10	35.7
Undergraduate third year	6	21.4
Undergraduate fourth year	< 5	---
During my time as a graduate student at Michigan Tech	< 5	---

Note: Table reports only Student respondents who indicated on the survey that they experienced relationship violence ($n = 28$). Percentages do not sum to 100% as a result of multiple response choices. For a complete list of years, please see Table B53 in Appendix B.

⁵³Analysis of Undergraduate and Graduate Student responses were combined because the number of Graduate Student respondents was too low to maintain confidentiality.

Eighty-one percent ($n = 26$) of the respondents who indicated on the survey that they experienced relationship violence identified current or former dating/intimate partners as the perpetrators of the conduct. Respondents also identified Michigan Technological University students (25%, $n = 8$).

Asked where the relationship violence incidents occurred, 63% ($n = 20$) of respondents indicated that they occurred off campus and 60% ($n = 19$) indicated they occurred on campus. Respondents who experienced relationship violence off campus indicated that the incidents occurred in places such as “former partner’s house,” “Hancock,” and “mostly at his apartment where he would drag me away to.”

Asked how they felt in response to experiencing relationship violence, 63% ($n = 20$) felt less confident, 60% ($n = 19$) each felt afraid and somehow responsible, and 56% ($n = 18$) felt angry (Table 46).

Table 46. Emotional Reaction to Relationship Violence

Emotional reaction	<i>n</i>	%
I felt less confident.	20	62.5
I felt afraid.	19	59.4
I felt somehow responsible.	19	59.4
I felt angry.	18	56.3
I felt embarrassed.	14	43.8
I ignored it.	10	31.3
A feeling not listed above	19	59.4

Note: Table reports responses only from individuals who indicated on the survey that they experienced relationship violence ($n = 32$). Percentages may not sum to 100% as a result of multiple response choices.

In response to experiencing relationship violence, 44% ($n = 14$) of respondents told a friend, 41% ($n = 13$) confronted the person(s) later, 31% ($n = 10$) avoided the person/venue, 22% ($n = 7$) each sought information online or told a family member (Table 47).

Table 47. Actions in Response to Relationship Violence

Action	<i>n</i>	%
I told a friend.	14	43.8
I confronted the person(s) later.	13	40.6
I avoided the person/venue.	10	31.3

Table 47. Actions in Response to Relationship Violence

Action	<i>n</i>	%
I didn't do anything.	9	28.1
I sought information online.	7	21.9
I told a family member.	7	21.9
A response not listed above	32	15.6

Note: Table reports responses only from individuals who indicated on the survey that they experienced relationship violence ($n = 32$). For a complete list of actions, please see Table B57 in Appendix B.

Eighty-eight percent ($n = 28$) of respondents did not report the relationship violence. Additional findings are not published here because of low response numbers.

Two respondents provided information that indicated that they did report the relationship violence but that it was not responded to appropriately. No theme was present.

Twenty-four respondents provided information regarding why they chose not to report their experience with relationship violence. Respondents included Graduate Students, Staff, and Undergraduate Students. No theme emerged within the responses provided.

^{xvii}A chi-square test was conducted to compare percentages of respondents who indicated that they experienced relationship violence by gender identity: $\chi^2(1, N = 2,332) = 13.384, p < .01$.

^{xviii}A chi-square test was conducted to compare percentages of respondents who indicated that they experienced relationship violence by employment status: $\chi^2(1, N = 1,455) = 7.157, p < .01$.

^{xix}A chi-square test was conducted to compare percentages of respondents who indicated that they experienced relationship violence by housing status: $\chi^2(1, N = 1,466) = 5.380, p < .05$.

Stalking

Significant differences existed based on gender identity, sexual identity, disability, and housing status. Specifically, a higher percentage of Women respondents (5%, $n = 45$) compared with Men respondents (1%, $n = 7$) experienced stalking,^{xx} and a higher percentage of LGBTQ respondents (5%, $n = 45$) compared with Heterosexual respondents (2%, $n = 39$) experienced stalking.^{xxi} Additionally, higher percentages of Single Disability respondents (5%, $n = 9$) and Multiple Disability respondents (6%, $n = 6$) than No Disability respondents (2%, $n = 38$) experienced stalking conduct.^{xxii} Finally, a higher percentage of Non-Campus respondents (4%, $n = 28$) compared with On-Campus respondents (2%, $n = 11$) experienced stalking.^{xxiii}

Almost half of respondents (49%, $n = 26$) who indicated that they experienced stalking noted that it happened within the past year, and 13% ($n = 7$) noted that it happened 2 to 4 years ago.

Student respondents⁵⁴ were asked if alcohol and/or drugs were involved in the stalking and 92% ($n = 36$) answered “no.” Student respondents were also asked to share what year in their college career they experienced stalking. The greatest percentage of occurrences of stalking of any kind happened each fall semester. Of Student respondents who indicated that they experienced stalking, 51% ($n = 20$) noted that it occurred in their first year as an undergraduate student, and 28% ($n = 11$) noted that it occurred in their second year as an undergraduate student (Table 48).

Table 48. Year in Which Student Respondents Experienced Stalking

Year experience occurred	<i>n</i>	%
Undergraduate first year	20	51.3
Undergraduate second year	11	28.2
Undergraduate third year	8	20.5
Undergraduate fourth year	< 5	---
During my time as a graduate student at Michigan Tech	< 5	---

Note: Table reports only Student respondents who indicated on the survey that they experienced stalking ($n = 39$). Percentages do not sum to 100% as a result of multiple response choices. For a complete list of years, please see Table B61 in Appendix B.

Fifty-seven percent ($n = 30$) of the respondents who indicated on the survey that they experienced stalking identified a Michigan Technological University student as the perpetrator of

⁵⁴ Analysis of Undergraduate and Graduate Student responses were combined because the number of Graduate Student respondents was too low to maintain confidentiality.

the conduct. Respondents also identified other sources as acquaintances/friends (28%, $n = 15$) or current or former dating/intimate partners (21%, $n = 11$).

Asked where the stalking incidents occurred, 78% ($n = 41$) indicated they occurred on campus and 57% ($n = 30$) of respondents indicated that they occurred off campus. Respondents who experienced stalking off campus indicated that the incidents occurred in places such as “text and calls,” “Frat,” “texting and following,” and “online and at attended events.”

Asked how they felt in response to experiencing stalking, 59% ($n = 31$) of respondents felt angry, 40% ($n = 21$) ignored it, 26% ($n = 14$) each felt afraid and/or somehow responsible, and 25% ($n = 13$) felt embarrassed (Table 49).

Table 49. Emotional Reaction to Experienced Stalking

Emotional reaction	<i>n</i>	%
I felt angry.	31	58.5
I ignored it.	21	39.6
I felt afraid.	14	26.4
I felt somehow responsible.	14	26.4
I felt embarrassed.	13	24.5
I felt less confident.	11	20.8
A feeling not listed above	10	18.9

Note: Table includes responses only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) ($n = 53$). Percentages may not sum to 100% as a result of multiple response choices.

In response to experiencing stalking, 68% ($n = 36$) of respondents avoided the person/venue, 59% ($n = 31$) told a friend, 25% ($n = 13$) confronted the person(s) at the time, and 21% ($n = 11$) each told a family member or confronted the person(s) later (Table 50).

Table 50. Actions in Response to Experienced Stalking

Action	<i>n</i>	%
I avoided the person/venue.	36	67.9
I told a friend.	31	58.5
I confronted the person(s) at the time.	13	24.5
I told a family member.	11	20.8
I confronted the person(s) later.	11	20.8
A response not listed above	7	13.2

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking ($n = 53$). For a complete list of actions, please see Table B65 in Appendix B. Percentages may not sum to 100% as a result of multiple response choices.

Zero respondents provided additional information regarding their perception that their report of stalking was not handled properly by Michigan Technological University.

Eighty-seven percent ($n = 46$) of respondents did not report the stalking and 13% ($n = 7$) did report the incident. Additional findings are not published here because of low response numbers.

Forty-five respondents provided information which indicated that they did not report the stalking to a campus official or staff member. Two themes emerged from the responses: minor incident so reporting not necessary and lack of faith in Michigan Technological University reporting processes.

Minor Incident, Reporting Not Necessary. In the first theme, respondents stated that they did not report the stalking because they did not believe that the incident was a “serious threat” or because the incident “wasn’t extreme enough” to garner reporting. Respondents specifically wrote, “It was not severe. I did not feel in danger,” “The person was not posing a threat, just being weird and annoying,” and “did not feel threatened.” Other respondents explained, “I felt like it was harmless for the most part” and “I didn’t feel that I was actually in danger.” Some respondents explained that although they initially thought the incident was minor, they now viewed their experience with stalking as significant. According to respondents, “I didn’t feel that it was a big deal at the time and by the time I realized I should have said something, it seemed too late” and “Looking back on it and having experienced more contact from the person recently, it definitely is stalking. However, as it was happening, I never could quite pick out a point where

it really became stalking. Now I can easily in retrospect, but at the moment I guess I was just trying to give him the benefit of the doubt.”

Lack of Faith in Michigan Technological University Reporting Processes. For the second theme, respondents shared that they did not report the stalking because of their lack of faith in the university’s reporting processes. In particular, respondents offered, “What were they going to do? Nothing” and “I don’t trust the school’s administration to actually help the problem and not just make it worse.” Another respondent wrote, “Because I felt that there was little Michigan Tech could do.” One respondent explained that they did attempt to report the incident but that their attempts were unsuccessful. According to the respondent, “The matter was dismissed by anyone I tried to reach for help. It was dismissed as a personal matter. I reached dead-ends no matter who I tried to contact.” Respondents also referred to peers’ negative experiences with reporting as an explanation for why they chose not to report their own experience with stalking. Respondents wrote, “Filing Title IX stuff at Michigan Technological University involves a lot of work and time. I have had several friends have negative experiences with their office” and “nothing happened when others reported similar type situations.”

Unwanted Sexual Interaction

Analyses of the data suggested that a higher percentage of Women respondents (9%, $n = 91$) than Men respondents (1%, $n = 12$) experienced unwanted sexual interaction (Figure 40).^{xxiv} Ten percent ($n = 23$) of LGBTQ respondents compared with 4% ($n = 79$) of Heterosexual respondents experienced unwanted sexual interaction.^{xxv} A higher percentage of U.S. Citizen respondents (5%, $n = 100$) compared with Non-U.S. Citizen respondents (2%, $n = 6$) experienced unwanted sexual interaction.^{xxvi} Significant differences existed based on religious affiliation, with Multiple Religious Affiliation respondents (11%, $n = 9$), Additional Faith-Based respondents ($n < 5$), and Christian respondents (4%, $n = 43$) reporting that they experienced unwanted sexual interaction.^{xxvii} Higher percentages of Multiple Disability respondents (13%, $n = 13$) and Single Disability respondents (10%, $n = 16$) than No Disability respondents (4%, $n = 77$) experienced unwanted sexual interaction.^{xxviii} Higher percentages of Employed respondents (8%, $n = 60$) than Not Employed (4%, $n = 29$) experienced unwanted sexual interaction.^{xxix} A higher percentage of Non-Campus Housing respondents (8%, $n = 61$) compared with Campus Housing respondents (4%, $n = 27$) experienced unwanted sexual interaction.^{xxx}

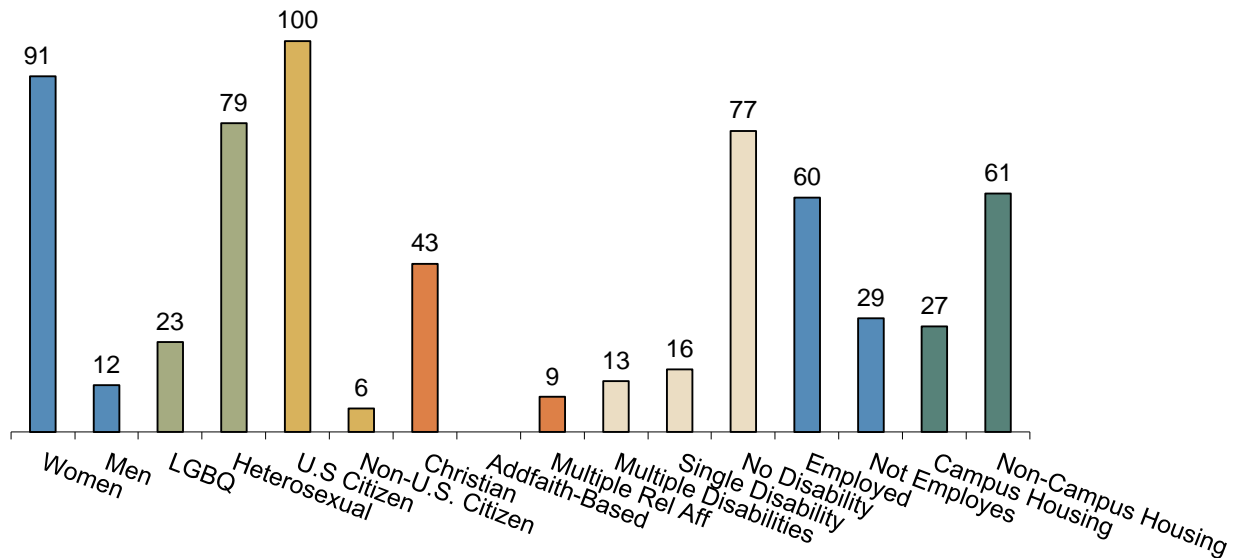


Figure 40. Respondents' Experiences of Unwanted Sexual Interaction While at Michigan Technological University by Significant Demographics (n)

Fifty-seven percent of respondents ($n = 60$) who indicated that they experienced unwanted sexual interaction indicated that it happened within the past year, and 13% ($n = 14$) noted that it happened 2 to 4 years ago.

Student respondents⁵⁵ were asked if alcohol and/or drugs were involved in the unwanted sexual interaction and 29% ($n = 26$) indicated "yes." Of those who indicated that alcohol and or drugs were involved, 88% ($n = 22$) indicated that it was alcohol only and 12% ($n < 5$) indicated that both alcohol and drugs were involved.

Student respondents were also asked to share what year in their college career they experienced unwanted sexual interaction. Of Student respondents who indicated that they experienced unwanted sexual interaction, 62% ($n = 55$) noted that it occurred in their first year of college,

⁵⁵Analysis of Undergraduate and Graduate Student responses were combined because the number of Graduate Student respondents ($n < 5$) was too low to maintain confidentiality.

40% ($n = 36$) noted that it occurred in their second year, 23% ($n = 20$) noted that it occurred in their third year, and 15% ($n = 13$) noted that it occurred during their fourth year (Table 51).

Table 51. Year in Which Student Respondents Experienced Unwanted Sexual Interaction

Year experience occurred	<i>n</i>	%
Undergraduate first year	55	61.8
Undergraduate second year	36	40.4
Undergraduate third year	20	22.5
Undergraduate fourth year	13	14.6
During my time as a graduate student at Michigan Tech	9	10.1

Note: Table reports responses only from Students who indicated on the survey that they experienced unwanted sexual interaction ($n = 89$). Percentages may not sum to 100% as a result of multiple response choices.

Fifty-seven percent ($n = 60$) of the respondents who indicated on the survey that they experienced unwanted sexual interaction identified a Michigan Technological University student as the perpetrator of the conduct. Respondents also identified other sources as strangers (40%, $n = 42$) and acquaintances/friends (25%, $n = 26$).

Asked where the unwanted sexual interaction incidents occurred, 60% ($n = 65$) of respondents indicated that they occurred on campus and 50% ($n = 52$) indicated they occurred off campus. Respondents who experienced unwanted sexual interaction off campus indicated that the incidents occurred in places such as “College Ave,” “Bet Sig Frat,” “Downtown Houghton,” and “Frat Row.”

Asked how they felt in response to experiencing unwanted sexual interaction, 49% ($n = 52$) felt angry, 48% ($n = 51$) felt embarrassed, 45% ($n = 48$) ignored it, 38% ($n = 40$) felt less confident, and 30% ($n = 32$) felt afraid (Table 52).

Table 52. Emotional Reaction to Unwanted Sexual Interaction

Emotional reaction	<i>n</i>	%
I felt angry.	52	49.1
I felt embarrassed.	51	48.1
I ignored it.	48	45.3
I felt less confident.	40	37.7
I felt afraid.	32	30.2
I felt somehow responsible.	31	29.2

Table 52. Emotional Reaction to Unwanted Sexual Interaction

Emotional reaction	<i>n</i>	%
A feeling not listed above	13	12.3

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 106$). Percentages may not sum to 100% as a result of multiple response choices.

In response to experiencing unwanted sexual interaction, 50% ($n = 53$) of respondents avoided the person/venue (Table 53). Other respondents told a friend (47%, $n = 50$), did not do anything (43%, $n = 46$), confronted the person(s) at the time (16%, $n = 17$), and confronted the person(s) later (14%, $n = 15$).

Table 53. Actions in Response to Unwanted Sexual Interaction

Action	<i>n</i>	%
I avoided the person/venue.	53	50.0
I told a friend.	50	47.2
I didn't do anything.	46	43.4
I confronted the person(s) at the time.	17	16.0
I confronted the person(s) later.	15	14.2
A response not listed above	11	10.4

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 106$). For a complete list of actions, please see Table B73 in Appendix B.

Five percent ($n = 5$) of respondents reported the incident(s) (Table 54). Of those respondents who reported the incident(s), fewer than five felt their complaint was responded to appropriately.

Table 54. Respondents' Reporting Unwanted Sexual Interaction

Reporting the unwanted sexual interaction	<i>n</i>	% of respondents who reported sexual interaction
No	100	95.2
Yes	5	4.8
<i>I reported the incident and was satisfied with the outcome.</i>	< 5	---
<i>I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was responded to appropriately.</i>	< 5	---
<i>I reported the incident but felt that it was not responded to appropriately.</i>	< 5	---

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 106$). Percentages may not sum to 100% as a result of multiple response choices.

Two respondents provided information regarding why they perceived that their report of unwanted sexual interaction was not responded to appropriately. No theme was present.

Eight-eight respondents elaborated on why they did not report an inappropriate sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) to a campus official or staff member. Three themes emerged from all responses: behavior is commonplace, justification for perpetrator's actions, and unaware/untrusting of Michigan Technological University reporting processes. One theme was specific to Student (Undergraduate and Graduate/Professional) respondents: incident not serious enough to report.

All respondents

Behavior is Commonplace. In the first theme, respondents explained that unwanted sexual interactions, specifically cat-calling, occurred commonly at Michigan Technological University and in the surrounding community. Respondents explained, "Cat calling happens all the time. Reporting it would be exhausting" and "It didn't seem relevant. Nothing new." One respondent offered, "If I reported every time I got catcalled or hit on by someone pushy, I wouldn't have time to do anything else." Another respondent wrote, "If every woman reported every unwanted sexual interaction, there would be paperwork for days. I think at some point most women become desensitize to unwanted sexual interactions." Referencing their "male dominated [profession] field," a respondent offered, "I didn't believe it was a big deal or 'out of the norm' for a woman in a male dominated field to experience this. I knew I needed a tough skin to 'play with the big boys' and so I toughed up."

Justification for Perpetrator's Actions. In the second theme, Student respondents provided justification for the perpetrator's actions. For example, respondents wrote, "They weren't thinking straight," "I don't think that he saw it was a problem," and "It's guys being dumb." Other respondents offered, "I wanted to give the person a chance to change his behavior" and "The woman was going through a traumatic time. I cut her some slack." One respondent noted that they chose not to report the incident because the perpetrator's actions were, according to the respondent, part of the individual's process of identity development. The respondent wrote, "The short of it is, many young people are trying to develop their identity without a clear framework

for the boundaries of appropriate behavior. I would prefer not to ruin someone's life as they learn the rules."

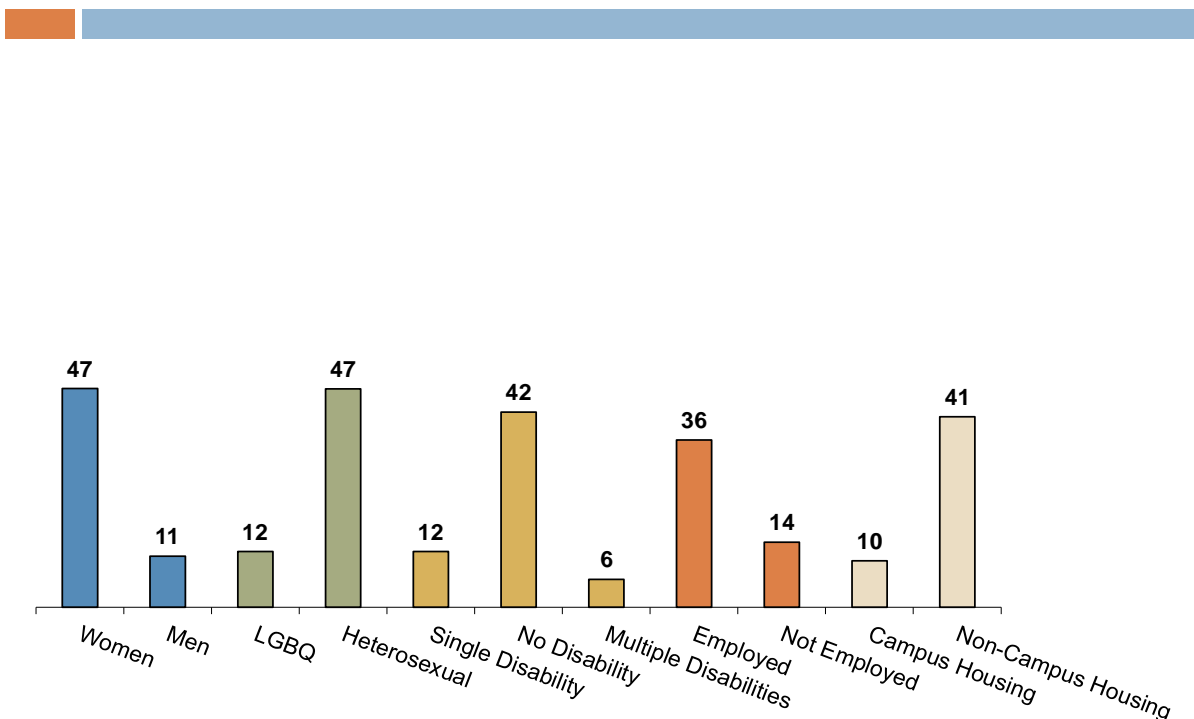
Unaware and Untrusting of Michigan Technological University's Reporting Processes. The third theme revealed respondents either lack of knowledge of Michigan Technological University reporting processes or respondents' lack faith in Michigan Technological University's reporting processes. Respondents offered, "It seemed like it wouldn't get taken seriously," "They couldn't do anything about it," and "There is no point, I am better handling it myself and with a community I get to choose." One respondent shared, "I didn't know if there was anything anyone could do about it." Other respondents explained, "I felt it was a waste of time" and "I did not feel it was worth the trouble to me." Respondents also wrote that they were unaware of the appropriate reporting channels for reporting incidents of unwanted sexual interaction. Specifically, respondents wrote, "Didn't know where to report stalking" and "I didn't know who to talk to. I was afraid that I would be asked a lot of questions and have to think about it more."

Student respondents

Incident Not Serious Enough to Report. Respondents stated that they did not report the interaction because the incident was not severe enough to warrant reporting. Respondents offered, "I felt it wasn't necessary to report because it was just being harassed by a stranger/Michigan Technological University student and I didn't think it was serious enough" and "Although it was unwelcome, I did not consider it bad enough to be report-worthy." Respondents also wrote, "I did not think the issue was severe enough to get the law involved. I mostly wanted to just forget the experience and move on with my life" and "It did not affect me emotionally or distracted me from my school work." Other respondents simply stated, "It would have been out of proportion," "It didn't seem worth it," and "I didn't think it was worth reporting." One respondent stated, "It wasn't rape - it was kind of in a 'gray area' of sexual harassment that happens when there is some level of consent, but not consent for all things. I did not always feel in control."

Unwanted Sexual Contact

Analyses of the data suggested that a higher percentage of Women respondents (5%, $n = 47$) than Men respondents (1%, $n = 11$) experienced unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent (Figure 41).^{xxxix} A higher percentage of LGBTQ respondents (5%, $n = 12$) than Heterosexual respondents (2%, $n = 47$) experienced unwanted sexual contact.^{xxxix} Higher percentages of Respondents with a Single Disability (7%, $n = 12$) and Respondents with Multiple Disabilities (6%, $n = 6$) than Respondents with No Disability (2%, $n = 42$) experienced unwanted sexual contact.^{xxxix} A higher percentage of Employed respondents (5%, $n = 36$) than Not Employed respondents (2%, $n = 14$) experienced unwanted sexual contact.^{xxxix} A higher percentage of Non-Campus Housing respondents (5%, $n = 41$) than Campus Housing respondents (2%, $n = 10$) experienced unwanted sexual contact.^{xxxix}



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

Figure 41. Respondents' Experiences of Unwanted Sexual Contact While at Michigan Technological University by Significant Demographics (n)

Forty percent of respondents ($n = 24$) who indicated that they experienced unwanted sexual contact indicated that it happened within the past year, and 17% ($n = 10$) noted that it happened 2 to 4 years ago.

Student respondents⁵⁶ were asked if alcohol and/or drugs were involved in the unwanted sexual contact and 63% ($n = 32$) indicated “yes.” Of those who indicated that alcohol and drugs were involved, 93% ($n = 26$) indicated that it was alcohol only and no one indicated that both alcohol and drugs were involved.

Student respondents were also asked to share what year in their college career they experienced unwanted sexual contact. Of note, the greatest percentage of occurrences of sexual contact of any kind happened each fall semester. Of Undergraduate Student respondents who indicated that they experienced unwanted sexual contact, 51% ($n = 26$) noted that it occurred in their first year, 29% ($n = 15$) noted that it occurred in their second year, and 20% ($n = 10$) noted that it occurred in their third year (Table 55).

Table 55. Year in Which Student Respondents Experienced Unwanted Sexual Contact

Year experience occurred	<i>n</i>	%
Undergraduate first year	26	51.0
Undergraduate second year	15	29.4
Undergraduate third year	10	19.6
Undergraduate fourth year	< 5	---
During my time as a graduate student at Michigan Tech	< 5	---

Note: Table reports responses only from Students who indicated on the survey that they experienced unwanted sexual contact ($n = 51$). Percentages may not sum to 100% as a result of multiple response choices.

Fifty-two percent ($n = 31$) of the respondents who indicated on the survey that they experienced unwanted sexual contact identified acquaintances/friends as the perpetrators of the conduct. Respondents also identified Michigan Technological University students (45%, $n = 27$) and current or former dating/intimate partner (12%, $n = 7$).

Asked where the unwanted sexual contact incidents occurred, 53% ($n = 32$) of respondents indicated that they occurred off campus and 50% ($n = 30$) indicated they occurred on campus.

⁵⁶Analysis of Undergraduate and Graduate Student responses were combined because the number of Graduate Student respondents ($n < 5$) was too low to maintain confidentiality.

Respondents who experienced unwanted sexual contact off campus indicated that the incidents occurred in places such as “conference trip,” “his apartment,” “my room,” and “party.”

Asked how they felt in response to experiencing unwanted sexual contact, 60% ($n = 36$) felt embarrassed, 50% ($n = 30$) each felt less confident or angry, 48% ($n = 29$) felt somehow responsible, and 42% ($n = 25$) felt afraid (Table 56).

Table 56. Emotional Reaction to Unwanted Sexual Contact

Emotional reaction	<i>n</i>	%
I felt embarrassed.	36	60.0
I felt less confident.	30	50.0
I felt angry.	30	50.0
I felt somehow responsible.	29	48.3
I felt afraid.	25	41.7
A feeling not listed above	10	16.7

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact ($n = 60$).

In response to experiencing unwanted sexual contact, 63% ($n = 38$) avoided the person/venue, 58% ($n = 35$) told a friend, 28% ($n = 17$) did not do anything, and 25% ($n = 15$) confronted the person(s) later (Table 57).

Table 57. Actions in Response to Unwanted Sexual Contact

Action	<i>n</i>	%
I avoided the person/venue.	38	63.3
I told a friend.	35	58.3
I didn't do anything.	17	28.3
I confronted the person(s) later.	15	25.0
I told a family member.	10	16.7
I confronted the person(s) at the time.	10	16.7

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact ($n = 60$). For a complete list of actions, please see Table B81 in Appendix B.

Ninety-two percent ($n = 54$) of respondents did not report the unwanted sexual contact and 9% ($n = 5$) reported the incident(s) (Table 58).

Table 58. Respondents Officially Reporting Unwanted Sexual Contact

Reporting the unwanted sexual conduct	<i>n</i>	%
No	54	91.5
Yes	5	8.5
<i>I reported the incident and was satisfied with the outcome.</i>	< 5	---
<i>I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was responded to appropriately.</i>	< 5	---
<i>I reported the incident but felt that it was not responded to appropriately.</i>	< 5	---

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact ($n = 60$). Percentages may not sum to 100% as a result of multiple response choices.

Two respondents indicated that they did report the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) but that it was not responded to appropriately. No theme was present.

Forty-three respondents elaborated on why they did not report sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) to a campus official or staff member. Three themes emerged from all responses: alcohol involved, experience not significant enough to report, and wanted to move on from incident.

Alcohol Involved. In the first theme, respondents explained that they did not report the unwanted sexual contact because either they, the respondent, had consumed alcohol or because the perpetrator was intoxicated when they committed the act. Multiple respondents explained that they elected not to report their experience because the perpetrator was intoxicated when they committed the act. “At the time, I didn’t want to report it because I felt like, ‘oh she was drunk during Winter Carnival...Looking back, that was a mistake. Alcohol is not an excuse for unwanted behavior.” Other respondents shared, “Because it was a friend who was drunk at the time” and “She was drunk as fuck and only fondled [sic] me.” Respondents also explained that they chose not to report their experience with unwanted sexual contact because, in part, they blamed themselves for having consumed alcohol prior to the incident. According to respondents, “I thought it was my fault for getting drunk enough to be in that situation” and “Felt I was partly responsible for drinking underage and inviting him over.”

Not Significant Enough to Report. In the second theme, respondents explained that they did not report the unwanted sexual contact because, in their opinion, the incident was not significant enough to justify a report. Multiple respondents described their experience as “not a big deal.” One respondent explained, “My physical and mental well-being was not threatened in either case. The main casualty of these events was trust lost in these friendships.” Another respondent offered, “I was not raped or ‘forced’ to do anything. There was no penetration, just fondling. It was more like sexual coercion.” One respondent suggested their perception of the incident changed over time. According to the respondent, “I didn't realize it was that big of a deal until later.”

Wanted to Move On. In the third theme, respondents stated that they did not report the unwanted sexual contact because they wanted to “move on” after their experience. One respondent explained, “Don't want to deal with him anymore.” Another respondent offered, “Because I did not want to deal with it, I just wanted to move on. It happened in my boyfriend's dorm room while he was sleeping. A person from his hall was groping me while he was drunk.” A respondent also shared, “I wanted to forget about it, because it was so traumatizing to have someone I had trusted at some point do such a thing to me.”

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

Several survey items queried respondents about the degree to which they knew about campus policies, resources, and reporting options and responsibilities at Michigan Technological University (Table 59). Ninety-eight percent ($n = 2,365$) of respondents “strongly agreed” or “agreed” that they were aware of the definition of Affirmative Consent and 90% ($n = 2,162$) of respondents generally were aware of the role Michigan Technological University Title IX Coordinators with regard to reporting incidents of unwanted sexual contact/conduct. Eighty-one percent ($n = 1,948$) of respondents knew how and where to report such incidents.

Eighty-four percent ($n = 2,025$) of respondents “strongly agreed” or “agreed” that they were familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking and 84% ($n = 2,022$) of respondents generally were aware of the campus resources listed on the survey.

Ninety-three percent ($n = 2,237$) of respondents “strongly agreed” or “agreed” that they had a responsibility to report such incidents when they saw them occurring on campus or off campus. Eighty-two percent ($n = 1,975$) of respondents “strongly agreed” or “agreed” that they understood that Michigan Technological University standards of conduct and penalties differed from standards of conduct and penalties under the criminal law.

Seventy-two percent ($n = 1,715$) of respondents “strongly agreed” or “agreed” that they knew that information about the prevalence of sex offenses (including domestic and dating violence) were available in the Michigan Technological University Annual Security and Fire Report. Eighty-eight percent ($n = 2,116$) of respondents “strongly agreed” or “agreed” that they knew that Michigan Technological University sends an Emergency Alert to the campus community when such an incident occurs.

Table 59. Respondents’ Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am aware of the definition of Affirmative Consent.	1,845	76.7	520	21.6	27	1.1	6	0.2	7	0.3

Table 59. Respondents' Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am generally aware of the role Michigan Technological University. Title IX Coordinators with regard to reporting incidents of unwanted sexual contact/conduct.	1,160	48.3	1,002	41.7	144	6.0	82	3.4	16	0.7
I know how and where to report such incidents.	976	40.5	972	40.3	245	10.2	181	7.5	34	1.4
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	988	41.2	1,037	43.2	209	8.7	138	5.8	27	1.1
I am generally aware of the campus resources listed here:	922	38.4	1,100	45.8	228	9.5	128	5.3	25	1.0
I have a responsibility to report such incidents when I see them occurring on campus or off campus.	1,344	56.0	893	37.2	129	5.4	21	0.9	11	0.5
I understand that Michigan Technological University standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	979	40.8	996	41.5	264	11.0	128	5.3	31	1.3
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in Michigan Technological University.	869	36.3	846	35.3	314	13.1	308	12.9	59	2.5
I know that Michigan Technological University sends an Emergency Alert to the campus community when such an incident occurs.	1,242	51.8	874	36.5	147	6.1	113	4.7	21	0.9

Summary Of Campus Climate Assessment Findings

Eighty-three percent ($n = 1,998$) of respondents were “very comfortable” or “comfortable” with the climate at Michigan Technological University, and 76% ($n = 686$) of Faculty and Staff respondents were “very comfortable” or “comfortable” with the climate in their departments/program or work units. The findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2016) suggest that 70% to 80% of respondents felt positive toward their campus climate. Although Faculty and Staff respondents at Michigan Technological University rated their department/program or work unit climates similarly, Michigan Technological University respondents held more positive views about the overall climate at Michigan Technological University.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At Michigan Technological University, 16% ($n = 389$) of respondents noted 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 higher percentages of members of historically underrepresented and underserved groups had experienced various forms of exclusionary, intimidating, offensive, and/or hostile conduct and discrimination than did percentages of those in the majority (Guiffreda et al., 2002; S. R. Harper & Hurtado, 2007; S. R. Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz et al., 2008; Yosso et al., 2009). Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on political views, ethnicity, and gender/gender identity.

Twenty percent ($n = 470$) of Michigan Technological University survey respondents indicated that they had observed conduct or communications directed toward a person or group of people at Michigan Technological University that they noted that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. Similar to personal experiences with such conduct, members of minority identities more often indicated witnessing exclusionary contact than did their majority counterparts.

Eight percent ($n = 181$) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct, with 1% ($n = 32$) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 2% ($n = 53$) experiencing stalking (e.g., following me, on social media, texting, phone calls), 4% ($n = 106$) experiencing sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), and 3% ($n = 60$) experiencing unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent) while a member of the Michigan Technological University community.

^{xx}A chi-square test was conducted to compare percentages of respondents who indicated that they experienced stalking by gender identity: $\chi^2(1, N = 2,332) = 43.352, p < .01$.

^{xxi}A chi-square test was conducted to compare percentages of respondents who indicated that they experienced stalking by sexual identity: $\chi^2(1, N = 2,266) = 9.127, p < .01$.

^{xxii}A chi-square test was conducted to compare percentages of respondents who indicated that they experienced stalking by disability status: $\chi^2(2, N = 2,397) = 16.548, p < .01$.

^{xxiii}A chi-square test was conducted to compare percentages of respondents who indicated that they experienced stalking by housing status: $\chi^2(1, N = 1,466) = 5.481, p < .05$.

^{xxiv}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by gender identity: $\chi^2(1, N = 2,332) = 95.121, p < .01$.

^{xxv}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by sexual identity: $\chi^2(1, N = 2,266) = 15.950, p < .01$.

^{xxvi}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by citizenship status: $\chi^2(1, N = 2,392) = 6.949, p < .01$.

^{xxvii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by religious affiliation: $\chi^2(3, N = 2,327) = 15.166, p < .01$.

^{xxviii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by disability status: $\chi^2(2, N = 2,397) = 31.961, p < .01$.

^{xxix}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by employment status: $\chi^2(1, N = 1,455) = 11.547, p < .01$.

^{xxx}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by housing status: $\chi^2(1, N = 1,466) = 9.601, p < .01$.

^{xxxi}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by gender identity: $\chi^2(1, N = 2,332) = 37.244, p < .01$.

^{xxxii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by sexual identity: $\chi^2(1, N = 2,266) = 6.001, p < .05$.

^{xxxiii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by disability status: $\chi^2(2, N = 2,397) = 22.747, p < .01$.

^{xxxiv}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by employment status: $\chi^2(1, N = 1,455) = 10.056, p < .01$.

^{xxxv}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by housing status: $\chi^2(1, N = 1,466) = 15.534, p < .01$.

Employee Perceptions of Climate

This section of the report describes Employee⁵⁷ responses to survey items focused on certain employment practices at Michigan Technological University (e.g., hiring, promotion, and disciplinary actions), their perceptions of the workplace climate on campus, and their thoughts on work-life issues and various climate issues.

Perceptions of Employment Practices

The survey queried Employee respondents about whether they had observed discriminatory employment practices that were unfair or unjust or that would inhibit diversifying the community at Michigan Technological University (Table 60).⁵⁸

Table 60. Employee Respondents Who Observed Employment Practices That Were Unfair or Unjust or That Would Inhibit Diversifying the Community

Response	Hiring practices		Employment-related discipline or action		Procedures or practices related to promotion, tenure, reappointment, or reclassification	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
No						
Faculty	150	68.8	188	85.8	160	74.1
Acad Admin	20	66.7	25	86.2	23	79.3
Staff ⁵⁹	473	70.7	581	87.1	492	74.0
Yes						
Faculty	68	31.2	31	14.2	56	25.9
Acad Admin	10	33.3	< 5	---	6	20.7
Staff	196	29.3	86	12.9	173	26.0

Note: Table reports responses only from Faculty, Academic Administrators with Faculty Rank, and Staff respondents (*n* = 929).

⁵⁷The term “Employee” and “Employee respondents” is used throughout this section to denote the experiences of Faculty, Academic Administrator with Faculty Rank respondents, and Staff/Administrator without Faculty Rank respondents,

⁵⁸Per the Climate Survey Working Group, for analyses, sexual identity was recoded into the categories LGBTQ and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

⁵⁹The term “Staff” and “Staff respondents” is used throughout this section to denote the experiences of Staff/Administrator without Faculty Rank respondents.

Thirty-one percent ($n = 274$) of Employee respondents indicated that they had observed hiring practices at Michigan Technological University (e.g. hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that they perceived to be unjust or that would inhibit diversifying the community. Of those Employee respondents who indicated that they had observed discriminatory hiring at Michigan Technological University, 45% ($n = 119$) noted that it was based on nepotism/cronyism, 27% ($n = 71$) on gender/gender identity, and 17% ($n = 44$) on position/position status (e.g., staff, faculty, student).

Subsequent analyses⁶⁰ indicated the following statistically significant difference:

- By disability status, 50% ($n = 18$) of Employee Respondents with Multiple Disabilities, 42% ($n = 20$) of Employee Respondents with a Single Disability, and 28% ($n = 231$) of Employee Respondents with No Disability indicated that they had observed discriminatory hiring practices.^{xxxvi}

Ninety-four respondents elaborated on their observations of unjust hiring practices. Three themes emerged from the responses: cronyism/nepotism, discrimination, and reverse discrimination.

Cronyism/Nepotism. In the first theme, respondents described a culture of “cronyism” and “nepotism” within hiring and promotion practices at Michigan Technological University. According to respondents, “Nepotism is rampant within staff hiring” and “Nepotism and cronyism are systemic to Michigan Technological University and have been for some time.” According to respondents, nepotism and cronyism were particularly pervasive among Michigan Technological University administrative hires and in the hiring practice of Michigan Technological University administrators. Respondents explained, “There is clearly cronyism at the top of the hierarchy,” “[Senior leaders] hiring family,” and people “hired not because of experience but because [family member] was senior member of Michigan Technological University.” Other participants offered, “It seems that Michigan Technological University is hiring unqualified people due to gender or their relationships with upper management not by

⁶⁰Chi-square analyses were conducted by gender identity, racial identity, sexual identity, military status, citizenship status, religious affiliation, and disability status; only significant differences are reported.

their qualifications” and “Positions are created and handed over to friends of [Senior Administrators] and at way more than the people currently doing their jobs well are paid.”

Discrimination. In the second theme, respondents shared different acts of discrimination that they had observed when participating in a Michigan Technological University hiring process. Respondents identified instances of hiring discrimination based on job candidates’ nationality or gender. Regarding discrimination based on nationality, respondents wrote, “I believe a highly qualified candidate was disregarded because he was from a Middle Eastern country” and “When an applicant pool is composed of 5% US nationals and 95% foreign nationals, and literally 100% of the US nationals make the short list, I believe it is the result of discrimination.” Another respondent offered, “Heard search committee members claim to not be biased in any way. Also saw them be dismissive of foreigners and women and older people.” Providing examples of gender discrimination within hiring, one respondent wrote, “My department was trying to decide between a male candidate and a female candidate. The search committee reported that the female was more qualified but that they offered the position to the man because he was a man.”

Reverse Discrimination. In the third theme, respondents described a practice of “overcompensation” or reverse discrimination in regard to hiring women and racial minority candidates. Respondents explained that Michigan Technological University prioritized hiring women over hiring qualified men. Specifically, respondents wrote, “Women are being hired to administrative positions based solely on their gender. In some cases, the hire was non-competitive” and “We hire a disproportionate number of women when compared to the available pool.” Another respondent offered, “There is often too much emphasis placed on creating a gender-balanced pool of applicants. The best applicants for the positions should be selected, regardless of all other factors. Reverse discrimination is not helpful and only serves to perpetuate the negativity.” According to respondents, racial minorities were also given preference in Michigan Technological University’s hiring processes, regardless of qualifications. A respondent explained, “We are pressured to balance our over-abundance of white and Asian males to give preferences to female and minority.” Other respondents shared, “I have observed several hiring committees that were so pressured to increase diversity that they seem to have overlooked qualified candidates in an attempt to hire someone that would make the school more racially diverse” and “Administrators gave suggestions of both modest intimidation and incentives to hire

women. Also, severely unqualified minorities (black) was put forth by an administrator simply due to racial profiling, not qualification.” One respondent simply stated, “Unjust hiring practices that benefit minorities are still unjust. And illegal. *Schuetz v. Coalition to Defend Affirmative Action*.”

Thirteen percent ($n = 117$) of Employee respondents indicated that they had observed employment-related discipline or action, up to and including dismissal at Michigan Technological University that they perceived to be unjust or that would inhibit diversifying the community. Subsequent analyses indicated that of those individuals, 21% each noted that they believed that the discrimination was based on position ($n = 25$) or they did not know what the discrimination was based on ($n = 25$). Nineteen percent ($n = 20$) believed that the discrimination was based on job duties.

Subsequent analyses⁶¹ indicated the following statistically significant difference:

- By disability status, 36% ($n = 13$) of Employee Respondents with Multiple Disabilities, 22% ($n = 11$) of Employee Respondents with a Single Disability, and 12% ($n = 96$) of Employee Respondents with No Disability indicated that they had observed unjust employment-related discipline or action.^{xxxvii}

Thirty-four Employee respondents elaborated on their observations of unjust employment-related discipline or action, up to and including dismissal practice. One theme emerged: supervisor biases.

Supervisor Biases. In the theme that emerged, respondents indicated that supervisor biases commonly influenced staff and faculty discipline and dismissal practices. A respondent explained, “A supervisor treated both me and a co-worker in an unfair and unjust manner based on the supervisor’s resentment of our background, education, and experience at Tech. Instead of valuing the contributions we could make to the unit, we were actively punished, berated, and disciplined in an unjust way and for unfair reasons.” Another respondent offered, “I am not sure of the reason but I have personally observed employment-related discipline because a supervisor did not like a person they were supervising.” Respondents also shared, “I know of more than one person who was ‘let go’ because of clashes with direct supervisors” and “My former supervisor has ‘written up’ people for things that seem ridiculous. She likes to assert her power rather than work with people.” One respondent explained that a supervisor’s “bigotry” served as motivation

⁶¹Chi-square analyses were conducted by gender identity, racial identity, sexual identity, military status, citizenship status, religious affiliation, and disability status; only significant differences are reported.

for unjust firing practice. Specifically, the respondent wrote, “The firing of several...staff members was a complete miscarriage of justice, motivated in at least one case by the supervisor's bigotry.”

Twenty-six percent ($n = 235$) of Employee respondents indicated that they had observed promotion, tenure, reappointment, and/or reclassification practices at Michigan Technological University that they perceived to be unjust. Subsequent analyses indicated that of those individuals, 40% ($n = 90$) noted that they believed that the unjust practices were based on nepotism/cronyism, 22% ($n = 51$) on gender/gender identity, and 14% ($n = 31$) each noted that the unjust practices were based on position/position status (e.g., staff, faculty, student) or they did not know what it was based on.

Subsequent analyses⁶² indicated the following statistically significant difference:

- By disability status, 41% ($n = 20$) of Employee Respondents with a Single Disability, 53% ($n = 19$) of Employee Respondents with Multiple Disabilities, and 23% ($n = 191$) of Employee Respondents with No Disability indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices.^{xxxviii}

Fifty-nine respondents elaborated on their observations of unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification. One theme emerged from the responses: cronyism and nepotism

Cronyism and Nepotism. Respondents reported a culture of cronyism and nepotism within staff and faculty hiring and promotion practices at Michigan Technological University. One respondent explained, “Promotion, reappointment and reclassifications tend to be about cronyism rather than qualifications.” Respondents repeatedly referenced the value of “who you know” for hiring and promotions. A respondent shared, “I believe this is a community that hires based on who you know. Depending on the position you hold, your relatives, friends, etc. have a better chance of working here.” Other respondents noted, “friends and family of higher administration come first” and “people are getting better jobs because of who their friends & family are not necessarily the best person for the position.” According to one respondent, “People are promoted

⁶²Chi-square analyses were conducted by gender identity, racial identity, sexual identity, military status, citizenship status, religious affiliation, and disability status; only significant differences are reported.

without jobs being posted. People are promoted without clear qualifications but rather by who they know.”

^{xxxvi}A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by disability status: $\chi^2(2, N = 913) = 11.764 p < .01$.

^{xxxvii}A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair employee discipline practices by disability status: $\chi^2(2, N = 911) = 21.671 p < .01$.

^{xxxviii}A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair promotion, tenure, reappointment and/or reclassification practices by disability status: $\chi^2(2, N = 906) = 22.371 p < .01$.

Staff Respondents' Views on Workplace Climate and Work-Life Balance

Several survey items queried Staff respondents about their opinions regarding work-life issues, support, and resources available at Michigan Technological University. Frequencies and significant differences based on staff status (union staff, non-union staff, or researchers), gender identity, racial identity,⁶³ sexual identity, disability status,⁶⁴ citizenship status, military status,⁶⁵ and religious affiliation⁶⁶ are provided in Tables 61 through 64.⁶⁷

Sixty-nine percent ($n = 468$) of Staff respondents “strongly agreed” or “agreed” that they had supervisors who gave them job/career advice or guidance when they needed it (Table 61). A higher percentage of Union Staff respondents (18%, $n = 34$) than Non-Union Staff respondents (10%, $n = 41$) and Researcher respondents (10%, $n = 5$) “disagreed” that they had supervisors who gave them job/career advice or guidance when they needed it.

Seventy-three percent ($n = 494$) of Staff respondents “strongly agreed” or “agreed” that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. No statistically significant differences were found between groups.

Sixty-one percent ($n = 405$) of Staff respondents “strongly agreed” or “agreed” that they were included in opportunities that would help their careers as much as others in similar positions. No statistically significant differences were found between groups.

Table 61. Staff Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have supervisors who give me job/career advice or guidance when I need it.	231	34.2	237	35.1	99	14.6	81	12.0	28	4.1

⁶³Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color (People of Color and Multiracial) and White.

⁶⁴Owing to low numbers in some of the response categories, findings from these analyses are not published.

⁶⁵Owing to low numbers in some of the response categories, findings from these analyses are not published.

⁶⁶Owing to low numbers in some of the response categories, findings from these analyses are not published.

⁶⁷Per the Climate Survey Working Group, for all analyses, sexual identity was recoded into the categories LGBTQ and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Table 61. Staff Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staff status ^{xxxix}										
Non-Union Staff	155	35.8	158	36.5	62	14.3	41	9.5	17	3.9
Union Staff	53	28.3	58	31.0	33	17.6	34	18.2	9	4.8
Researchers	20	42.6	18	38.3	< 5	---	5	10.6	< 5	---
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	225	33.4	269	40.0	112	16.6	53	7.9	14	2.1
I am included in opportunities that will help my career as much as others in similar positions.	190	28.4	215	32.1	141	21.0	92	13.7	32	4.8

Note: Table reports responses only from Staff respondents (*n* = 678).

Table 62 illustrates that 50% (*n* = 335) of Staff respondents “strongly agreed” or “agreed” that the performance evaluation process was clear. A higher percentage of Women Staff respondents (20%, *n* = 77) than Men Staff respondents (12%, *n* = 34) “disagreed” that the performance evaluation was productive. A higher percentage of Men Staff respondents (11%, *n* = 31) than Women Staff respondents (6%, *n* = 24) “strongly disagreed” with this statement.

Thirty-eight percent (*n* = 256) of Staff respondents “strongly agreed” or “agreed” that the performance evaluation process was productive. No statistically significant differences were found between groups.

Table 62. Staff Respondents' Perceptions of Performance Evaluation Process

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The performance evaluation process is clear.	145	21.6	190	28.3	170	25.3	111	16.5	55	8.2

Gender identity^{xl}

Table 62. Staff Respondents' Perceptions of Performance Evaluation Process

Perception		Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
	Women	84	21.8	105	27.3	95	24.7	77	20.0	24	6.2
	Men	59	21.5	80	29.2	70	25.5	34	12.4	31	11.3
The performance evaluation process is productive.		106	15.9	150	22.5	216	32.4	128	19.2	67	10.0

Note: Table reports responses only from Staff respondents (*n* = 678).

Table 63 illustrates frequencies and significant differences based on staff status (union staff, non-union staff, or researchers), gender identity, racial identity,⁶⁸ sexual identity, disability status,⁶⁹ citizenship status, military status,⁷⁰ and religious affiliation⁷¹ for several items in Question 39 on the survey.⁷²

Seventy-six percent (*n* = 509) of Staff respondents “strongly agreed” or “agreed” that their supervisors provided adequate support for them to manage work-life balance. No statistically significant differences were found between groups.

Nineteen percent (*n* = 126) of Staff respondents “strongly agreed” or “agreed” that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/school work assignments). No statistically significant differences were found between groups.

Thirty percent (*n* = 202) of Staff respondents “strongly agreed” or “agreed” that they performed more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support). A higher percentage of Women Staff respondents (29%, *n* = 111) than Men Staff respondents (18%, *n* = 47) “disagreed” that they performed more work than colleagues with similar

⁶⁸Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color (People of Color and Multiracial) and White.

⁶⁹Owing to low numbers in some of the response categories, findings from these analyses are not published.

⁷⁰Owing to low numbers in some of the response categories, findings from these analyses are not published.

⁷¹Owing to low numbers in some of the response categories, findings from these analyses are not published.

⁷²Per the Climate Survey Working Group, for all analyses, sexual identity was recoded into the categories LGBTQ and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

performance expectations. A higher percentage of Men Staff respondents (42%, $n = 113$) than Women Staff respondents (32%, $n = 122$) “neither agreed or disagreed” with this statement.

Forty-nine percent ($n = 330$) of Staff respondents “strongly agreed” or “agreed” that Michigan Technological University provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation). A higher percentage of Researcher respondents (15%, $n = 7$) than Non-Union Staff respondents (4%, $n = 17$) and Union Staff respondents (3%, $n = 5$) “strongly disagreed” that Michigan Technological University provided adequate resources to help them manage work-life balance.

Table 63. Staff Respondents’ Perceptions of Work-Life Issues

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My supervisor provides adequate support for me to manage work-life balance.	271	40.3	238	35.4	91	13.5	45	6.7	27	4.0
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations	34	5.1	92	13.9	208	31.3	243	36.6	87	13.1
I perform more work than colleagues with similar performance expectations.	68	10.2	134	20.2	240	36.1	159	23.9	63	9.5
Gender identity ^{xli}										
Women	37	9.6	72	18.8	122	31.8	111	28.9	42	10.9
Men	31	11.5	58	21.6	113	42.0	47	17.5	20	7.4
Michigan Tech provides adequate resources to help me manage work-life balance.	80	12.0	250	37.4	244	36.5	65	9.7	29	4.3
Staff status ^{xlii}										
Non-Union	55	12.8	155	36.1	157	36.6	45	10.5	17	4.0
Union	21	11.4	74	40.2	68	37.0	16	8.7	5	2.7
Researchers	< 5	---	16	34.8	17	37.0	< 5	---	7	15.2

Note: Table reports responses only from Staff respondents ($n = 678$).

Sixty-three percent ($n = 420$) of Staff respondents “strongly agreed” or “agreed” that they were able to complete their assigned duties during scheduled hours (Table 64). A higher percentage of

Non-Union Staff respondents (19%, $n = 83$) than Union Staff respondents (6%, $n = 10$) and Researcher respondents (15%, $n = 7$) “disagreed” that they were able to complete their assigned duties during scheduled hours. A higher percentage of Women Staff respondents (27%, $n = 104$) than Men Staff respondents (17%, $n = 46$) “strongly agreed” that they were able to complete their assigned duties during scheduled hours. A higher percentage of Men Staff respondents (22%, $n = 58$) than Women Staff respondents (11%, $n = 44$) “neither agreed or disagreed” with this statement.

Thirty-six percent ($n = 243$) of Staff respondents “strongly agreed” or “agreed” that their workload increased without additional compensation as a result of other staff departures (e.g., retirement positions not filled). A higher percentage of Men Staff respondents (21%, $n = 58$) than Women Staff respondents (14%, $n = 53$) “strongly agreed” that their workload increased without additional compensation as a result of other staff departures. A higher percentage of Women Staff respondents (31%, $n = 120$) than Men Staff respondents (20%, $n = 56$) “disagreed” with this statement.

Twenty-four percent ($n = 157$) of Staff respondents “strongly agreed” or “agreed” that they were pressured by departmental/school work requirements that occurred outside of normally scheduled hours. Ten percent ($n = 18$) of Union Staff respondents, 19% ($n = 83$) of Non-Union Staff respondents, and 21% ($n = 10$) of Researcher respondents “agreed” that they felt pressured by departmental/school work requirements that occurred outside of normally scheduled hours. A higher percentage of Women Staff respondents (38%, $n = 145$) than Men Staff respondents (30%, $n = 80$) “disagreed” with this statement.

Seventy-one percent ($n = 471$) of Staff respondents “strongly agreed” or “agreed” that they were given a reasonable time frame to complete assigned responsibilities. A higher percentage of Women Staff respondents (27%, $n = 104$) than Men Staff respondents (17%, $n = 46$) “strongly agreed” that they were given a reasonable time frame to complete assigned responsibilities. A higher percentage of Men Staff respondents (24%, $n = 66$) than Women Staff respondents (16%, $n = 63$) “neither agreed or disagreed” that with this statement.

Fifty-three percent ($n = 354$) of Staff respondents “strongly agreed” or “agreed” that a hierarchy existed within staff positions that allowed some voices to be valued more than others. Thirty-

three percent each of Non-Union Staff respondents ($n = 142$) and Union Staff respondents ($n = 61$) compared with 13% ($n = 6$) of Researcher respondents “agreed” that a hierarchy existed within staff positions that allowed some voices to be valued more than others. Twenty-three percent ($n = 42$) of Union Staff respondents, 28% ($n = 120$) of Non-Union Staff respondents, and 43% ($n = 20$) of Researcher respondents “neither agreed or disagreed” that a hierarchy existed within staff positions that allowed some voices to be valued more than others. A higher percentage of Women Staff respondents (36%, $n = 140$) than Men Staff respondents (26%, $n = 71$) “agreed” with this statement. Twenty-two percent ($n = 85$) of Women Staff respondents and 34% ($n = 92$) of Men Staff respondents “neither agreed or disagreed” that a hierarchy existed within staff positions that allowed some voices to be valued more than others.

Table 64. Staff Respondents’ Perceptions of Workload

Issue	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am able to complete my assigned duties during scheduled hours.	152	22.8	268	40.2	102	15.3	102	15.3	43	6.4
Staff status ^{xliii}										
Non-Union Staff	94	22.0	162	37.9	59	13.8	83	19.4	30	7.0
Union Staff	49	26.8	87	47.5	30	16.4	10	5.5	7	3.8
Researchers	8	17.0	17	36.2	10	21.3	7	14.9	5	10.6
Gender identity ^{xliv}										
Women	104	27.0	154	40.0	44	11.4	61	15.8	22	5.7
Men	46	17.0	104	38.5	58	21.5	41	15.2	21	7.8
My workload was increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	113	16.9	130	19.4	174	26.0	180	26.9	73	10.9
Gender identity ^{xlv}										
Women	53	13.8	76	19.8	93	24.2	120	31.3	42	10.9
Men	58	21.2	53	19.3	77	28.1	56	20.4	30	10.9
I am pressured by departmental work requirements that occur	42	6.3	115	17.2	200	29.9	228	34.1	83	12.4

Table 64. Staff Respondents' Perceptions of Workload

Issue	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
outside of my normally scheduled hours.										
Staff status ^{xlvi}										
Non-Union Staff	31	7.2	83	19.3	136	31.6	136	31.6	45	10.4
Union Staff	6	3.3	18	9.9	55	30.4	73	40.3	29	16.0
Researchers	< 5	---	10	21.3	8	17.0	18	38.3	7	14.9
Gender identity ^{xlvi}										
Women	19	4.9	59	15.3	109	28.2	145	37.6	54	14.0
Men	23	8.5	56	20.7	85	31.4	80	29.5	27	10.0
I am given a reasonable time frame to complete assigned responsibilities.										
	154	23.1	317	47.5	130	19.5	56	8.4	11	1.6
Gender identity ^{xlvi}										
Women	104	27.2	179	46.7	63	16.4	32	8.4	5	1.3
Men	46	16.8	132	48.4	66	24.2	23	8.4	6	2.2
There is a hierarchy within staff positions that allows some voices to be valued more than others.										
	139	20.7	215	32.1	182	27.2	97	14.5	37	5.5
Staff status ^{xlvi}										
Non-Union Staff	82	19.1	142	33.0	120	27.9	61	14.2	25	5.8
Union Staff	47	25.5	61	33.2	42	22.8	26	14.1	8	4.3
Researchers	8	17.0	6	12.8	20	42.6	10	21.3	< 5	---
Gender identity ^l										
Women	81	20.9	140	36.2	85	22.0	56	14.5	25	6.5
Men	55	20.3	71	26.2	92	33.9	41	15.1	12	4.4

Note: Table reports responses only from Staff respondents (*n* = 678).

One hundred fifty-six Staff respondents elaborated on previous statements regarding supervisor guidance, career opportunities, work-life balance, workload, and organizational hierarchy. Two themes emerged from the responses: lack of available/affordable child care and excessive workloads.

Lack of Available and Affordable Child Care. In the first theme, respondents described a lack of available child care on campus and the surrounding community. Respondents also described available child care options as “expensive” and “unaffordable.” According to respondents, “The overwhelming lack of available, and affordable day care options in the community is a serious problem” and “Child care is extremely difficult to find here and the options are quite limited. Michigan Tech should strongly consider opening MULTIPLE other locations of the Little Huskies daycare.” Noting the prohibitive cost of child care on campus and in the area, respondents offered, “I don't consider Michigan Tech's overpriced child care a reasonable option unless you are living at poverty or a highly paid faculty member. Everyone else - in the middle - must look elsewhere” and “One of the biggest challenges with work-life balance continues to be lack of child care and the burden of the expense of child-care in comparison to compensation for my employment.” One respondent described the effect of the lack of affordable child care in the area. According to the respondent, “Childcare is a huge issue and we will continue to lose employees and/or performance will be affected by employee's spending excessive time seeking/finding/monitoring childcare, sometimes missing work or other obligations as a result.”

Excessive Workloads. In the second theme, respondents expressed frustrations related to excessive workloads. One respondent offered, “My workload has increased due to program expansion. Several times I have expressed the need to hire additional staff to management to properly carry out necessary procedures required by customers.” Respondents also shared, “I feel often that I am asked to complete the workload of more than one employee (due to staff leaving)” and “My department does not give over time or comp time. I am an hourly employee and almost always work through my lunch break and never take a coffee break. I have a lot of work and can't always reasonably finish it during a regular 40-hour week.” Echoing the same concern, respondents noted, “My work involves many hours in the evenings and travel on weekends yet I feel I am expected to be in the office 40+ hours per week as well” and “you are expected to work well over 40 hours and some weekends.”

Respondents identified the university's failure to rehire for positions when individuals either retired or left a position as one cause for excessive staff workloads. One respondent explained, “My workload has absolutely increased due to other staff departures and without compensation.”

Respondents also expressed frustration with increasing workloads without additional compensation. According to respondents, “Workload and responsibilities continue to increase, while my pay stays the same. The small annual raises do not really match up with the continuously increasing workload” and “I have taken on much more responsibility with no more compensation.”

Multiple respondents explained that they were hesitant to “take time off” or utilize vacation days because they were fearful that they would fall behind in their work. One respondent wrote, “Due to the workload in my position it is hard to use vacation time (I’m often maxed on vacation), schedule appointments (I often have to change them) just to keep up with the workload and meet deadlines. When I do take vacation, I come back to a pile of work and spend many hours after work trying to catch up. Taking vacation is not worth it.” Another respondent offered, “While my manager encourages me to take vacation, and to avoid overwork, we all know it isn’t realistic a lot of the time. There is a lot of work to do, and we are always short-handed in key areas due to turnover. We are all working a lot more than 40-hr weeks most of the time to ensure smooth operations.”

^{xxxix}A chi-square test was conducted to compare percentages of Staff respondents who had supervisors who gave them job/career advice or guidance when they needed it by staff status: $\chi^2(8, N = 667) = 16.843, p < .05$.

^{xl}A chi-square test was conducted to compare percentages of Staff respondents who believed the performance evaluation process was clear by gender identity: $\chi^2(8, N = 667) = 16.843, p < .05$.

^{xli}A chi-square test was conducted to compare percentages of Staff respondents who indicated that they performed more work than colleagues with similar performance expectations by gender identity: $\chi^2(4, N = 653) = 16.367, p < .01$.

^{xlii}A chi-square test was conducted to compare percentages of Staff respondents who indicated that Michigan Tech provided adequate resources to manage work-life balance by staff status: $\chi^2(8, N = 659) = 17.309, p < .05$.

^{xliii}A chi-square test was conducted to compare percentages of Staff respondents who were able to complete their assigned duties during scheduled hours by staff status: $\chi^2(8, N = 658) = 26.997, p < .01$.

^{xliv}A chi-square test was conducted to compare percentages of Staff respondents who were able to complete their assigned duties during scheduled hours by gender identity: $\chi^2(4, N = 655) = 18.358, p < .01$.

^{xliv}A chi-square test was conducted to compare percentages of Staff respondents who noted that their workload increased without additional compensation by gender identity: $\chi^2(4, N = 658) = 13.081, p < .01$.

^{xlv}A chi-square test was conducted to compare percentages of Staff respondents who noted that they were pressured to work outside of normally scheduled hours by staff status: $\chi^2(8, N = 659) = 20.206, p < .05$.

^{xlvii}A chi-square test was conducted to compare percentages of Staff respondents who noted that they were pressured to work outside of normally scheduled hours by gender identity: $\chi^2(4, N = 657) = 11.427, p < .05$.

^{xlviii}A chi-square test was conducted to compare percentages of Staff respondents who were given a reasonable time frame to complete assigned responsibilities by gender identity: $\chi^2(4, N = 656) = 13.086, p < .05$.

^{xlix}A chi-square test was conducted to compare percentages of Staff respondents who believed that a hierarchy existed within staff positions that allowed some voices to be valued more than others by staff status: $\chi^2(8, N = 661) = 16.076$ $p < .05$.

^lA chi-square test was conducted to compare percentages of Staff respondents who believed that a hierarchy existed within staff positions that allowed some voices to be valued more than others by gender identity: $\chi^2(4, N = 658) = 14.706$ $p < .01$.

Staff Respondents' Feelings of Support and Value at Michigan Technological University

One question in the survey queried Staff respondents about their opinions on various topics, including their support from supervisors and the institution as well as Michigan Technological University's benefits and salary. Tables 65 to 67 illustrate Staff responses to these items. Analyses were conducted by staff status (exempt staff or non-exempt staff), gender identity, racial identity,⁷³ sexual identity, disability status,⁷⁴ citizenship status, military status,⁷⁵ and religious affiliation;⁷⁶ significant differences are presented in the tables.⁷⁷

Seventy percent ($n = 471$) of Staff respondents "strongly agreed" or "agreed" that Michigan Technological University provided them with resources to pursue training/professional development opportunities (Table 65). A higher percentage of Men Staff respondents (4%, $n = 11$) than Women Staff respondents (2%, $n = 6$) "strongly disagreed" with this statement. A higher percentage of Non-Military Service respondents (45%, $n = 277$) than Military Service respondents (30%, $n = 14$) "agreed" that Michigan Technological University provided them with resources to pursue training/professional development opportunities.

Sixty-eight percent ($n = 455$) of Staff respondents "strongly agreed" or "agreed" that their supervisors provided them with resources to pursue training/professional development opportunities. A significantly higher percentage of Non-Union Staff respondents (33%, $n = 140$) than Union Staff respondents (21%, $n = 39$) and Researcher respondents (22%, $n = 10$) "strongly agreed" that their supervisors provided them with resources to pursue training/professional development opportunities. A lower percentage of Union Staff respondents (31%, $n = 58$) than Non-Union Staff respondents (42%, $n = 178$) and Researcher respondents (46%, $n = 21$) "agreed" with this statement. Additionally, a higher percentage of Union Staff respondents (21%,

⁷³Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color (People of Color and Multiracial) and White.

⁷⁴Owing to low numbers in some of the response categories, findings from these analyses are not published.

⁷⁵Owing to low numbers in some of the response categories, findings from these analyses are not published.

⁷⁶Owing to low numbers in some of the response categories, findings from these analyses are not published.

⁷⁷Per the Climate Survey Working Group, for all analyses, sexual identity was recoded into the categories LGBTQ and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

$n = 39$) than Non-Union Staff respondents (8%, $n = 33$) “disagreed” that their supervisors provided them with resources to pursue training/professional development opportunities.

Fifty-three percent ($n = 357$) of Staff respondents “strongly agreed” or “agreed” that Michigan Technological University was supportive of taking extended leave (e.g., FMLA, parental, education). No statistically significant differences were found between groups.

Eighty percent ($n = 534$) of Staff respondents “strongly agreed” or “agreed” that their supervisors were supportive of their taking leave (e.g., vacation, parental, personal, short-term disability). A higher percentage of Union Staff respondents (4%, $n = 7$) than Non-Union Staff respondents ($n < 5$) “strongly disagreed” that their supervisors were supportive of their taking leave. A higher percentage of Women Staff respondents (39%, $n = 150$) than Men Staff respondents (29%, $n = 79$) “strongly agreed” and a higher percentage of Men Staff respondents (16%, $n = 43$) than Women Staff respondents (10%, $n = 38$) “neither agreed or disagreed” with this statement.

Thirty-nine percent of ($n = 258$) of Staff respondents “strongly disagreed” or “disagreed” that staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations. A higher percentage of Women Staff respondents (31%, $n = 117$) than Men Staff respondents (21%, $n = 56$) “disagreed” that staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations.

Thirty-six percent ($n = 237$) of Staff respondents “strongly agreed” or “agreed” that Michigan Technological University policies (e.g., FMLA) were fairly applied across Michigan Technological University. No statistically significant differences were found between groups.

Sixty-one percent of Staff respondents ($n = 407$) “strongly agreed” or “agreed” that Michigan Technological University was supportive of flexible work schedules. A higher percentage of Researcher respondents (60%, $n = 28$) than Non-Union Staff respondents (43%, $n = 187$) and Union Staff respondents (40%, $n = 73$) “agreed” that Michigan Technological University was supportive of flexible work schedules.

Sixty-nine percent ($n = 461$) of Staff respondents “strongly agreed” or “agreed” that their supervisors were supportive of flexible work schedules. Significantly higher percentages of Non-Union Staff respondents (28%, $n = 122$) and Researcher respondents (36%, $n = 17$) than Union Staff respondents (18%, $n = 34$) “strongly agreed” that their supervisors were supportive of flexible work schedules.

Table 65. Staff Respondents’ Perceptions of Workload

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Michigan Technological University provides me with resources to pursue training/professional development opportunities.	176	26.3	295	44.0	115	17.2	67	10.0	17	2.5
Gender identity ^{li}										
Women	113	29.2	165	42.6	71	18.3	32	8.3	6	1.6
Men	61	22.5	120	44.3	< 5	---	35	12.9	11	4.1
Military status ^{lii}										
Military Service	13	27.7	14	29.8	10	21.3	6	12.8	< 5	---
Non-Military Service	163	26.4	277	44.9	104	16.9	61	9.9	12	1.9
My supervisor provides me with resources to pursue training/professional development opportunities.	197	29.5	258	38.7	114	17.1	77	11.5	21	3.1
Staff status ^{liii}										
Non-Union Staff	140	32.8	178	41.7	67	15.7	33	7.7	9	2.1
Union Staff	39	21.1	58	31.4	39	21.1	39	21.1	10	5.4
Researchers	10	21.7	21	45.7	8	17.4	5	10.9	< 5	---
Michigan Technological University is supportive of taking extended leave (e.g., FMLA, parental).	133	19.9	224	33.5	268	40.1	34	5.1	10	1.5
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	232	34.8	302	45.3	82	12.3	39	5.9	11	1.7

Table 65. Staff Respondents' Perceptions of Workload

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staff status ^{liv}										
Non-Union Staff	158	36.9	195	45.6	50	11.7	21	4.9	< 5	---
Union Staff	57	31.1	75	41.0	27	14.8	17	9.3	7	3.8
Researchers	13	28.3	27	58.7	5	10.9	< 5	---	0	0.0
Gender identity ^{lv}										
Women	150	39.1	170	44.3	38	9.9	19	4.9	7	1.8
Men	79	29.3	127	47.0	43	15.9	19	7.0	< 5	---
Staff in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.										
	18	2.7	41	6.2	347	52.3	175	26.4	83	12.5
Gender identity ^{lvi}										
Women	7	1.8	15	3.9	189	49.7	117	30.8	52	13.7
Men	11	4.0	25	9.2	151	55.5	56	20.6	29	10.7
Michigan Technological University policies (e.g., FMLA) are fairly applied across Michigan Technological University.										
	62	9.4	175	26.4	370	55.9	40	6.0	15	2.3
Michigan Technological University is supportive of flexible work schedules.										
	114	17.0	293	43.7	163	24.3	77	11.5	23	3.4
Staff status ^{lvii}										
Non-Union Staff	81	18.8	187	43.4	109	25.3	48	11.1	6	1.4
Union Staff	24	13.1	73	39.9	41	22.4	28	15.3	17	9.3
Researchers	6	12.8	28	59.6	12	25.5	< 5	---	0	0.0
My supervisor is supportive of flexible work schedules										
	176	26.2	285	42.4	99	14.7	77	22.5	35	5.2
Staff status ^{lviii}										
Non-Union Staff	122	28.3	182	42.2	64	14.8	48	11.1	15	3.5
Union Staff	34	18.4	74	40.0	29	15.7	29	15.7	19	10.3
Researchers	17	36.2	24	51.1	5	10.6	0	0.0	< 5	---

Note: Table reports responses only from Staff respondents (*n* = 678).

Queried about salary and benefits, 32% ($n = 213$) of Staff respondents “strongly agreed” or “agreed” that staff salaries were competitive (Table 66). A lower percentage of Union Staff respondents (19%, $n = 35$) than Non-Union Staff respondents (28%, $n = 121$) “agreed” that staff salaries were competitive. A higher percentage of Men Staff respondents (9%, $n = 23$) than Women Staff respondents (4%, $n = 17$) “strongly agreed” that staff salaries were competitive. Additionally, a higher percentage of Women Staff respondents (30%, $n = 116$) than Men Staff respondents (22%, $n = 59$) “disagreed” with this statement. Finally, a higher percentage of Men Staff respondents (20%, $n = 55$) than Women Staff respondents (13%, $n = 51$) “strongly disagreed” that staff salaries were competitive.

Seventy-three percent ($n = 485$) of Staff respondents “strongly agreed” or “agreed” that vacation and personal time packages were competitive. A lower percentage of Union Staff respondents (9%, $n = 17$) than Non-Union Staff respondents (26%, $n = 112$) and Researcher respondents (28%, $n = 13$) “strongly agreed” with this statement.

Forty-seven percent ($n = 310$) of Staff respondents “strongly agreed” or “agreed” that health insurance benefits were competitive. A lower percentage of Union Staff respondents (5%, $n = 10$) than Non-Union Staff respondents (13%, $n = 55$) “strongly agreed” with this statement. A higher percentage of Researcher Staff respondents (53%, $n = 25$) than Union Staff respondents (29%, $n = 53$) “agreed” that health insurance benefits were competitive. Finally, a higher percentage of Union Staff respondents (13%, $n = 24$) than Non-Union Staff respondents (6%, $n = 24$) “strongly disagreed” with this statement.

Twenty-three percent ($n = 152$) of Staff respondents “strongly agreed” or “agreed” that child care benefits were competitive. A lower percentage of Women Staff respondents (4%, $n = 17$) than Men Staff respondents (9%, $n = 25$) “strongly agreed” that child care benefits were competitive. Fourteen percent ($n = 53$) of Women Staff respondents compared with 22% ($n = 60$) of Men Staff respondents “agreed” with this statement. Finally, a higher percentage of Women Staff respondents (67%, $n = 254$) than Men Staff respondents (55%, $n = 146$) “neither agreed or disagreed” that child care benefits were competitive.

Fifty-four percent ($n = 359$) of Staff respondents “strongly agreed” or “agreed” that retirement benefits were competitive. A lower percentage of Union Staff respondents (8%, $n = 15$) than

Researcher respondents (23%, $n = 11$) “strongly agreed” with this statement. Additionally, a higher percentage of Union Staff respondents (8%, $n = 15$) than Non-Union Staff respondents (3%, $n = 12$) “strongly disagreed” that retirement benefits were competitive.

Table 66. Staff Respondents’ Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staff salaries are competitive.	41	6.1	172	25.7	170	25.4	177	26.5	108	16.2
Staff status ^{lix}										
Non-Union Staff	31	7.2	121	28.3	91	22.7	119	27.8	60	14.0
Union Staff	6	3.3	35	19.0	51	31.0	45	24.5	41	22.3
Researchers	< 5	---	13	27.7	14	29.8	12	25.5	6	12.8
Gender identity ^{lx}										
Women	17	4.4	98	25.5	102	26.6	116	30.2	51	13.3
Men	23	8.5	71	26.1	64	23.5	59	21.7	55	20.2
Vacation and personal time packages are competitive.	145	21.7	340	50.9	115	17.2	51	7.6	17	2.5
Staff status ^{lxi}										
Non-Union Staff	112	26.2	217	50.8	68	15.9	27	6.3	< 5	---
Union Staff	17	9.2	91	49.2	40	21.6	24	13.0	13	7.0
Researchers	13	27.7	27	57.4	7	14.9	0	0.0	0	0.0
Health insurance benefits are competitive.	72	10.8	238	35.7	188	28.2	118	17.7	50	7.5
Staff status ^{lxii}										
Non-Union Staff	55	12.9	155	36.4	115	27.0	77	18.1	24	5.6
Union Staff	10	5.4	53	28.8	61	33.2	36	19.6	24	13.0
Researchers	6	12.8	25	53.2	11	23.4	< 5	---	< 5	---
Child care benefits are competitive.	39	5.9	113	17.1	410	62.1	61	9.2	37	5.6
Gender identity ^{lxiii}										
Women	17	3.7	53	13.9	254	66.7	38	10.0	22	5.8
Men	25	9.3	60	22.4	146	54.5	22	8.2	15	5.6
Retirement benefits are competitive.	81	12.3	278	42.1	210	31.8	63	9.5	29	4.4

Table 66. Staff Respondents' Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staff status ^{lxiv}										
Non-Union Staff	54	12.7	186	43.9	130	30.7	42	9.9	12	2.8
Union Staff	15	8.3	65	35.9	68	37.6	18	9.9	15	8.3
Researchers	11	23.4	21	44.7	12	25.5	< 5	---	< 5	---

Note: Table reports responses only from Staff respondents (*n* = 678).

Forty-two percent (*n* = 282) of Staff respondents “strongly agreed” or “agreed” that staff opinions were valued on Michigan Technological University committees (Table 67). A higher percentage of Non-Union Staff respondents (37%, *n* = 159) than Union Staff respondents (26%, *n* = 47) “agreed” that staff opinions were valued on Michigan Technological University committees. A higher percentage of Union Staff respondents (19%, *n* = 35) than Non-Union Staff respondents (11%, *n* = 49) “disagreed” with this statement. A higher percentage of Union Staff respondents (9%, *n* = 16) than Non-Union Staff respondents (4%, *n* = 16) “strongly disagreed” that staff opinions were valued on Michigan Technological University committees. A higher percentage of Men Staff respondents (9%, *n* = 23) than Women Staff respondents (3%, *n* = 11) “strongly disagreed” that staff opinions were valued on Michigan Technological University committees.

Thirty-seven percent (*n* = 244) of Staff respondents “strongly agreed” or “agreed” that staff opinions were valued by Michigan Technological University faculty and administration. A higher percentage of Women Staff respondents (20%, *n* = 78) than Men Staff respondents (12%, *n* = 33) “disagreed” that staff opinions were valued by faculty and administration. A higher percentage of Men Staff respondents (11%, *n* = 31) than Women Staff respondents (7%, *n* = 25) “strongly disagreed” with this statement. A higher percentage of Military Service Staff respondents (43%, *n* = 20) than Non-Military Service Staff respondents (29%, *n* = 177) “agreed” with this statement. A higher percentage of Non-Military Service Staff respondents (18%, *n* = 111) than Military Service Staff respondents (*n* < 5) “disagreed” with this statement.

Sixty-nine percent ($n = 466$) of Staff respondents “strongly agreed” or “agreed” that clear expectations of their responsibilities existed. No statistically significant differences were found between groups.

Twenty-six percent ($n = 172$) of Staff respondents “strongly agreed” or “agreed” that clear procedures existed on how they could advance at Michigan Technological University. A higher percentage of Union Staff respondents (28%, $n = 52$) than Non-Union Staff respondents (14%, $n = 58$) “agreed” that clear procedures existed on how they could advance at Michigan Technological University. A higher percentage of Non-Union Staff respondents (34%, $n = 144$) than Union Staff respondents (23%, $n = 42$) “neither agreed or disagreed” with this statement.

Forty-eight percent ($n = 319$) of Staff respondents “strongly agreed” or “agreed” that they felt positive about their career opportunities at Michigan Technological University. No statistically significant differences were found between groups.

Seventy percent ($n = 474$) of Staff respondents “strongly agreed” or “agreed” that they would recommend Michigan Technological University as a good place to work. A higher proportion of Union Staff respondents (10%, $n = 19$) than Non-Union Staff respondents (5%, $n = 20$) “disagreed” that they would recommend Michigan Technological University as a good place to work. Additionally, a higher percentage of Union Staff respondents (8%, $n = 14$) than Non-Union Staff respondents (2%, $n = 8$) “strongly disagreed” with this statement.

Sixty-five percent ($n = 437$) of Staff respondents “strongly agreed” or “agreed” that they had job security. A higher proportion of Researcher Staff respondents (20%, $n = 9$) than Union Staff respondents (7%, $n = 13$) “disagreed” that they had job security. A higher percentage of Researcher Staff respondents (20%, $n = 9$) than Non-Union Staff respondents (5%, $n = 20$) and Union Staff respondents ($n < 5$) “strongly disagreed” that they had job security.

Table 67. Staff Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staff opinions are valued on Michigan Technological University committees.	50	7.5	232	34.7	260	38.9	91	13.6	35	5.2
Staff status ^{lxv}										
Non-Union Staff	39	9.1	159	37.1	165	38.6	49	11.4	16	3.7
Union Staff	8	4.3	47	25.5	78	42.4	35	19.0	16	8.7
Researchers	< 5	---	19	40.4	17	36.2	7	14.9	< 5	---
Gender identity ^{lxvi}										
Women	25	6.5	139	36.2	148	38.5	61	15.9	11	2.9
Men	25	9.2	89	32.7	106	39.0	29	10.7	23	8.5
Staff opinions are valued by Michigan Technological University faculty and administration.	45	6.8	199	29.9	251	37.7	114	17.1	57	8.6
Gender identity ^{lxvii}										
Women	22	5.7	118	30.8	140	36.6	78	20.4	25	6.5
Men	23	8.5	77	28.4	107	39.5	33	12.2	31	11.4
Military status ^{lxviii}										
Military Service	< 5	---	20	42.6	13	27.7	< 5	---	7	14.9
Non-Military Service	41	6.7	177	28.9	235	38.3	111	18.1	49	8.0
There are clear expectations of my responsibilities.	121	18.0	345	51.4	105	15.6	81	12.1	19	2.8
There are clear procedures on how I can advance at Michigan Technological University.	53	7.9	119	17.8	205	30.7	213	31.9	78	11.7
Staff status ^{lxix}										
Non-Union Staff	30	7.0	58	13.6	144	33.6	144	33.6	52	12.1
Union Staff	18	9.8	52	28.3	42	22.8	55	29.9	17	9.2
Researchers	< 5	---	7	14.9	18	38.3	11	23.4	7	14.9
Positive about my career opportunities at Michigan Technological University	84	12.6	235	35.1	196	29.3	107	16.0	47	7.0

Table 67. Staff Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I would recommend Michigan Technological University as a good place to work.	157	23.3	317	47.1	134	19.9	41	6.1	24	3.6
Staff status ^{lxx}										
Non-Union Staff	104	24.1	211	48.8	89	20.6	20	4.6	8	1.9
Union Staff	38	20.5	79	42.7	35	18.9	19	10.3	14	7.6
Researchers	12	25.5	21	44.7	10	21.3	< 5	---	< 5	---
I have job security.	117	17.5	320	47.8	140	20.9	60	9.0	33	4.9
Staff status ^{lxxi}										
Non-Union Staff	78	18.1	205	47.7	89	20.7	38	8.8	20	4.7
Union Staff	33	17.8	95	51.4	40	21.6	13	7.0	< 5	---
Researchers	< 5	---	16	34.8	8	17.4	9	19.6	9	19.6

Note: Table reports responses only from Staff respondents (*n* = 678).

One hundred twenty-four Staff respondents elaborated on previous statements regarding professional development, leave, flexible work schedule, benefits, staff opinions, advancement opportunities, and the like. Three themes emerged from the responses: decline in benefits, job security, and low staff salaries.

Decline in and/or Lack of Benefits. In the first theme, respondents remarked on various Michigan Technological University benefits including health, education, child care, retirement, and family leave benefits. For example, respondents wrote, “No pension other than 401k” and “The lack of a paid paternity leave policy is clear evidence of a lack of support and understanding of the shared role of both parents.” Most frequently respondents offered comments about Michigan Technological University’s health benefits. Respondents explained, “Health insurance options keep getting worse, constantly paying more for less coverage,” “Unfortunately the health benefits have greatly been reduced at Michigan Technological University over the years, this may be reflected in the overall US trends in health care,” and “Health insurance benefits continue to decline.” One respondent shared, “Health insurance benefits at Michigan Tech are disappointing when compared with other regional institutions. When I was offered my current

job at Michigan Tech, the decrease in health insurance quality/affordability that I had to accept was enough to make me seriously reconsider whether the change was in my family's best interests.” Another respondent wrote, “I do see how much Tech's portion of our medical insurance is and I DO very much appreciate what is covered. However, I cannot fathom how or why I would pay the astronomical premiums for the standard plan for a family of 4 when the overall coverage and out-of-pocket expenses between standard and HDHP ONLY differ by a deductible amount. It's horrifying and it WAS the biggest benefit cut I took to come to Tech.”

Job Security. In the second theme, respondents remarked on the sense of job security as Michigan Technological University Staff. Respondents wrote, “Nobody has job security. If they really want to get rid of you, they will” and “I am an at-will full time employee. For all the work that I do, I do not feel secure in my position.” One respondent shared, “Our Executive Director makes it clear that people are disposable and that you can be told to leave at any time.” In contrast, a Union Staff respondent offered, “Being in the union, I feel I have job security.” Another respondent wrote, “At one time Michigan Tech jobs were not secure but under President Mroz that has changed. It has been one of his major achievements to provide a feeling of job security to the community.”

Multiple respondents described a lack job security because of being funded by “soft money.” Respondent explained, “Soft money funding does not encourage job security” and “Soft funded researcher so my position is not secure.” Other respondents offered, “I'm entirely soft money funded, so there's never real job security in a position like that,” “Job security is the biggest concern - with being completely soft-money funded, I am constantly concerned about having a job in the next 4-6 months,” and “soft-money staff but mostly funded by department funds - so there is some uncertainty about job security.”

Low Staff Salaries. In the third theme, respondents shared concerns about staff salaries. Respondents reported general dissatisfaction with salary levels. According to one respondent, “I have never been paid so poorly for what I do. I was told this was the case when I accepted the position but thought I would be able to move up, and that is not the case.” Respondents also expressed concerns that staff salaries were inconsistent across departments. Respondents

explained, “Staff salaries aren't even competitive within the University,” “I think salaries need to be looked at within some departments,” and “In terms of staff salaries being competitive, some are and some are not even close.” One respondent simply stated, “Staff salaries seem to be all over the board.” The sense that salaries and raises do not reflect work quality and effort was expressed by multiple respondents. Respondents specifically wrote, “Staff salaries/raises are very subjective and do not seem to be adjusted equally within a department according to performance” and “There is often a disconnect between performance and compensation, and it seems like people who complain get raises over people who wait to be recognized for their contribution.” Noting the role of supervisors in relation to staff compensation, one respondent offered, “Salaries for staff depend on your supervisor and how good they are at advocating for you and your unit.”

Question 98 on the survey queried Staff respondents about the degree to which they felt valued at Michigan Technological University. Frequencies and significant differences based on staff status (non-union staff, union staff, and researchers), gender identity, racial identity,⁷⁸ sexual identity, disability status,⁷⁹ citizenship status, military status,⁸⁰ and religious affiliation⁸¹ are provided in Tables 68 through 70.⁸²

Eighty percent ($n = 540$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by coworkers in their department (Table 68). A higher proportion of Union Staff respondents (15%, $n = 28$) than Non-Union Staff respondents (9%, $n = 37$) “neither agreed or disagreed” that they felt valued by coworkers in their department.

Seventy-five percent ($n = 503$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by coworkers outside their department. No statistically significant differences were found between groups.

⁷⁸Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color (People of Color and Multiracial) and White.

⁷⁹Owing to low numbers in some of the response categories, findings from these analyses are not published.

⁸⁰Owing to low numbers in some of the response categories, findings from these analyses are not published.

⁸¹Owing to low numbers in some of the response categories, findings from these analyses are not published.

⁸²Per the Climate Survey Working Group, for all analyses, sexual identity was recoded into the categories LGBTQ and Heterosexual to maintain response confidentiality. Gender identity was recoded as Men and Women.

Seventy-nine percent ($n = 530$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by their supervisors. No statistically significant differences were found between groups.

Sixty-three percent ($n = 418$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by Michigan Technological University students. No statistically significant differences were found between groups.

Fifty-one percent ($n = 341$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by Michigan Technological University faculty. No statistically significant differences were found between groups.

Forty-eight percent ($n = 324$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by Michigan Technological University senior administrators (e.g., president, dean, vice president, provost). A higher proportion of Non-Union Staff respondents (17%, $n = 73$) than Union Staff respondents (8%, $n = 15$) “strongly agreed” with this statement.

Table 68. Staff Respondents’ Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by coworkers in my department.	232	34.5	308	45.8	71	10.5	51	7.6	11	1.6
Staff status ^{lxxii}										
Non-Union Staff	160	37.1	203	47.1	37	8.6	25	5.8	6	1.4
Union Staff	55	29.7	79	42.7	28	15.1	18	9.7	5	2.7
Researchers	11	22.9	24	50.0	6	12.5	7	14.6	0	0.0
I feel valued by coworkers outside my department.	144	21.4	359	53.3	131	19.5	33	4.9	6	0.9
I feel valued by my supervisor/manager.	272	40.4	258	38.3	72	10.7	48	7.1	24	3.6
I feel valued by Michigan Technological University students.	156	23.3	262	39.2	215	32.1	31	4.6	5	0.7
I feel valued by Michigan Technological University faculty.	94	14.1	247	37.0	228	34.2	77	11.5	21	3.1

Table 68. Staff Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by Michigan Technological University senior administrators (e.g., president, dean, vice president, provost).	98	14.6	226	33.8	222	33.2	89	13.3	34	5.1
Staff status ^{lxxiii}										
Non-Union Staff	73	17.0	150	35.0	138	32.2	50	11.7	18	4.2
Union Staff	15	8.2	54	29.5	70	38.3	33	18.0	11	6.0
Researchers	5	10.4	18	37.5	14	29.2	6	12.5	5	10.4

Note: Table reports responses only from Staff respondents (*n* = 678).

Table 69 depicts Staff respondents' attitudes about certain aspects of the climate in their departments/programs and at Michigan Technological University. Subsequent analyses were conducted to identify significant differences in responses by staff status (non-union staff, union staff, and researchers), gender identity, racial identity,⁸³ sexual identity, disability status,⁸⁴ citizenship status, military status,⁸⁵ and religious affiliation;⁸⁶ only significant differences are reported.⁸⁷

Twenty-two percent (*n* = 146) of Staff respondents “strongly agreed” or “agreed” that coworkers in their departments prejudged their abilities based on their perceptions of their identity/background. A higher percentage of Men Staff respondents (6%, *n* = 17) than Women Staff respondents (2%, *n* = 7) “strongly agreed” that coworkers in their departments prejudged their abilities based on their perceptions of their identity/background. Thirty-two percent (*n* = 86) of Men Staff respondents compared with 23% (*n* = 89) of Women Staff respondents “neither agreed or disagreed” with this statement. A higher percentage of Women Staff respondents (38%, *n* = 149) than Men Staff respondents (31%, *n* = 84) “disagreed” that coworkers in their

⁸³Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color (People of Color and Multiracial) and White.

⁸⁴Owing to low numbers in some of the response categories, findings from these analyses are not published.

⁸⁵Owing to low numbers in some of the response categories, findings from these analyses are not published.

⁸⁶Owing to low numbers in some of the response categories, findings from these analyses are not published.

⁸⁷Per the Climate Survey Working Group, for all analyses, sexual identity was recoded into the categories LGBTQ and Heterosexual to maintain response confidentiality. Gender identity was recoded as Men and Women.

departments prejudged their abilities based on their perceptions of their identity/background. Additionally, a higher percentage of Women Staff respondents (19%, $n = 74$) than Men Staff respondents (13%, $n = 34$) “strongly disagreed” with this statement.

Fifteen percent ($n = 100$) of Staff respondents “strongly agreed” or “agreed” that their supervisors prejudged their abilities based on their perception of their identity/background. A higher percentage of Men Staff respondents (6%, $n = 17$) than Women Staff respondents (2%, $n = 9$) “strongly agreed” that their supervisors/managers prejudged their abilities based on their perception of their identity/background. A higher percentage of Men Staff respondents (34%, $n = 93$) than Women Staff respondents (21%, $n = 82$) “neither agreed or disagreed” with this statement. A higher percentage of Women Staff respondents (43%, $n = 169$) than Men Staff respondents (29%, $n = 79$) “disagreed” that their supervisors prejudged their abilities based on their perception of their identity/background.

Twenty-two percent ($n = 145$) of Staff respondents “strongly agreed” or “agreed” that faculty prejudged their abilities based on their perception of their identity/background. A higher percentage of Military Service Staff respondents (41%, $n = 19$) than Non-Military Service Staff respondents (24%, $n = 149$) “disagreed” that faculty prejudged their abilities based on their perception of their identity/background. A higher percentage of Non-Military Service Staff respondents (40%, $n = 245$) than Military Service Staff respondents (15%, $n = 7$) “neither agreed or disagreed” with this statement.

Table 69. Staff Respondents’ Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that coworkers in my work unit prejudice my abilities based on their perception of my identity/background.	25	3.7	121	18.0	178	26.5	237	35.3	111	16.5
Gender identity ^{lxxiv}										
Women	7	1.8	70	18.0	89	22.9	149	38.3	74	19.0
Men	17	6.3	51	18.8	86	31.6	84	30.9	34	12.5

Table 69. Staff Respondents' Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that my supervisor prejudices my abilities based on their perception of my identity/background.	28	4.2	72	10.7	178	26.4	250	37.1	146	21.7
Gender identity ^{lxxv}										
Women	9	2.3	43	11.0	82	21.0	169	43.3	87	22.3
Men	17	6.2	29	10.6	93	34.1	79	28.9	55	20.1
I think that faculty prejudices my abilities based on their perception of my identity/background.	31	4.6	114	17.1	256	38.3	169	25.3	98	14.7
Military status ^{lxxvi}										
Military	< 5	---	11	23.9	7	15.2	19	41.3	7	15.2
Non-Military	28	4.5	103	16.7	245	39.8	149	24.2	91	14.8

Note: Table reports responses only from Staff respondents (*n* = 678).

Fifty-five percent (*n* = 367) of Staff respondents “strongly agreed” or “agreed” that their department encouraged free and open discussion of difficult topics (Table 70). No statistically significant differences were found between groups.

Seventy-two percent (*n* = 482) of Staff respondents “strongly agreed” or “agreed” that their skills were valued, and 74% (*n* = 495) felt that their work was valued. No statistically significant differences were found between groups.

Table 70. Staff Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that my department/school encourages free and open discussion of difficult topics.	127	18.9	240	35.7	161	24.0	98	14.6	46	6.8
I feel that my skills are valued.	162	24.0	320	47.5	89	13.2	85	12.6	18	2.7
I feel that my work is valued.	167	24.8	328	48.7	83	12.3	78	11.6	17	2.5

Note: Table reports responses only from Staff respondents ($n = 678$).

^{li}A chi-square test was conducted to compare percentages of Staff respondents who believed that Michigan Tech provided resources to pursue training/professional development opportunities by gender identity: $\chi^2(4, N = 658) = 10.465, p < .05$.

^{lii}A chi-square test was conducted to compare percentages of Staff respondents who believed that Michigan Tech provided resources to pursue training/professional development opportunities by military status: $\chi^2(4, N = 664) = 10.969, p < .05$.

^{liii}A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisor provided them with resources to pursue training/professional development opportunities by staff status: $\chi^2(8, N = 658) = 37.544, p < .01$.

^{liv}A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisor was supportive of them taking leave by staff status: $\chi^2(8, N = 657) = 18.032, p < .05$.

^{lv}A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisor was supportive of them taking leave by gender identity: $\chi^2(4, N = 654) = 18.812, p < .05$.

^{lvi}A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff who use family accommodation policies were disadvantaged in promotion by gender identity: $\chi^2(4, N = 652) = 18.288, p < .01$.

^{lvii}A chi-square test was conducted to compare percentages of Staff respondents who indicated that Michigan Tech was supportive of flexible work schedules by staff status: $\chi^2(8, N = 661) = 37.384, p < .01$.

^{lviii}A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisor was supportive of flexible work schedules by staff status: $\chi^2(8, N = 663) = 29.019, p < .01$.

^{lix}A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff salaries were competitive by staff status: $\chi^2(8, N = 659) = 18.267, p < .05$.

^{lx}A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff salaries were competitive by gender identity: $\chi^2(4, N = 656) = 13.913, p < .01$.

^{lxi}A chi-square test was conducted to compare percentages of Staff respondents who indicated that vacation and personal time benefits were competitive by staff status: $\chi^2(8, N = 659) = 55.149, p < .01$.

^{lxii}A chi-square test was conducted to compare percentages of Staff respondents who indicated that health insurance benefits were competitive by staff status: $\chi^2(8, N = 657) = 29.565, p < .01$.

^{lxiii}A chi-square test was conducted to compare percentages of Staff respondents who indicated that child care benefits were competitive by gender identity: $\chi^2(4, N = 649) = 19.194, p < .01$.

^{lxiv}A chi-square test was conducted to compare percentages of Staff respondents who indicated that retirement benefits were competitive by staff status: $\chi^2(8, N = 652) = 22.596, p < .01$.

^{lxv}A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued on committees by staff status: $\chi^2(8, N = 659) = 22.495, p < .01$.

^{lxvi}A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued on committees by gender identity: $\chi^2(4, N = 656) = 14.833, p < .01$.

^{lxvii}A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued by faculty and administration by gender identity: $\chi^2(4, N = 654) = 13.143, p < .05$.

^{lxviii}A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued by faculty and administration by military status: $\chi^2(4, N = 660) = 10.197, p < .05$.

^{lxix}A chi-square test was conducted to compare percentages of Staff respondents who indicated that there were clear procedures on how to advance by staff status: $\chi^2(8, N = 659) = 26.088, p < .01$.

^{lxx}A chi-square test was conducted to compare percentages of Staff respondents who indicated that Michigan Technological University was good place to work by staff status: $\chi^2(8, N = 664) = 20.863, p < .01$.

^{lxxi}A chi-square test was conducted to compare percentages of Staff respondents who indicated that they had job security by staff status: $\chi^2(8, N = 661) = 33.692, p < .01$.

^{lxxii}A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt valued by coworkers by staff status: $\chi^2(8, N = 664) = 18.297, p < .05$.

^{lxxiii}A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt valued by senior administrators by staff status: $\chi^2(8, N = 660) = 18.174, p < .05$.

^{lxxiv}A chi-square test was conducted to compare percentages of Staff respondents who indicated that coworkers prejudged abilities based on perception of identity/background by gender identity: $\chi^2(4, N = 661) = 20.069, p < .01$.

^{lxxv}A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisor prejudged abilities based on perception of identity/background by gender identity: $\chi^2(4, N = 663) = 25.907, p < .01$.

^{lxxvi}A chi-square test was conducted to compare percentages of Staff respondents who indicated that faculty prejudged abilities based on perception of identity/background by military status: $\chi^2(4, N = 662) = 13.016, p < .05$.

Faculty Respondents' Views on Workplace Climate and Work-Life Balance

Three survey items queried Faculty respondents ($n = 221$) about their opinions regarding various issues specific to workplace climate and faculty work (Tables 71 through 74). Question 33 queried Tenured and Tenure-Track Faculty respondents ($n = 148$), Question 35 addressed Non-Tenure-Track Faculty respondents ($n = 73$), and Question 37 addressed all Faculty respondents ($n = 221$). Chi-square analyses were conducted by faculty status (tenured, tenure-track, non-tenure-track), gender identity, racial identity, sexual identity, disability status, citizenship status, military status, and religious affiliation. Only significant findings for faculty status and gender identity⁸⁸ are published in this section owing to low numbers in many of the response categories for the other variables.

Table 71 illustrates that 72% ($n = 107$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the criteria for tenure were clear. No statistically significant differences were found between groups.

Fifty-two percent ($n = 77$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that tenure standards/promotion standards were applied equally to faculty in their department/school. A higher percentage of Tenured Faculty respondents (46%, $n = 48$) than Tenure-Track Faculty respondents (26%, $n = 11$) “agreed” that tenure standards/promotion standards were applied equally. A higher percentage of Tenure-Track Faculty respondents (37%, $n = 16$) than Tenured Faculty respondents (15%, $n = 16$) “neither agreed or disagreed” with this statement.

Fifty-eight percent ($n = 85$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they were supported and mentored during the tenure-track years. A higher percentage of Women Tenured and Tenure-Track Faculty respondents (32%, $n = 12$) than Men Tenured and Tenure-Track Faculty respondents (11%, $n = 11$) “disagreed” that they were supported and mentored during the tenure-track years.

⁸⁸Per the Climate Survey Working Group, for all analyses, sexual identity was recoded into the categories LGBTQ and Heterosexual to maintain response confidentiality. Gender identity was recoded as Men and Women.

Thirty-two percent ($n = 44$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they were supported and mentored post tenure. A higher percentage of Tenured Faculty respondents (25%, $n = 25$) than Tenure-Track Faculty respondents ($n < 5$) “disagreed” with this statement. A higher percentage of Tenure-Track Faculty respondents (76%, $n = 28$) than Tenured Faculty respondents (25%, $n = 25$) “neither agreed or disagreed” that they were supported and mentored post tenure.

Thirty-six percent ($n = 50$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that Michigan Tech faculty who qualified for delaying the tenure clock felt empowered to do so. No statistically significant differences were found between groups.

Table 71. Tenured and Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria for tenure are clear.	20	13.5	87	58.8	23	15.5	13	8.8	5	3.4
The tenure standards/promotion standards are applied equally to faculty in my department/school.	18	12.2	59	40.1	32	21.8	25	17.0	13	8.8
Faculty status ^{lxxvii}										
Tenured	14	13.5	48	46.2	16	15.4	17	16.3	9	8.7
Tenure-Track	<5	---	11	25.6	16	37.2	8	18.6	<5	---
Supported and mentored during the tenure-track years.	28	19.0	57	38.8	30	20.4	24	16.3	8	5.4
Gender identity ^{lxxviii}										
Women	7	18.4	12	31.6	< 5	---	12	31.6	< 5	---
Men	20	20.4	41	41.8	22	22.4	11	11.2	< 5	---
Supported and mentored post tenure.	15	10.9	29	21.0	53	38.4	27	19.6	14	10.1
Faculty status ^{lxxix}										
Tenured	13	12.9	25	24.8	25	24.8	25	24.8	13	12.9
Tenure-Track	< 5	---	< 5	---	28	75.7	< 5	---	< 5	---

Table 71. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Michigan Tech faculty who qualify for delaying the tenure-clock feel empowered to do so.	10	7.1	40	28.4	76	53.9	8	5.7	7	5.0

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents (*n* = 148).

Table 72 illustrates that 87% (*n* = 128) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that research was valued by Michigan Technological University. Fifty-four percent (*n* = 79) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that teaching was valued by Michigan Technological University. No statistically significant differences were found between groups.

Thirty-five percent (*n* = 51) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that their service contributions were valued by Michigan Technological University. No statistically significant differences were found between groups.

Twenty-four percent (*n* = 36) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they were pressured to change their research/scholarship agenda to achieve tenure/promotion. No statistically significant differences were found between groups.

Table 72. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Research is valued by Michigan Technological University.	80	54.4	48	32.7	10	6.8	8	5.4	< 5	---
Teaching is valued by Michigan Technological University.	20	13.7	59	40.4	21	14.4	33	22.6	13	8.9
Service contributions are valued by Michigan Technological University.	15	10.2	36	24.5	41	27.9	38	25.9	17	11.6

Table 72. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	14	9.5	22	14.9	35	23.6	50	33.8	27	18.2

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents (*n* = 148).

Thirty-nine percent (*n* = 58) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they were burdened by service responsibilities (e.g., committee memberships, departmental/school work assignments) beyond those of their colleagues with similar performance expectations (Table 73). A higher percentage of Non-U.S. Citizen Tenured and Tenure-Track Faculty respondents (47%, *n* = 19) than U.S. Citizen Tenured and Tenure-Track Faculty respondents (18%, *n* = 19) “disagreed” with this statement.

Forty-three percent (*n* = 63) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues. No statistically significant differences were found between groups.

Four percent (*n* = 6) of Tenured and Tenure-Track Faculty respondents “agreed” that faculty members in their department/school who used family accommodation (FMLA) policies were disadvantaged in promotion and/or tenure. No statistically significant differences were found between groups.

Table 73. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations.	29	19.6	29	19.6	43	29.1	39	26.4	8	5.4
Citizenship status ^{lxxx}										
Non-U.S. Citizen	5	12.2	5	12.2	12	29.3	19	46.3	0	0.0

Table 73. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
U.S. Citizen	24	23.3	23	22.3	29	28.2	19	18.4	8	7.8
I perform more work to help students than do my colleagues.	30	20.4	33	22.4	56	38.1	26	17.7	< 5	---
Faculty members in my department who use family accommodation (FMLA) policies are disadvantaged in promotion and/or tenure.	< 5	---	6	4.1	79	45.5	45	31.0	14	9.7

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents (*n* = 148).

Twenty-four percent (*n* = 36) of Tenured and Tenure-Track Faculty respondents “agreed” that faculty opinions were taken seriously by senior administrators (Table 74). Thirty-seven percent (*n* = 54) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that faculty opinions were valued within Michigan Technological University committees. Eighteen percent (*n* = 27) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they would like more opportunities to participate in substantive committee assignments, while 59% (*n* = 86) “strongly agreed” or “agreed” that they had opportunities to participate in substantive committee assignments. No statistically significant differences were found between groups.

Table 74. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Faculty opinions are taken seriously by senior administrators.	< 5	---	36	24.3	36	24.3	39	36.4	33	22.3
Faculty opinions are valued within Michigan Technological University committees.	8	5.5	46	31.5	50	34.2	24	16.4	18	12.3
I would like more opportunities to participate in substantive committee assignments.	6	4.1	21	14.2	60	40.5	44	29.7	17	11.5

Table 74. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have opportunities to participate in substantive committee assignments.	23	15.6	63	42.9	43	29.3	11	7.5	7	4.8

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents (*n* = 148).

Fifty Tenured and Tenure-Track Faculty respondents elaborated on their responses to previous statements regarding research, service responsibilities, teaching, tenure and promotion criteria, faculty opinions, substantive committee assignments, and the like. Two themes emerged from the responses: poor faculty-administration relations and overburdened by service expectations.

Poor Faculty-Administration Relations. In the first theme, respondents described the relationship between Michigan Technological University faculty and administration. Specifically, one respondent wrote, “The administration is sometimes openly hostile to faculty. We should be partners here... we need students, faculty, research to work together to give us purpose. I watch how the administration conducts itself through interactions with the Senate. Sometimes it's all about power... and the ability to reward chosen few.” Another respondent shared, “The administration does not value anything from faculty other than research. Faculty opinions are not valued in determining university strategy or operating procedures.” Respondents also offered, “There are many areas that are working well. However, there are a few areas where the upper administration refuses to participate in honest dialog with faculty” and “I continue to feel that there is a disconnect between faculty and the administration at this university.” Describing a lack of action in response to faculty input expressed in previous surveys, a respondent wrote, “I haven't seen the administration do anything to respond to or change anything that I've ever pointed out in any of these surveys. If they're listening to faculty, they're not listening to faculty that I know.”

Overburdened by Service Expectations. In the second theme, respondents discussed faculty service. In particular, respondents described being overburdened by service expectations. Respondents offered, “I am not interested in more opportunities to participate in substantive committee assignments, because if I have to participate in more of those committees I might

completely burn out. I need energy to devote to my students, research and teaching, NOT more service” and “Already ‘maxed out’ on time commitment for service contributions.” One respondent noted, “I voluntarily take on more service activities than I probably should, but I want to support important student programs that I feel would fall by the wayside if I didn’t.” Respondents noted that service responsibilities were not equally distributed among faculty. One respondent explained, “The service burden in my department and college is not equally distributed - there are some who simply refuse to participate and do not appear to have any detrimental effect on their standing in the department or university, while others take on an unfair share of the burden, and are continually pressured to do more.” In describing inequitable distributions of service work, respondents noted that women faculty were either assigned or expected to complete more service work than their colleagues who are men. One respondent explained, “I feel like we are walking a fine line with asking women to do so much service. It’s great that we are involved in decision making in real and important ways, but there are too many committees that I am on and asked to do more all the time.” According to another respondent, “More women in my department do more of the service work because they are ‘easier to work with.’ In other words, men get an ‘out’ but women have to play nice.”

Survey Question 35 queried Non-Tenure-Track Faculty respondents about their perceptions as faculty with non-tenure-track appointments. Chi-square analyses were not able to be conducted because of the small number of Non-Tenure-Track Faculty respondents.

Table 75 indicates that 48% ($n = 35$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the criteria used for contract renewal were clear. Thirty-three percent ($n = 24$) of Non-Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” that the criteria used for contract renewal were applied equally to positions. Forty-eight percent ($n = 35$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they felt supported and mentored for promotion/career progression. Sixty-two percent ($n = 45$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that expectations of their responsibilities were clear. Thirty-four percent ($n = 25$) of Non-Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” that they had job security.

Table 75. Non-Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria for contract renewal are clear.	12	16.4	23	31.5	16	21.9	16	21.9	6	8.2
The criteria used for contract renewal are applied equally to positions.	12	16.4	16	21.9	21	28.8	14	19.2	10	13.7
Supported and mentored for promotion/career progression.	13	17.8	22	30.1	10	13.7	19	26.0	9	12.3
There are clear expectations of my responsibilities.	15	20.5	30	41.1	9	12.3	14	19.2	5	6.8
I have job security.	11	15.1	20	27.4	17	23.3	12	16.4	13	17.8

Note: Table reports responses only from Non-Tenure-Track Faculty respondents (*n* = 73).

Table 76 illustrates that 82% (*n* = 59) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that research was valued by Michigan Technological University, 48% (*n* = 34) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that teaching was valued by Michigan Technological University, and 51% (*n* = 37) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that service contributions were valued by Michigan Technological University.

Table 76. Non-Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Research is valued by Michigan Technological University.	33	45.8	26	36.1	8	11.1	< 5	---	< 5	---
Teaching is valued by Michigan Technological University.	11	15.5	23	32.4	22	31.0	10	14.1	5	7.0
Service contributions are valued by Michigan Technological University.	12	16.4	25	34.2	18	24.7	10	13.7	8	11.0

Note: Table reports responses only from Non-Tenure-Track Faculty respondents (*n* = 73).

Forty-three percent ($n = 31$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments) (Table 77). Fifty-five percent ($n = 40$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues. Forty-five percent ($n = 33$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they felt pressured to do extra work that was uncompensated. Forty percent ($n = 29$) of Non-Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” that their opinions were taken seriously by senior administrators.

Table 77. Non-Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/school work assignments).	10	13.9	21	29.2	18	25.0	12	16.7	11	15.3
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	15	20.5	25	34.2	17	23.3	13	17.8	< 5	---
Pressured to do extra work that is uncompensated.	12	16.4	21	28.8	17	23.3	11	15.1	12	16.4
Non-tenure-track faculty opinions are taken seriously by senior administrators.	11	15.1	12	16.4	21	28.8	16	21.9	13	17.8

Note: Table reports responses only from Non-Tenure-Track Faculty respondents ($n = 73$).

Twenty-two Non-Tenure-Track Faculty respondents elaborated on their responses to previous statements regarding contract renewal, research, service, teaching, advising, job security, and the like. One theme emerged from the responses: excessive workload.

Excessive Workload. In the one theme that emerged, respondents indicated that non-tenure-track faculty were burdened by excessive workloads. Respondents noted that non-tenure-track faculty were often assigned or expected to complete workloads consistent with the workload expectations of full-time tenure-track faculty. One respondent offered, “I feel exploited in my labor; I perform a substantial quantity of unpaid labor while officially not having a full-time position. I feel underpaid for the work I do, especially compared to similar positions.” Another respondent offered, “There's no relationship in my department between allocation of responsibilities and rank/salary. I am expected to do the work of a TT faculty member without the compensation or job security.” Respondents also wrote, “I teach, and from all external measures I do that very well, but I have the same or greater service and ‘advising’ responsibilities because I have connections to my students” and “Strong expectations by department chair to teach a wide array of courses some outside area of expertise - rarely teaching the same courses giving huge loads for teaching and preparing that makes other expectations difficult to attain (publishing, conferences, etc).” One respondent did note, “Currently, faculty doing research in my departments are released from teaching and service. This places a burden on the teaching faculty.”

Additionally, Faculty respondents were asked to rate the degree to which they agreed with a series of statements related to faculty workplace climate (Table 78). Chi-square analyses were conducted by faculty status (tenured, tenure-track, or non-tenure-track), gender identity, racial identity, sexual identity, disability status, citizenship status, military status, and religious affiliation. Only significant findings for gender identity⁸⁹ are published in this section owing to low numbers in many of the response categories for the other variables.

Thirty-three percent ($n = 71$) of Faculty respondents “strongly agreed” or “agreed” that salaries for tenure-track faculty positions were competitive. No statistically significant differences were found between groups.

Thirty percent ($n = 64$) of Faculty respondents “strongly disagreed” or “disagreed” that salaries for non-tenure-track faculty were competitive. A higher percentage of Women Faculty

⁸⁹Per the Climate Survey Working Group, for all analyses, gender identity was recoded as Men and Women.

respondents (33%, $n = 25$) than Men Faculty respondents (18%, $n = 29$) “disagreed” that salaries for non-tenure-track faculty were competitive.

Thirty-one percent ($n = 66$) of Faculty respondents “agreed” that health insurance benefits were competitive. No statistically significant differences were found between groups.

Fourteen percent ($n = 30$) of Faculty respondents “agreed” that child care was accessible. A lower percentage of Women Faculty respondents (7%, $n = 5$) than Men Faculty respondents (22%, $n = 34$) “agreed” that child care was accessible. A higher percentage of Women Faculty respondents (19%, $n = 14$) than Men Faculty respondents (8%, $n = 12$) “strongly disagreed” with this statement.

Thirty-eight percent ($n = 82$) of Faculty respondents “strongly agreed” or “agreed” that retirement/supplemental benefits were competitive. No statistically significant differences were found between groups.

Table 78. Faculty Respondents’ Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Salaries for tenure-track faculty positions are competitive.	8	3.7	63	29.3	73	34.0	58	27.0	13	6.0
Salaries for non-tenure-track faculty are competitive.	9	4.2	46	21.3	97	44.9	49	22.7	15	6.9
Gender identity ^{lxxxi}										
Women	< 5	---	14	18.4	26	34.2	25	32.9	7	9.2
Men	8	5.0	43	26.9	73	45.6	29	18.1	7	4.4
Health insurance benefits are competitive.	< 5	---	66	30.7	60	27.9	52	24.2	33	15.3
Child care is accessible.	< 5	---	30	14.2	117	55.2	37	17.5	24	11.3
Gender identity ^{lxxxii}										
Women	< 5	---	5	6.8	39	52.7	15	20.3	14	18.9
Men	< 5	---	34	22.2	82	53.6	22	14.4	12	7.8
Retirement/supplemental benefits are competitive.	5	2.3	77	35.8	82	38.1	35	16.3	16	7.4

Note: Table reports responses only from Faculty respondents ($n = 221$).

Twenty-five percent ($n = 53$) of Faculty respondents “strongly agreed” or “agreed” that Michigan Technological University provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation) (Table 79). No statistically significant differences were found between groups.

Table 79. Faculty Respondents’ Perceptions of Work-Life Balance

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Michigan Technological University provides adequate resources to help me manage work-life balance.	6	2.8	47	21.9	102	47.4	44	20.5	16	7.4

Note: Table reports responses only from Faculty respondents ($n = 221$).

As noted in Table 80, 52% ($n = 112$) of Faculty respondents “strongly agreed” or “agreed” that their colleagues included them in opportunities that would help their career as much as they do others in their position. Forty-nine percent ($n = 106$) of Faculty respondents “strongly agreed” or “agreed” that the performance evaluation process was clear. Fifty-three percent ($n = 114$) of Faculty respondents “strongly agreed” or “agreed” that Michigan Technological University provided them with resources to pursue professional development (e.g., conferences, materials, research and course design, and traveling). No statistically significant differences were found between groups.

Forty-nine percent ($n = 106$) of Faculty respondents “strongly agreed” or “agreed” that Michigan Technological University provided them with equitable resources to perform job responsibilities (e.g., laboratory space, start-up funds). A lower percentage of Women Faculty respondents (28%, $n = 21$) than Men Faculty respondents (44%, $n = 72$) “agreed” that Michigan Technological University provided them with equitable resources to perform job responsibilities. A higher percentage of Women Faculty respondents (24%, $n = 18$) than Men Faculty respondents (12%, $n = 20$) “disagreed” with this statement.

Fifty-three percent ($n = 116$) of Faculty respondents “strongly agreed” or “agreed” that they felt positive about their career opportunities at Michigan Technological University. No statistically significant differences were found between groups.

Sixty-two percent ($n = 136$) of Faculty respondents “strongly agreed” or “agreed” that they would recommend Michigan Technological University as a good place to work. A higher percentage of Women Faculty respondents (30%, $n = 23$) than Men Faculty respondents (14%, $n = 23$) “neither agreed or disagreed” with this statement.

Sixty-six percent ($n = 143$) of Faculty respondents “strongly agreed” or “agreed” that they had job security. No statistically significant differences were found between groups.

Table 80. Faculty Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My colleagues include me in opportunities that will help my career as much as they do others in my position.	22	10.2	90	41.9	57	26.5	32	14.9	14	6.5
The performance evaluation process is clear.	18	8.3	88	40.4	48	22.0	45	20.6	19	8.7
Michigan Technological University provides me with resources to pursue professional development.	29	13.5	85	39.5	35	16.3	44	20.5	22	10.2
Michigan Tech provides equitable resources to perform my job responsibilities.	20	9.2	86	39.4	56	25.7	36	16.5	20	9.2
Gender identity ^{lxxxiii}										
Women	6	8.0	21	28.0	24	32.0	18	24.0	6	8.0
Men	23	14.2	72	44.4	33	20.4	20	12.3	14	8.6
Positive about my career opportunities at Michigan Technological University.	33	15.2	83	38.2	51	23.5	42	19.4	8	3.7
I would recommend Michigan Technological University as a good place to work.	38	17.4	98	45.0	48	22.0	26	11.9	8	3.7

Table 80. Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender identity ^{lxxxiv}										
Women	12	15.8	30	39.5	23	30.3	10	13.2	< 5	---
Men	38	23.5	81	50.0	23	14.2	15	9.3	5	3.1
I have job security.	54	24.8	89	40.8	43	19.7	18	8.3	14	6.4

Note: Table reports responses only from Faculty respondents (*n* = 221).

Sixty-three Faculty respondents elaborated on previous statements regarding salary, benefits, resources, performance evaluations, and job security. Three themes emerged from the responses: inadequate benefits, lack of available/affordable child care, and non-competitive salaries.

Inadequate Benefits. In the first theme, respondents described inadequate benefits, particularly health benefits, for Michigan Technological University employees. Respondents wrote, “Why are our benefits so poor? It's terrible” and “The main complaint here is about the benefits, obviously. Since I first arrived here, the quality of benefits has dropped precipitously.” Multiple respondents described a “decline” in benefits. According to respondents, “benefits have steadily been deteriorating” and “Degradation of benefits has accelerated since 2008. More burden on the employee. Burden on Michigan Technological University for benefits is largely unchanged since 2008, based on my study of my own situation” Describing Michigan Technological University’s health benefits, respondents offered, “The health benefits at Michigan Technological University are very poor” and “Health insurance is bad, but to be fair, so is everywhere else.”

Lack of Available and Affordable Child Care. In the second theme, respondents reported a lack of child care options on campus and in the surrounding community. One respondent offered, “Child care is woefully inadequate here--I am glad my children are grown.” Other respondents offered, “Access to child care is difficult” and “I can't emphasize enough the need for more accessible and affordable child care for the Tech community.” Respondents identified Little Huskies as the on-campus child care option but noted an extensive wait time before children were accepted into the program. According to one respondent, “Child care is a serious problem. My child has been on the waiting list at Little Huskies since conception. He is six months old

and I still have not heard back about openings.” Respondents specifically noted the lack of child care options for “children under the age of two” or who are “pre-Kindergarten.” According to one respondent, “Little Huskies is far and away the best child care option in the area for pre-Kindergarten children. However, below the age cutoff for preschool, they do not have enough capacity to meet the campus community demand.” Another respondent offered, “Childcare opportunities are scarce, particularly for children under the age of 2.” One respondent simply stated, “Child care options are very limited at the center, no flexibility, hard to get in - long wait list. Should improve.”

Non-Competitive Salaries. In the third theme, respondents remarked on faculty salaries at Michigan Technological University. In particular, respondents noted that salaries were “not competitive” compared to other institutions, particularly for non-tenure-track faculty, associate professors, and professors. According to respondent, “The most glaring is that salaries are not competitive for NTT faculty” and “In my discipline, Michigan Technological University salaries are \$10,000 to \$20,000 below Central Michigan University at each rank.” Other respondents offered, “Michigan Technological University salary is not competitive in the level of associate professor and particularly full professor” and “Salaries for Assistant Professors are competitive. Salaries for Associate Professors are less so. Salaries for Professors are much lower than peers and this has been well-documented. Michigan Technological University is a place to start a career - then you go somewhere else to finish it.” One respondent described their perceived sense of value to Michigan Technological University based on their salary. According to the respondent, “The last I checked, salaries for faculty in my field were in the bottom quartile. When salaries are that low and yet the expectations are such that one cannot maintain a reasonable work-life balance, it is difficult to maintain the belief that you are a valued contributor to the University.”

Seventy-three percent ($n = 161$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by faculty in their department/school (Table 81). A higher proportion of Women Faculty respondents (20%, $n = 15$) than Men Faculty respondents (6%, $n = 9$) “disagreed” that they felt valued by faculty in their department/school.

Seventy-one percent ($n = 156$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by their department chair/school dean. A lower proportion of Women Faculty respondents (20%, $n = 15$) than Men Faculty respondents (37%, $n = 61$) “agreed” that they felt valued by their department chair/school dean. A higher proportion of Women Faculty respondents (13%, $n = 10$) than Men Faculty respondents (4%, $n = 7$) “disagreed” with this statement.

Sixty-six percent ($n = 144$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by other faculty at Michigan Technological University, while 82% ($n = 179$) “strongly agreed” or “agreed” that they felt valued by students in the classroom. Forty-six percent ($n = 100$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by Michigan Technological University senior administrators (e.g., dean, vice president, academic vice president). No statistically significant differences were found between groups.

Table 81. Faculty Respondents’ Feelings of Value

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in my department/school.	69	31.4	92	41.8	28	12.7	26	11.8	5	2.3
Gender identity ^{lxxxv}										
Women	22	28.9	26	34.2	11	14.5	15	19.7	< 5	---
Men	63	38.2	75	45.5	15	9.1	9	5.5	< 5	---
I feel valued by my department chair/school dean.	87	39.5	69	31.4	28	12.7	19	8.6	17	7.7
Gender identity ^{lxxxvi}										
Women	34	44.7	15	19.7	10	13.2	10	13.2	7	9.2
Men	68	41.7	61	37.4	18	11.0	7	4.3	9	5.5
I feel valued by other faculty at Michigan Technological University.	49	22.4	95	43.4	50	22.8	21	9.6	< 5	---
I feel valued by students in the classroom.	75	34.2	104	47.5	32	14.6	7	3.2	< 5	---

Table 81. Faculty Respondents' Feelings of Value

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by Michigan Technological University senior administrators (e.g., dean, vice president, academic vice president).	36	16.5	64	29.4	52	23.9	43	19.7	23	10.6

Note: Table reports responses only from Faculty respondents (*n* = 221).

Table 82 depicts Faculty respondents' attitudes about certain aspects of the climate in their departments/programs and at Michigan Technological University. Subsequent analyses were conducted to identify significant differences in responses by faculty status (tenured, tenure-track, or non-tenure-track), gender identity, racial identity, sexual identity, disability status, citizenship status, military status, and religious affiliation. Only significant findings for gender identity⁹⁰ are published in this section owing to low numbers in many of the response categories for the other variables.

Twenty-seven percent (*n* = 59) of Faculty respondents "strongly agreed" or "agreed" that faculty in their departments/school prejudged their abilities based on their perception of their identity/background. Twenty-one percent (*n* = 45) of Faculty respondents "strongly agreed" or "agreed" that their department chairs/school dean prejudged their abilities based on their perception of their identity/background. Thirty-two percent (*n* = 71) of Faculty respondents "strongly agreed" or "agreed" that Michigan Technological University encouraged free and open discussion of difficult topics. No statistically significant differences were found between groups.

Table 82. Faculty Respondents' Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that faculty in my department/school prejudice my abilities based on their perception of my identity/background.	10	4.6	49	22.5	64	29.4	62	28.4	33	15.1

⁹⁰Per the Climate Survey Working Group, for all analyses, gender identity was recoded as Men and Women.

Table 82. Faculty Respondents' Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that my department chair/school dean prejudices my abilities based on their perception of my identity/background.	11	5.0	34	15.6	66	30.3	61	28.0	46	21.1
I believe that Michigan Technological University encourages free and open discussion of difficult topics.	21	9.5	50	22.6	82	37.1	51	23.1	17	7.7

Note: Table reports responses only from Faculty respondents (*n* = 221).

Fifty-eight percent (*n* = 127) of Faculty respondents “strongly agreed” or “agreed” that their research/scholarship activity was valued (Table 83). No statistically significant differences were found between groups.

Fifty-six percent (*n* = 123) of Faculty respondents “strongly agreed” or “agreed” that their teaching was valued. A higher proportion of Women Faculty respondents (26%, *n* = 19) than Men Faculty respondents (10%, *n* = 16) “disagreed” with this statement.

Forty-five percent (*n* = 99) of Faculty respondents “strongly agreed” or “agreed” that their service contributions were valued. No statistically significant differences were found between groups.

Table 83. Faculty Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel that my research/scholarship activity is valued.	46	21.1	81	37.2	57	26.1	26	11.9	8	3.7
I feel that my teaching is valued.	41	18.6	82	37.3	45	20.5	34	15.5	18	8.2
Gender identity ^{lxxxvii}										
Women	13	17.6	28	37.8	12	16.2	19	25.7	< 5	---
Men	40	24.2	62	37.6	34	20.6	16	9.7	13	7.9

Table 83. Faculty Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel that my service contributions are valued.	33	15.0	66	30.0	65	29.5	41	18.6	15	6.8

Note: Table reports responses only from Faculty respondents (*n* = 221).

^{lxxvii}A chi-square test was conducted to compare percentages of Faculty respondents who indicated that tenure standards/promotion standards were applied equally by faculty status: $\chi^2(4, N = 147) = 10.400, p < .05$.

^{lxxviii}A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they were supported and mentored during the tenure-track years by gender identity: $\chi^2(4, N = 136) = 10.311, p < .05$.

^{lxxix}A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they were supported and mentored post tenure by faculty status: $\chi^2(4, N = 138) = 30.118, p < .01$.

^{lxxx}A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they were burdened by service responsibilities by citizenship status: $\chi^2(4, N = 144) = 15.190, p < .01$.

^{lxxxi}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that salaries for non-tenure-track faculty were competitive by gender identity: $\chi^2(4, N = 236) = 10.075, p < .05$.

^{lxxxii}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that child care was accessible by gender identity: $\chi^2(4, N = 227) = 13.460, p < .01$.

^{lxxxiii}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that Michigan Tech provided equitable resources to perform job responsibilities by gender identity: $\chi^2(4, N = 237) = 12.393, p < .05$.

^{lxxxiv}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that Michigan Tech was a good place to work by gender identity: $\chi^2(4, N = 238) = 10.977, p < .05$.

^{lxxxv}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt valued by faculty in their department by gender identity: $\chi^2(4, N = 241) = 15.049, p < .01$.

^{lxxxvi}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt valued by their department chair/school dean by gender identity: $\chi^2(4, N = 239) = 12.186, p < .05$.

^{lxxxvii}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt that their teaching was valued by gender identity: $\chi^2(4, N = 239) = 12.627, p < .05$.

Employee Respondents Who Have Seriously Considered Leaving Michigan Technological University

Thirty-eight percent ($n = 918$) of respondents had seriously considered leaving Michigan Technological University (Figure 42). With regard to employee position status, 62% ($n = 136$) of Faculty respondents, 53% ($n = 16$) of Academic Administrator with Faculty Rank respondents, and 50% ($n = 335$) of Staff respondents had seriously considered leaving Michigan Technological University in the past year.

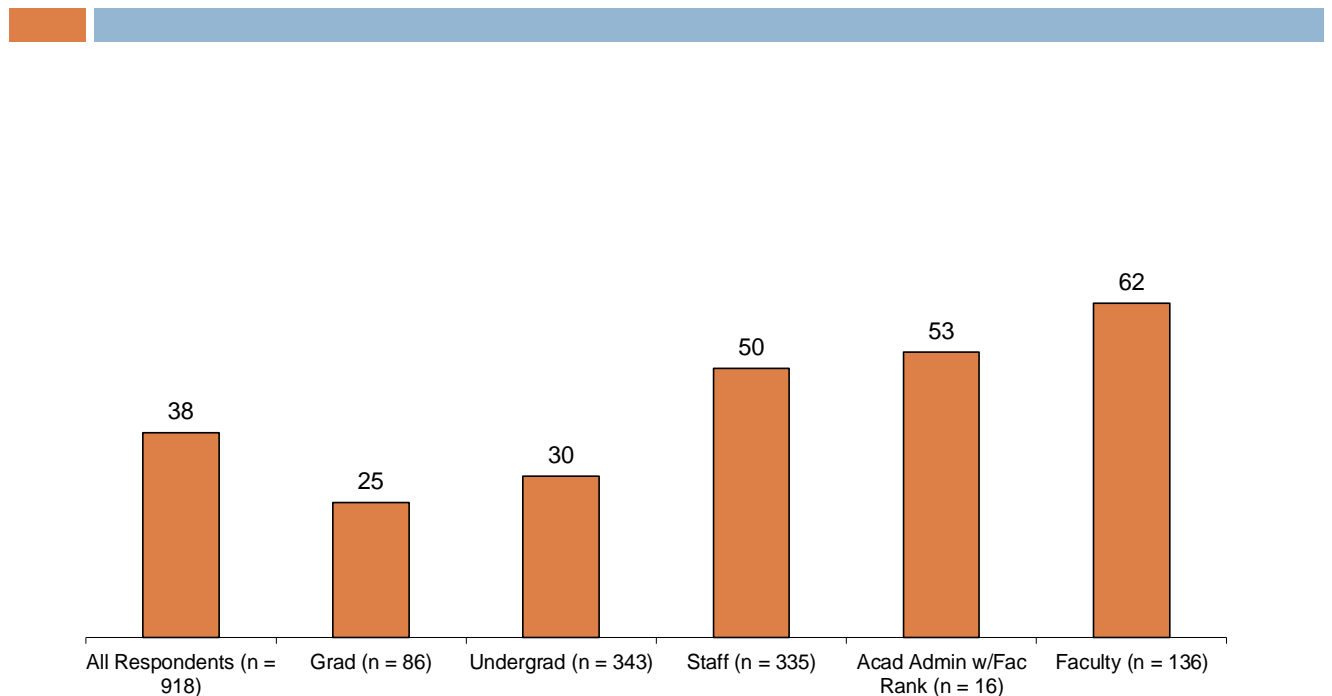


Figure 42. Respondents Who Had Seriously Considered Leaving Michigan Technological University (%)

Fifty-three percent ($n = 177$) of those Staff respondents who seriously considered leaving did so each for low salary/pay rate (Table 84). Forty-five percent ($n = 152$) did so because of limited opportunities for advancement. Other reasons included tension with their supervisors/managers (30%, $n = 99$), lack of sense of belonging (27%, $n = 89$), and increased workload (26%, $n = 88$). “Other” responses submitted by respondents included “complete lack of leadership at Michigan

Technological University,” “cronyism,” “not being able to disconnect from work,” and “feeling unappreciated.”

Table 84. Reasons Why Staff Respondents Considered Leaving Michigan Technological University

Reason	<i>n</i>	%
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
Interested in a position at another institution/organization	80	23.9
Lack of professional development opportunities	61	18.2
Lack of benefits	55	16.4
Family responsibilities	54	16.1
Tension with coworkers	52	15.5
Recruited or offered a position at another institution/organization	40	11.9
Personal reasons (e.g., medical, mental health, family emergencies)	37	11.0
Campus climate was unwelcoming	32	9.6
Spouse or partner unable to find suitable employment	31	9.3
Relocation	28	8.4
Local community did not meet my (my family) needs	19	5.7
Institutional support (e.g., tech support, lab space/equipment)	13	3.9
Local community climate was not welcoming	11	3.3
Spouse or partner relocated	11	3.3
Retirement	6	1.8
A reason not listed above	58	17.3

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

Subsequent analyses were run for Staff respondents by gender identity, racial identity, sexual identity, disability status, citizenship status, military status, and religious affiliation. Significant differences existed based on military status. A higher percentage of Military Service Staff

respondents (64%, $n = 30$) compared with Non-Military Service Staff respondents (48%, $n = 302$) had seriously considered leaving Michigan Technological University.

Forty-one percent ($n = 56$) of those Faculty respondents who seriously considered leaving did so because of low salary/pay rate (Table 85). Thirty-six percent ($n = 49$) did so because of interest in another position at another institution/organization and institutional support (e.g., tech support, lab space/equipment), and 32% ($n = 43$) did so because of limited opportunities for advancement. Other reasons included lack of sense of belonging (31%, $n = 42$), lack of benefits (28%, $n = 38$), and increased workload (26%, $n = 35$). “Other” responses submitted by respondents included “almost no diversity in town for kids,” “bullying by some senior faculty,” “lack of faith in administration,” and “poor departmental climate.”

Table 85. Reasons Why Faculty Respondents Considered Leaving Michigan Technological University

Reason	<i>n</i>	%
Low salary/pay rate	56	41.2
Interested in a position at another institution/organization	49	36.0
Institutional support (e.g., tech support, lab space/equipment)	49	36.0
Limited opportunities for advancement	43	31.6
Lack of a sense of belonging	42	30.9
Lack of benefits	38	27.9
Increased workload	35	25.7
Lack of professional development opportunities	31	22.8
Campus climate was unwelcoming	29	21.3
Tension with supervisor/manager	29	21.3
Recruited or offered a position at another institution/organization	27	19.9
Spouse or partner unable to find suitable employment	25	18.4
Tension with coworkers	23	16.9
Local community did not meet my (my family) needs	22	16.2
Local community climate was not welcoming	19	14.0
Family responsibilities	17	12.5
Personal reasons (e.g., medical, mental health, family emergencies)	12	8.8
Relocation	12	8.8
Retirement	7	5.1
Spouse or partner relocated	< 5	---
A reason not listed above	27	19.9

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

Subsequent analyses were run for Faculty respondents by gender identity, racial identity, sexual identity, disability status, citizenship status, military status, and religious affiliation. Significant differences existed based on religious affiliation. A higher percentage of No Religious Affiliation Faculty respondents (69%, $n = 63$) compared with Christian Affiliation Faculty respondents (48%, $n = 38$) had seriously considered leaving Michigan Technological University.

Five hundred twenty-three respondents elaborated on why they had seriously considered leaving Michigan Technological University. Of these respondents, 99 were Faculty respondents and 177 were Staff respondents. From the Faculty responses, two themes emerged: poor leadership practices and spouse faced difficulties obtaining employment. From Staff responses, three themes emerged: excessive workload, hostile or bullying supervisor(s), and lack of advancement opportunities.

Faculty respondents

Spouse Faced Difficulties Obtaining Employment. In the first theme, respondents explained that they had considered leaving the university because of the difficulties their partner or spouse faced when attempting to secure employment at Michigan Technological University or in the surrounding community. Respondents explained, “Spouse with excellent credentials could not find local work” and “My partner was struggling to find a rewarding career.” Respondents also noted the lack of institutional support for “spousal hires” or “dual career couples.” According to respondents, “There was insufficient support for dual career couples here at Michigan Tech,” “My wife was not offered a position at Michigan Tech,” and “Lack of support for dual career couples.” A respondent, whose spouse was employed by Michigan Technological University, explained that they considered leaving the university because of how their spouse was treated as a Michigan Technological University employee. The respondent specifically shared, “Wife worked here and was constantly bullied and sexually discriminated against. Supervisors did not care. They still don’t.”

Poor Leadership Practices. For the second theme, Faculty respondents described the poor leadership practices of department chairs and Michigan Technological University administrators.

Describing the poor leadership practices of Michigan Technological University's senior administration, one respondent wrote, "Poor leadership; don't understand own plan, don't incentivize the behaviors necessary for the plan, don't understand strengths of Michigan Tech." Respondents also noted negative or hostile leadership behaviors by their direct supervisor or department chair. According to one respondent, "My department chair has consistently been unprofessional and borderline abusive." Another respondent offered, "My department chair was a hostile, vindictive person. He created a fearful, difficult, unpleasant work atmosphere that caused several colleagues, faculty and staff to leave." Respondents repeatedly described their department chairs as "hostile" or "aggressive." Noting the lack of administrative action in response to reports of aggressive actions by a department chair, one respondent commented, "Administrators were unwilling to address issues of bullying in our department."

Staff respondents

Excessive Workload. In the first Staff respondent theme, respondents identified excessive workloads as the reason they had considered leaving the university. Specifically, respondents wrote, "The primary reason was the workload. The workload for staff at Tech is very heavy" and "Sixty plus hour weeks were not unusual." Another respondent offered, "Expectations for hours and workload are (at times) unrealistic with family responsibilities." Other respondents shared, "I constantly feel overwhelmed by the amount of work I have and the time I have to complete it (I know others do as well)" and "The workload forces us to take work home or stay late to get a little ahead for the next day. This is not right. We need to hire more personnel." One respondent offered, "Increased workload and lack of understanding or appreciation for what I do within my department. Working long hours and still unable to keep up at times." Several respondents noted that their increased workloads had not been accompanied by an increase in pay. According to one respondent, "With retirements and people leaving, the workload has increased significantly without compensation or promotion." Respondents also shared, "Workload is constantly increasing and the level of pay is staying the same" and "asked to do more and more without being paid for it."

Hostile or Bullying Supervisor(s). In the second Staff theme, respondents shared that they had considered leaving the university because of a supervisor's aggressive and/or demeaning actions.

In particular, respondents offered, “I considered leaving due to a hostile supervisor,” “My supervisor had singled me out and was trying to belittle me at every turn,” and “Supervisor's behavior included constant bullying and harassment.” Multiple respondents used the terms “bully” or “bullying” to describe their supervisor’s actions. One respondent offered, “I had a boss who was a bully, actually more like an abuser,” Other respondents shared, “Bullied by supervisor. Made working with her very difficult. She prided herself on her ability to get people fired” and “My supervisor is a bully, aggressive, mean-spirited, unfair, unprofessional and discriminatory.” Noting the effect of their supervisor’s hostile actions, one respondent wrote, “You don't leave a job, you leave your bosses.”

Lack of Advancement Opportunities. In the third Staff respondent theme, respondents indicated that they had considered leaving Michigan Technological University because of a lack of promotion or advancement opportunities. Respondents who referred to a lack of advancement opportunities specifically wrote, “No advancement within department,” “The main reason is there is no avenue for advancement in my position,” and “No room for advancement here at Tech.” Regarding the lack of advancement opportunities, respondents also responded, “I was ‘locked in’ and pigeon-holed into a position with little hope for advancement unless someone left,” “There is no place for me to advance,” and “Some positions feel stuck without much vertical or horizontal movement and chance for promotion.” Multiple respondents attributed the lack of advancement opportunities to specific factors such as age, race, or not being part of “the right group” One respondent who described Michigan Technological University’s promotion process as “prejudiced” explained that individuals identified as “secretarial,” “female,” and “anyone over 40, or worse, over 50” were excluded from promotion opportunities. Another respondent shared that they believe that their identity as a “Black male” would “hinder” their ability to advance in “comparison to their White counterparts.”

Summary Of Employee Perceptions of Workplace Climate

The results from this section suggest that most Employee respondents generally hold positive attitudes about Michigan Technological University policies and processes. With regard to discriminatory employment practices, 30% ($n = 264$) of Employee respondents had observed unfair or unjust hiring, 13% ($n = 117$) had observed unfair or unjust disciplinary actions, and 26% ($n = 229$) had observed unfair or unjust promotion, tenure, and/or reclassification.

Gender/gender identity, job duties, position, and nepotism/cronyism were the top perceived bases for many of the reported discriminatory employment practices.

Most Staff respondents agreed that they had supervisors or colleagues/coworkers who gave them job/career advice or guidance when they needed it; that their supervisors provided adequate support for them to manage work-life balance; that they were given a reasonable time frame to complete assigned responsibilities; that their supervisors were supportive of their taking leave; that they felt valued by coworkers in their department/outside their department and by their supervisors/managers; and that their skills and work were valued. Less than positive attitudes were also expressed by Staff respondents. For example, some Staff respondents felt that their workload increased without additional compensation as a result of other staff departures and that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours. Differences by staff status existed; in some areas, Union Staff respondents disclosed less positive perceptions of the campus climate than did their Non-Union Staff and Researcher respondent counterparts.

Most Tenured Faculty, Tenure-Track Faculty, and Non-Tenure-Track Faculty respondents agreed that their teaching was valued by Michigan Technological University, but some expressed views that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations and that faculty opinions were not taken seriously by senior administrators. Non-Tenure-Track Faculty respondents, in particular, indicated that they performed more work to help students than did their colleagues and that they felt pressured to do extra work that was uncompensated. The majority of Faculty respondents felt valued by faculty in their department/school, by their department chair/school dean, and by students in the classroom. Also, Faculty respondents perceived salaries for tenure-track faculty and non-tenure-track faculty as not competitive.

More than half of Faculty respondents (62%, $n = 136$) and Academic Administrator with Faculty Rank respondents (53%, $n = 16$) and half of Staff respondents (50%, $n = 335$) had seriously considered leaving Michigan Technological University in the past year. The top reasons why Faculty and Staff respondents had seriously considered leaving included low salary/pay rate,

limited opportunities for advancement, tension with supervisor/manager, lack of sense of belonging, and increased workload.

Student Perceptions of Campus Climate

This section of the report is dedicated to survey items that were specific to Michigan Technological University students. Several survey items queried Student respondents about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes.

Students' *Perceived Academic Success*

Factor Analysis Methodology. As mentioned earlier in this report, a confirmatory factor analysis was conducted on one scale embedded in Question 11 of the survey. The scale, termed “Perceived Academic Success” for the purposes of this project, was developed using Pascarella and Terenzini’s (1980) *Academic and Intellectual Development Scale* (Table 86). This scale has been used in a variety of studies examining student persistence. The first seven sub-questions of Question 11 of the survey reflect the questions on this scale.

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

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.⁹¹ One question from the scale (Q11_2) did not hold with the construct and was removed; the scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach’s alpha) of the scale was 0.844 (after removing the question noted above), which is high, meaning that the scale produced consistent results. With Q11_2 included, Cronbach’s alpha was 0.746.

⁹¹Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

Table 86. Survey Items Included in the *Perceived Academic Success* Factor Analyses

Scale	Survey item number	Academic experience
<i>Perceived Academic Success</i>	Q11_1	I am performing up to my full academic potential.
	Q11_3	I am satisfied with my academic experience at Michigan Technological University.
	Q11_4	I am satisfied with the extent of my intellectual development since enrolling at Michigan Technological University.
	Q11_5	I have performed academically as well as I anticipated I would.
	Q11_6	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	Q11_7	My interest in ideas and intellectual matters has increased since coming to Michigan Technological University.

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent that answered all of the questions included in the given factor was given a score on a five-point scale. Lower scores on *Perceived Academic Success* factor suggest a student or constituent group is more academically successful.

Means Testing Methodology. After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for respondents were analyzed using a *t*-test for difference of means.

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

- Gender identity (Women, Men, Transspectrum)
- Racial identity (Additional People of Color, Asian/Asian American, Multiracial respondents, White respondents)
- Sexual identity (LGBQ, Heterosexual, Asexual)
- Disability status (Single Disability, No Disability, Multiple Disabilities)
- Income status (Low-Income, Not-Low-Income)

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

Means Testing Results. The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Undergraduate and Graduate Student respondents (where possible).

Gender Identity

No significant difference existed in the overall test for means for Undergraduate Student respondents by gender identity on *Perceived Academic Success* (Table 87).

Table 87. Undergraduate Student Respondents' *Perceived Academic Success* by Gender Identity

Gender identity	<i>n</i>	Mean	Std. dev.
Women	403	3.780	0.728
Men	658	3.810	0.666
Transspectrum	20	3.525	0.718

The overall test was not significant, so no subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were run.

Because of an insufficient number of Transspectrum Graduate Student respondents ($n < 5$), means testing was conducted only on Women and Men Graduate Student respondents. No significant difference existed in the overall test for means for Graduate Student respondents by gender identity (Table 88).

Table 88. Graduate Student Respondents' Perceived Academic Success by Gender Identity

Gender identity	<i>n</i>	Mean	Std. dev.
Women	92	4.033	0.689
Men	234	4.069	0.625
Mean difference		-0.036	

Racial Identity

No significant difference existed in the overall test for means for Undergraduate Student respondents by racial identity on *Perceived Academic Success* (Table 89).

Table 89. Undergraduate Student Respondents' Perceived Academic Success by Racial Identity

Racial identity	<i>n</i>	Mean	Std. dev.
Additional People of Color	37	3.653	0.831
Asian/Asian American	14	3.810	0.719
Multiracial	970	3.800	0.685
White	62	3.804	0.659

The overall test was not significant, so no subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were run.

No significant difference existed in the overall test for means for Graduate Student respondents by racial identity on *Perceived Academic Success* (Table 90).

Table 90. Graduate Student Respondents' Perceived Academic Success by Racial Identity

Racial identity	<i>n</i>	Mean	Std. dev.
Additional People of Color	59	4.062	0.592
Asian/Asian American	126	4.124	0.633
Multiracial	115	3.994	0.689
White	19	4.140	0.501

The overall test was not significant, so no subsequent analyses on *Perceived Academic Success* for Graduate Student respondents were run.

Sexual Identity

No significant difference existed in the overall test for means for Undergraduate Student respondents by sexual identity on *Perceived Academic Success* (Table 91).

Table 91. Undergraduate Student Respondents' Perceived Academic Success by Sexual Identity

Sexual identity	<i>n</i>	Mean	Std. dev.
LGBQ	141	3.761	0.744
Heterosexual	918	3.805	0.682
Asexual	15	3.644	0.552

The overall test was not significant, so no subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were run.

Because of an insufficient number of Asexual Graduate Student respondents ($n < 5$), means testing was conducted only on LGBQ and Heterosexual Graduate Student respondents. No significant difference existed in the overall test for means for Graduate Student respondents by sexual identity (Table 92).

Table 92. Graduate Student Respondents' Perceived Academic Success by Sexual Identity

Sexual identity	<i>n</i>	Mean	Std. dev.
LGBQ	40	3.975	0.806
Heterosexual	257	4.090	0.612
Mean difference		-0.114	

Disability Status

A significant difference existed ($p < .001$) in the overall test for means for Undergraduate Student respondents by disability status on *Perceived Academic Success* (Table 93).

Table 93. Undergraduate Student Respondents' *Perceived Academic Success* by Disability Status

Disability status	<i>n</i>	Mean	Std. dev.
Single Disability	96	3.561	0.747
Multiple Disabilities	55	3.651	0.746
No Disability	947	3.825	0.678

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for one comparison—No Disability vs. Single Disability (Table 94). These findings suggest that Undergraduate Student Respondents with a Single Disability had less *Perceived Academic Success* than Undergraduate Student Respondents with No Disability.

Table 94. Difference Between Means for Undergraduate Student Respondents for *Perceived Academic Success* by Disability Status

Groups compared	Mean difference
Single Disability vs. No Disability	-0.264*
Single Disability vs. Multiple Disabilities	-0.091
No Disability vs. Multiple Disabilities	0.173

* $p < .05$

Because of an insufficient number of Graduate Student Respondents with Multiple Disabilities ($n = 7$), means testing was conducted only on Graduate Student Respondents with One Disability and Graduate Student Respondents with No Disability. A significant difference existed ($p < .05$) in the overall test for means for Graduate Student respondents by disability status on *Perceived Academic Success* (Table 95).

Table 95. Graduate Student Respondents' Perceived Academic Success by Disability Status

Disability status	<i>n</i>	Mean	Std. dev.
At Least One Disability	19	3.702	0.771
No Disability	307	4.095	0.615
Mean difference		-0.393*	

* $p < .05$

Income Status

No significant difference existed in the overall test for means for Undergraduate Student respondents or Graduate Student respondents by income status on *Perceived Academic Success* (Table 96).

Table 96. Student Respondents' Perceived Academic Success by Income Status

Income status	Undergraduate Student respondents			Graduate Student respondents		
	<i>n</i>	Mean	Std. dev.	<i>n</i>	Mean	Std. dev.
Low-income	119	3.755	0.721	206	4.038	0.666
Not-Low-Income	940	3.811	0.688	114	4.101	0.615
Mean difference		-0.056			-0.063	

Students' Perceptions of Campus Climate

One of the survey items asked Student respondents the degree to which they agreed with a series of statements about their interactions with faculty, other students, staff members, and senior administrators at Michigan Technological University. Frequencies and significant differences based on student status (undergraduate versus graduate), gender identity, racial identity,⁹² sexual identity, disability status,⁹³ religious affiliation,⁹⁴ citizenship status, military status,⁹⁵ housing status,⁹⁶ income status, and first-generation status are provided in Tables 97 through 99.⁹⁷

Seventy-five percent ($n = 1,109$) of Student respondents “strongly agreed” or “agreed” that they felt valued by Michigan Technological University faculty, 58% ($n = 856$) “strongly agreed” or “agreed” that they felt valued by Michigan Technological University department chairs, 73% ($n = 1,070$) “strongly agreed” or “agreed” that they felt valued by Michigan Technological University staff, and 57% ($n = 826$) “strongly agreed” or “agreed” that they felt valued by Michigan Technological University senior administrators (e.g., dean, vice president, academic vice president) (Table 97).

A higher percentage of Graduate Student respondents (38%, $n = 133$) than Undergraduate Student respondents (23%, $n = 259$) “strongly agreed” that they felt valued by Michigan Technological University faculty. A higher percentage of Undergraduate Student respondents (8%, $n = 94$) than Graduate Student respondents (4%, $n = 13$) “disagreed” with this statement. A higher percentage of Men Student respondents (29%, $n = 263$) than Women Student respondents (23%, $n = 116$) “strongly agreed” that they felt valued by Michigan Technological University faculty. A higher percentage of Non-U.S. Citizen Student respondents (44%, $n = 112$) than U.S. Citizen Student respondents (23%, $n = 278$) “strongly agreed” that they felt valued by Michigan Technological University faculty. Higher percentages of Additional People of Color Student

⁹²Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color (People of Color and Multiracial) and White.

⁹³Owing to low numbers in some of the response categories, this variable was further collapsed into At Least One Disability (Single Disability and Multiple Disabilities) and No Disability.

⁹⁴Owing to low numbers in some of the response categories, findings from these analyses are not published.

⁹⁵Owing to low numbers in some of the response categories, findings from these analyses are not published.

⁹⁶Owing to low numbers in some of the response categories, findings from these analyses are not published.

⁹⁷As noted earlier, per the Climate Survey Working Group, gender identity was categorized to only Men and Women and sexual identity to LGBTQ and Heterosexual to maintain response confidentiality.

respondents (48%, $n = 48$) and Asian/Asian American Student respondents (44%, $n = 64$) than White Student respondents (23%, $n = 253$) and Multiracial Student respondents (21%, $n = 17$) “strongly agreed” that they felt valued by Michigan Technological University faculty. A higher percentage of Low-Income Student respondents (35%, $n = 118$) than Not-Low-Income Student respondents (24%, $n = 261$) “strongly agreed” that they felt valued by Michigan Technological University faculty. Forty-six percent ($n = 62$) of First-Generation and Low-Income Student respondents and 25% ($n = 330$) of Not-First-Generation and Low-Income Student respondents “strongly agreed” with this statement. Thirty percent ($n = 202$) of Campus Housing Student respondents and 24% ($n = 187$) of Non-Campus Housing Student respondents “strongly agreed” with this statement. Forty-two percent ($n = 54$) of Additional Faith-Based Student respondents, 36% ($n = 19$) of Multiple Religious Affiliation Student respondents, 25% ($n = 151$) of No Religious Affiliation Student respondents, and 24% ($n = 158$) of Christian Affiliation Student respondents “strongly agreed” that they felt valued by Michigan Technological University faculty.

A higher percentage of Graduate Student respondents (36%, $n = 124$) than Undergraduate Student respondents (18%, $n = 202$) “strongly agreed” that they felt valued by Michigan Technological University department chairs. A higher percentage of Men Student respondents (24%, $n = 215$) than Women Student respondents (19%, $n = 99$) “strongly agreed” that they felt valued by Michigan Technological University department chairs. A higher percentage of Non-U.S. Citizen Student respondents (41%, $n = 104$) than U.S. Citizen Student respondents (18%, $n = 221$) “strongly agreed” that they felt valued by Michigan Technological University department chairs. Higher percentages of Additional People of Color Student respondents (40%, $n = 40$) and Asian/Asian American Student respondents (42%, $n = 62$) than White Student respondents (18%, $n = 200$) and Multiracial Student respondents (20%, $n = 16$) “strongly agreed” that they felt valued by Michigan Technological University department chairs. A higher percentage of Low-Income Student respondents (33%, $n = 109$) than Not-Low-Income Student respondents (19%, $n = 207$) “strongly agreed” that they felt valued by Michigan Technological University department chairs. A higher percentage of First-Generation Student respondents (29%, $n = 112$) than Not-First-Generation Student respondents (20%, $n = 212$) “strongly agreed” with this statement. Forty-seven percent ($n = 63$) of First-Generation and Low-Income Student respondents and 20%

($n = 263$) of Not-First-Generation and Low-Income Student respondents “strongly agreed” with this statement. Twenty-five percent ($n = 171$) of Campus Housing Student respondents and 20% ($n = 155$) of Non-Campus Housing Student respondents “strongly agreed” with this statement. Forty-two percent ($n = 53$) of Additional Faith-Based Student respondents, 28% ($n = 15$) of Multiple Religious Affiliation Student respondents, 21% ($n = 127$) of No Religious Affiliation Student respondents, and 19% ($n = 122$) of Christian Affiliation Student respondents “strongly agreed” that they felt valued by Michigan Technological University department chairs.

A higher percentage of Graduate Student respondents (40%, $n = 137$) than Undergraduate Student respondents (22%, $n = 244$) “strongly agreed” that they felt valued by Michigan Technological University staff. Forty-eight percent ($n = 463$) of Started as a First-Year Undergraduate Student respondents compared with 39% ($n = 47$) of Transferred Undergraduate Student respondents “agreed” with this statement. A higher percentage of Non-U.S. Citizen Student respondents (43%, $n = 110$) than U.S. Citizen Student respondents (22%, $n = 269$) “strongly agreed” that they felt valued by Michigan Technological University staff. Higher percentages of Additional People of Color Student respondents (48%, $n = 47$) and Asian/Asian American Student respondents (43%, $n = 63$) than White Student respondents (22%, $n = 246$) and Multiracial Student respondents (20%, $n = 16$) “strongly agreed” that they felt valued by Michigan Technological University staff. A higher percentage of Low-Income Student respondents (36%, $n = 118$) than Not-Low-Income Student respondents (23%, $n = 251$) “strongly agreed” with this statement. Thirty-two percent ($n = 124$) of First-Generation Student respondents and 24% ($n = 256$) of Not-First-Generation Student respondents “strongly agreed” that they felt valued by Michigan Technological University staff. Forty-six percent ($n = 62$) of First-Generation and Low-Income Student respondents and 24% ($n = 319$) of Not-First-Generation and Low-Income Student respondents “strongly agreed” with this statement. Thirty percent ($n = 201$) of Campus Housing Student respondents and 23% ($n = 178$) of Non-Campus Housing Student respondents “strongly agreed” with this statement. Forty-three percent ($n = 54$) of Additional Faith-Based Student respondents, 28% ($n = 15$) of Multiple Religious Affiliation Student respondents, 25% ($n = 152$) of No Religious Affiliation Student respondents, and 24% ($n = 152$) of Christian Affiliation Student respondents “strongly agreed” that they felt valued by Michigan Technological University staff.

A larger percentage of Graduate Student respondents (32%, $n = 110$) than Undergraduate Student respondents (18%, $n = 207$) “strongly agreed” that they felt valued by Michigan Technological University senior administrators (e.g., dean, vice president, academic vice president). A higher percentage of Men Student respondents (8%, $n = 69$) than Women Student respondents (3%, $n = 17$) “strongly disagreed” that they felt valued by Michigan Technological University senior administrators. A lower percentage of LGBTQ Student respondents (27%, $n = 49$) than Heterosexual Student respondents (36%, $n = 430$) “agreed” with this statement. Higher percentages of Additional People of Color Student respondents (42%, $n = 41$) and Asian/Asian American Student respondents (41%, $n = 60$) than White Student respondents (18%, $n = 198$) and Multiracial Student respondents (14%, $n = 11$) “strongly agreed” with this statement. A higher percentage of Non-U.S. Citizen Student respondents (39%, $n = 98$) than U.S. Citizen Student respondents (18%, $n = 218$) “strongly agreed” that they felt valued by Michigan Technological University senior administrators. A higher percentage of Low-Income Student respondents (31%, $n = 103$) than Not-Low-Income Student respondents (19%, $n = 204$) “strongly agreed” with this statement. Twenty-eight percent ($n = 109$) of First-Generation Student respondents and 20% ($n = 207$) of Not-First-Generation Student respondents “strongly agreed” that they felt valued by Michigan Technological University senior administrators. Forty-five percent ($n = 60$) of First-Generation and Low-Income Student respondents and 20% ($n = 257$) of Not-First-Generation and Low-Income Student respondents “strongly agreed” that they felt valued by Michigan Technological University senior administrators.

Twenty-one percent ($n = 25$) of Student Respondents with a Single Disability compared with 36% ($n = 457$) of Student Respondents with No Disability and 39% ($n = 24$) of Student Respondents with Multiple Disabilities “agreed” that they felt valued by Michigan Technological University senior administrators. In addition, 28% ($n = 189$) of Campus Housing Student respondents compared with 6% ($n = 127$) of Non-Campus Housing Student respondents “strongly agreed” with this statement. Forty-one percent ($n = 51$) of Additional Faith-Based Student respondents, 27% ($n = 14$) of Multiple Religious Affiliation Student respondents, 20% ($n = 122$) of No Religious Affiliation Student respondents, and 19% ($n = 123$) of Christian Affiliation Student respondents “strongly agreed” that they felt valued by Michigan Technological University senior administrators.

Table 97. Student Respondents' Feelings of Value by Employees

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by Michigan Technological University faculty.	392	26.6	717	48.7	223	15.2	107	7.3	32	2.2
Student status ^{lxxxviii}										
Undergraduate	259	23.0	552	49.1	192	17.1	94	8.4	28	2.5
Graduate	133	38.4	165	47.7	31	9.0	13	3.8	< 5	---
Gender identity ^{lxxxix}										
Women	116	22.7	268	52.4	84	16.4	39	7.6	< 5	---
Men	263	29.0	428	47.2	127	14.0	64	7.1	24	2.6
Citizenship status ^{xc}										
Non-U.S. Citizen	112	43.8	109	42.6	23	9.0	9	3.5	< 5	---
U.S. Citizen	278	23.1	605	50.2	197	16.3	97	8.0	28	2.3
Racial identity ^{xci}										
Additional People of Color	48	48.0	34	34.0	11	11.0	6	6.0	< 5	---
Asian/Asian American	64	43.5	68	46.3	11	7.5	< 5	---	0	0.0
Multiracial	17	21.0	47	58.0	10	12.3	< 5	---	< 5	---
White	253	22.8	554	50.0	186	16.8	90	8.1	26	2.3
Income status ^{xcii}										
Low-Income	118	35.2	156	46.6	39	11.6	18	5.4	< 5	---
Not-Low-Income	261	24.3	534	49.6	174	16.2	84	7.8	23	2.1
First-generation and low-income status ^{xciii}										
First-Generation and Low-Income	62	46.3	52	38.8	15	11.2	5	3.7	0	0.0
Not-First-Generation and Low-Income	330	24.7	665	49.7	208	15.6	102	7.6	32	2.4
Housing status ^{xciv}										
Campus Housing	202	29.6	346	50.7	94	13.8	28	4.1	12	1.8
Non-Campus Housing	187	24.1	364	46.9	128	16.5	77	9.9	20	2.6
Religious affiliation ^{xcv}										
Additional Faith-Based	54	42.2	53	41.4	12	9.4	8	6.3	< 5	---
Multiple Affiliations	19	35.8	25	47.2	< 5	---	5	9.4	0	0.0
No Affiliation	151	25.0	303	50.1	100	16.5	37	6.1	14	2.3
Christian	158	24.3	322	49.5	102	15.7	53	8.2	15	2.3

Table 97. Student Respondents' Feelings of Value by Employees

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by Michigan Tech department chairs.	326	22.2	530	36.1	423	28.8	130	8.8	60	4.1
Student status ^{xcvi}										
Undergraduate	202	18.0	387	34.4	367	32.6	115	10.2	54	4.8
Graduate	124	36.0	143	41.6	56	16.3	15	4.4	6	1.7
Gender identity ^{xcvii}										
Women	99	19.4	182	35.6	167	32.7	53	10.4	10	2.0
Men	215	23.8	331	36.6	238	26.3	74	8.2	46	5.1
Citizenship status ^{xcviii}										
Non-U.S. Citizen	104	40.6	101	39.5	36	14.1	10	3.9	5	2.0
U.S. Citizen	221	18.4	426	35.4	383	31.8	119	9.9	54	4.5
Racial identity ^{xcix}										
Additional People of Color	40	40.4	37	37.4	17	17.2	< 5	---	< 5	---
Asian/Asian American	62	42.2	60	40.8	19	12.9	5	3.4	< 5	---
Multiracial	16	19.8	25	30.9	30	37.0	7	8.6	< 5	---
White	200	18.1	396	35.7	348	31.4	111	10.0	53	4.8
Income status ^c										
Low-Income	109	32.5	121	36.1	74	22.1	22	6.6	9	2.7
Not-Low-Income	207	19.3	390	36.3	330	30.7	102	9.5	46	4.3
First-generation status ^{ci}										
First-Generation	112	28.6	119	30.4	105	26.8	41	10.5	15	3.8
Not-First-Generation	212	19.8	408	38.2	316	29.6	89	8.3	44	4.1
First-generation and low-income status ^{cii}										
First-Generation and Low-Income	63	47.0	37	27.6	26	19.4	7	5.2	< 5	---
Not-First-Generation and Low-Income	263	19.7	493	36.9	397	29.7	123	9.2	59	4.4
Housing status ^{ciii}										
Campus Housing	171	25.1	261	38.3	188	27.6	42	6.2	19	2.8
Non-Campus Housing	155	20.0	262	33.8	231	29.8	86	11.1	41	5.3

Table 97. Student Respondents' Feelings of Value by Employees

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Religious affiliation ^{civ}										
Additional Faith-Based	53	41.7	47	37.0	15	11.8	10	7.9	< 5	---
Multiple Affiliations	15	28.3	18	34.0	14	36.4	6	11.3	0	0.0
No Affiliation	127	21.0	222	36.7	176	29.1	54	8.9	26	4.3
Christian	122	18.8	231	35.6	209	32.3	57	8.8	29	4.5
I feel valued by Michigan Technological University staff.	381	26.0	689	47.0	272	18.6	91	6.2	33	2.3
Student status ^{cv}										
Undergraduate	244	21.7	530	47.2	237	21.1	80	7.1	32	2.8
Graduate	137	39.9	159	46.4	35	10.2	11	3.2	< 5	---
Undergraduate status ^{cvi}										
Started as First-Year	205	21.4	463	48.4	194	20.3	69	7.2	25	2.6
Transferred	27	22.3	47	38.8	34	28.1	6	5.0	7	5.8
Citizenship status ^{cvi}										
Non-U.S. Citizen	110	43.3	115	45.3	22	8.7	5	2.0	< 5	---
U.S. Citizen	269	22.4	571	47.5	248	20.6	84	7.0	30	2.5
Racial identity ^{cvi}										
Additional People of Color	47	47.5	39	39.4	8	8.1	< 5	---	< 5	---
Asian/Asian American	63	43.4	67	46.2	13	9.0	< 5	---	0	0.0
Multiracial	16	19.8	36	44.4	25	30.9	< 5	---	< 5	---
White	246	22.2	537	48.5	218	19.7	78	7.0	28	2.5
Income status ^{cix}										
Low-Income	118	36.3	140	41.9	52	15.6	19	5.7	5	1.5
Not-Low-Income	251	23.4	526	49.1	205	19.1	66	6.2	24	2.2
First-generation status ^{cx}										
First-Generation	124	31.6	163	41.6	72	18.4	27	6.9	6	1.5
Not-First-Generation	256	24.0	521	48.9	199	18.7	65	6.0	26	2.4
First-generation and low-income status ^{cx}										
First-Generation and Low-Income	62	46.3	48	35.8	20	14.9	< 5	---	0	0.0
Not-First-Generation and Low-Income	319	23.9	641	48.1	252	18.9	87	6.5	33	2.5

Table 97. Student Respondents' Feelings of Value by Employees

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Housing status ^{cxii}										
Campus Housing	201	29.6	343	50.4	102	15.0	22	3.2	12	1.8
Non-Campus Housing	178	23.0	340	44.0	167	21.6	67	8.7	21	2.7
Religious affiliation ^{cxiii}										
Additional Faith-Based	54	42.9	57	45.2	10	7.9	5	4.0	0	0.0
Multiple Affiliations	15	28.3	25	47.2	11	20.8	< 5	---	0	0.0
No Affiliation	152	25.2	287	47.5	113	18.7	37	6.1	15	2.5
Christian	152	23.5	305	47.1	132	20.4	42	6.5	16	2.5
I feel valued by Michigan Technological University senior administrators (e.g., dean, vice president, provost).	317	21.7	509	34.8	393	26.8	154	10.5	91	6.2
Student status ^{cxiv}										
Undergraduate	207	18.4	376	33.5	326	29.0	128	11.4	86	7.7
Graduate	110	32.3	133	39.0	67	19.6	26	7.6	5	1.5
Gender identity ^{cxv}										
Women	100	19.6	195	38.3	147	28.9	50	9.8	17	3.3
Men	205	22.7	299	33.1	228	25.3	101	11.2	69	7.6
Sexual identity ^{cxvi}										
LGBQ	45	24.6	49	26.8	61	33.3	21	11.5	7	3.8
Heterosexual	254	21.2	430	35.9	311	25.9	123	10.3	81	6.8
Racial identity ^{cxvii}										
Additional People of Color	41	41.8	35	35.7	13	13.3	6	6.1	< 5	---
Asian/Asian American	60	41.1	63	43.2	19	13.0	< 5	---	< 5	---
Multiracial	11	13.6	27	33.3	33	40.7	7	8.6	< 5	---
White	198	17.9	376	34.0	317	28.7	135	12.2	79	7.1
Citizenship status ^{cxviii}										
Non-U.S. Citizen	98	38.6	108	42.5	36	14.2	9	3.5	< 5	---
U.S. Citizen	218	18.2	400	33.3	352	29.3	145	12.1	85	7.1
Income status ^{cxix}										
Low-Income	103	31.1	110	33.2	77	23.3	25	7.6	16	4.8
Not-Low-Income	204	19.0	386	35.9	295	27.5	122	11.4	67	6.2

Table 97. Student Respondents' Feelings of Value by Employees

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
First-generation status ^{cxx}										
First-Generation	109	27.9	124	31.8	99	25.4	32	8.2	26	6.7
Not-First-Generation	207	19.4	382	35.8	293	27.5	122	11.4	62	5.8
First-generation and low-income status ^{cxxi}										
First-Generation and Low-Income	60	45.1	39	29.3	23	17.3	5	3.8	6	4.5
Not-First-Generation and Low-Income	257	19.3	470	35.3	370	27.8	149	11.2	85	6.4
Disability status ^{cxxii}										
Single Disability	22	18.8	25	21.4	41	35.0	19	16.2	10	8.5
No Disability	286	22.4	457	35.8	330	25.8	128	10.0	77	6.0
Multiple Disabilities	8	13.1	24	39.3	20	32.8	7	11.5	< 5	---
Housing status ^{cxxiii}										
Campus Housing	189	27.9	245	36.1	167	24.6	49	7.2	28	4.1
Non-Campus Housing	127	6.4	258	33.4	220	28.5	105	13.6	63	8.2
Religious affiliation ^{cxxiv}										
Additional Faith-Based	51	40.5	52	41.3	18	14.3	5	4.0	0	0.0
Multiple Affiliations	14	26.9	16	30.8	16	30.8	6	11.5	0	0.0
No Affiliation	122	20.3	204	33.9	166	27.6	67	11.1	43	7.1
Christian	123	19.0	227	35.0	182	28.1	73	11.3	43	6.6

Note: Table reports responses only from Student respondents (*n* = 1,480).

Seventy-seven percent (*n* = 1,135) of Student respondents “strongly agreed” or “agreed” that they felt valued by Michigan Technological University faculty in the classroom (Table 98). A higher percentage of Graduate Student respondents (42%, *n* = 147) than Undergraduate Student respondents (26%, *n* = 288) “strongly agreed” that they felt valued by faculty in the classroom. A higher percentage of Men Student respondents (33%, *n* = 298) than Women Student respondents (24%, *n* = 124) “strongly disagreed” that they felt valued by faculty in the classroom. A higher percentage of Additional People of Color Student respondents (48%, *n* = 48) than White Student respondents (26%, *n* = 290) and Multiracial Student respondents (28%, *n* = 23) “strongly agreed” with this statement. A higher percentage of Non-U.S. Citizen Student respondents (46%, *n* =

117) than U.S. Citizen Student respondents (26%, $n = 316$) “strongly agreed” that they felt valued by faculty in the classroom. A higher percentage of Low-Income Student respondents (37%, $n = 124$) than Not-Low-Income Student respondents (28%, $n = 297$) “strongly agreed” that they felt valued by faculty in the classroom. Forty-six percent ($n = 61$) of First-Generation and Low-Income Student respondents and 28% ($n = 374$) of Not-First-Generation and Low-Income Student respondents “strongly agreed” that they felt valued by faculty in the classroom. Twenty-four percent ($n = 28$) of Student Respondents with a Single Disability compared with 15% ($n = 190$) of Student Respondents with No Disability “neither agreed or disagreed” with this statement. Thirty-three percent ($n = 224$) of Campus Housing Student respondents compared with 27% ($n = 209$) of Non-Campus Housing Student respondents “strongly agreed” that they felt valued by faculty in the classroom. Forty-six percent ($n = 59$) of Additional Faith-Based Student respondents, 32% ($n = 17$) of Multiple Religious Affiliation Student respondents, 29% ($n = 173$) of No Religious Affiliation Student respondents, and 27% ($n = 178$) of Christian Affiliation Student respondents “strongly agreed” that they felt valued by faculty in the classroom.

Sixty-nine percent ($n = 1,012$) of Student respondents “strongly agreed” or “agreed” that they felt valued by other students in the classroom. A higher percentage of Graduate Student respondents (34%, $n = 118$) than Undergraduate Student respondents (19%, $n = 218$) and a higher percentage of Men Student respondents (26%, $n = 233$) than Women Student respondents (18%, $n = 91$) “strongly agreed” that they felt valued by other students in the classroom. Eleven percent ($n = 21$) of LGBTQ Student respondents compared with 5% ($n = 56$) of Heterosexual Student respondents “disagreed” with this statement. A higher percentage of Asian/Asian American Student respondents (38%, $n = 56$) than Additional People of Color Student respondents (30%, $n = 30$), White Student respondents (20%, $n = 224$) and Multiracial Student respondents (23%, $n = 18$) “strongly agreed” with this statement. A larger percentage of Non-U.S. Citizen Student respondents (35%, $n = 90$) than U.S. Citizen Student respondents (20%, $n = 245$) “strongly agreed” that they felt valued by other students in the classroom. A higher percentage of Low-Income Student respondents (29%, $n = 98$) than Not-Low-Income Student respondents (21%, $n = 230$) “strongly agreed” that they felt valued by other students in the classroom. Thirty-seven percent ($n = 49$) of First-Generation and Low-Income Student

respondents and 22% ($n = 287$) of Not-First-Generation and Low-Income Student respondents “strongly agreed” that they felt valued by other students in the classroom. Five percent ($n = 6$) of Student Respondents with a Single Disability and 5% ($n = 63$) of Student Respondents with No Disability compared with 21% ($n = 13$) of Student Respondents with Multiple Disabilities “disagreed” with this statement. Thirty-seven percent ($n = 47$) of Additional Faith-Based Student respondents, 26% ($n = 14$) of Multiple Religious Affiliation Student respondents, 21% ($n = 129$) of No Religious Affiliation Student respondents, and 22% ($n = 139$) of Christian Affiliation Student respondents “strongly agreed” that they felt valued by faculty in the classroom.

Seventy-one percent ($n = 1,030$) of Student respondents “strongly agreed” or “agreed” that they felt valued by other students outside of the classroom. A higher percentage of Graduate Student respondents (32%, $n = 110$) than Undergraduate Student respondents (23%, $n = 254$) “strongly agreed” that they felt valued by other students outside of the classroom. Six percent ($n = 54$) of Started as a First-Year Undergraduate Student respondents compared with 13% ($n = 16$) of Transferred Undergraduate Student respondents “disagreed” with this statement. A higher percentage of Men Student respondents (27%, $n = 241$) than Women Student respondents (22%, $n = 110$) “strongly agreed” that they felt valued by other students outside of the classroom. Four percent ($n = 8$) of LGBTQ Student respondents compared with 1% ($n = 10$) of Heterosexual Student respondents “strongly disagreed” with this statement. Thirty-eight percent ($n = 54$) of Asian/Asian American Student respondents, 28% ($n = 28$) of Additional People of Color Student respondents, 23% ($n = 249$) of White Student respondents, and 32% ($n = 25$) of Multiracial Student respondents “strongly agreed” with this statement. A larger percentage of Non-U.S. Citizen Student respondents (33%, $n = 83$) than U.S. Citizen Student respondents (23%, $n = 280$) “strongly agreed” that they felt valued by other students outside of the classroom. In addition, 35% ($n = 46$) of First-Generation and Low-Income Student respondents and 24% ($n = 318$) of Not-First-Generation and Low-Income Student respondents “strongly agreed” that they felt valued by other students outside of the classroom. Forty percent ($n = 47$) of Student Respondents with a Single Disability, 47% ($n = 599$) of Student Respondents with No Disability, and 31% ($n = 19$) of Student Respondents with Multiple Disabilities “agreed” with this statement. Twenty-eight percent ($n = 192$) of Campus Housing Student respondents compared with 22% ($n = 169$) of Non-Campus Housing Student respondents “strongly agreed” that they felt valued by other

students outside of the classroom. Thirty-five percent ($n = 44$) of Additional Faith-Based Student respondents, 38% ($n = 20$) of Multiple Religious Affiliation Student respondents, 23% ($n = 138$) of No Religious Affiliation Student respondents, and 24% ($n = 158$) of Christian Affiliation Student respondents “strongly agreed” that they felt valued by other students outside of the classroom.

Table 98. Student Respondents’ Feelings of Value Inside and Outside the Classroom

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in the classroom.	435	29.6	700	47.6	229	15.6	80	5.4	26	1.8
Student status ^{cxxv}										
Undergraduate	288	25.6	548	48.8	190	16.9	73	6.5	24	2.1
Graduate/Professional	147	42.4	152	43.8	39	11.2	7	2.0	< 5	---
Gender identity ^{cxxvi}										
Women	124	24.3	259	50.8	89	17.5	35	6.9	< 5	---
Men	298	32.9	420	46.4	126	13.9	42	4.6	20	2.2
Racial identity ^{cxxvii}										
Additional People of Color	48	48.0	35	35.0	14	14.0	< 5	---	< 5	---
Asian/Asian American	65	44.2	65	44.2	14	9.5	< 5	---	0	0.0
Multiracial	23	28.4	38	46.9	16	19.8	< 5	---	< 5	---
White	290	26.2	548	49.5	176	15.9	70	6.3	23	2.1
Citizenship status ^{cxxviii}										
Non-U.S. Citizen	117	45.5	107	41.6	23	8.9	8	3.1	< 5	---
U.S. Citizen	316	26.3	590	49.0	203	16.9	71	5.9	23	1.9
Income status ^{cxxix}										
Low-Income	124	37.0	158	47.2	36	10.7	15	4.5	< 5	---
Not-Low-Income	297	27.7	517	48.1	177	16.5	62	5.8	21	2.0
First-generation and low-income status ^{cxxx}										
First-Generation and Low-Income	61	45.5	54	40.3	14	10.4	5	3.7	0	0.0
Not-First-Generation and Low-Income	374	28.0	646	48.4	215	16.1	75	5.6	26	1.9

Table 98. Student Respondents' Feelings of Value Inside and Outside the Classroom

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Disability status ^{cxxxix}										
Single Disability	31	26.5	44	37.6	28	23.9	10	8.5	< 5	---
No Disability	392	30.6	618	48.2	190	14.8	63	4.9	20	1.6
Multiple Disabilities	11	17.7	34	54.8	9	14.5	7	11.3	< 5	---
Housing status ^{cxxxix}										
Campus Housing	224	32.9	329	48.3	91	13.4	26	3.8	11	1.6
Non-Campus Housing	209	26.9	363	46.8	137	17.7	53	6.8	14	1.8
Religious affiliation ^{cxxxix}										
Additional Faith-Based	59	46.1	53	41.4	9	7.0	6	4.7	< 5	---
Multiple Affiliations	17	32.1	25	47.2	8	15.1	< 5	---	0	0.0
No Affiliation	173	28.7	289	47.9	102	16.9	33	5.5	6	1.0
Christian	178	27.4	317	48.8	100	15.4	36	5.5	18	2.8
I feel valued by other students in classroom.	336	22.9	676	46.0	350	23.8	82	5.6	25	1.7
Student status ^{cxxxix}										
Undergraduate	218	19.4	525	46.7	284	25.3	75	6.7	22	2.0
Graduate	118	34.2	151	43.8	66	19.1	7	2.0	< 5	---
Gender identity ^{cxxxix}										
Women	91	17.8	242	47.5	132	25.9	36	7.1	9	1.8
Men	233	25.7	415	45.9	205	22.7	39	4.3	13	1.4
Sexual identity ^{cxxxix}										
LGBQ	36	19.5	76	4.1	47	25.4	21	11.4	5	2.7
Heterosexual	285	23.7	560	46.6	283	23.5	56	4.7	18	1.5
Racial identity ^{cxxxix}										
Additional People of Color	30	30.3	38	38.4	23	23.2	6	6.1	< 5	---
Asian/Asian American	56	38.4	64	43.8	22	15.1	< 5	---	< 5	---
Multiracial	18	22.5	35	43.8	18	22.5	6	7.5	< 5	---
White	224	20.2	528	47.6	275	24.8	64	5.8	18	1.6
Citizenship status ^{cxxxix}										
Non-U.S. Citizen	90	35.3	109	42.7	44	17.3	7	2.7	5	2.0
U.S. Citizen	245	20.3	565	46.9	300	24.9	75	6.2	19	1.6

Table 98. Student Respondents' Feelings of Value Inside and Outside the Classroom

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Income status ^{cxix}										
Low-Income	98	29.4	141	42.3	70	21.0	16	4.8	8	2.4
Not-Low-Income	230	21.4	505	47.0	267	24.8	59	5.5	14	1.3
First-generation and low-income status ^{cxl}										
First-Generation and Low-Income	49	36.6	48	35.8	27	20.1	9	6.7	< 5	---
Not-First-Generation and Low-Income	287	21.5	628	47.0	323	24.2	73	5.5	24	1.8
Disability status ^{cxli}										
Single Disability	23	19.7	50	42.7	35	29.9	6	5.1	< 5	---
No Disability	301	23.5	605	47.2	293	22.9	63	4.9	20	1.6
Multiple Disabilities	10	16.1	20	32.3	18	29.0	13	21.0	< 5	---
Religious affiliation ^{cxlii}										
Additional Faith-Based	47	36.7	54	42.2	20	15.6	< 5	---	< 5	---
Multiple Affiliations	14	26.4	22	41.5	11	20.8	5	9.4	< 5	---
No Affiliation	129	21.4	260	43.1	163	27.0	41	6.8	< 5	---
Christian	139	21.5	327	50.5	141	21.8	31	4.8	10	1.5
I feel valued by other students outside of the classroom.	364	24.9	666	45.6	324	22.2	87	6.0	20	1.4
Student status ^{cxliii}										
Undergraduate	254	22.7	516	46.1	260	23.2	73	6.5	17	1.5
Graduate	110	32.3	150	44.0	64	18.8	14	4.1	< 5	---
Undergraduate status ^{cxliv}										
Started as First-Year	214	22.5	449	47.1	221	23.2	54	5.7	15	1.6
Transferred	28	23.1	46	38.0	29	24.0	16	13.2	< 5	---
Gender identity ^{cxlv}										
Women	110	21.7	238	46.9	116	22.9	39	7.7	< 5	---
Men	241	26.8	409	45.4	197	21.9	40	4.4	13	1.4
Sexual identity ^{cxlvi}										
LGBQ	37	20.2	79	43.2	43	23.5	16	8.7	8	4.4
Heterosexual	310	25.9	551	46.1	61	21.8	64	5.4	10	0.8

Table 98. Student Respondents' Feelings of Value Inside and Outside the Classroom

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Racial identity ^{cxlvii}										
Additional People of Color	28	28.3	36	36.4	24	24.2	9	9.1	< 5	---
Asian/Asian American	54	37.5	62	43.1	24	16.7	< 5	---	0	0.0
Multiracial	25	31.6	30	38.0	19	24.1	< 5	---	< 5	---
White	249	22.6	526	47.6	247	22.4	68	6.2	14	1.3
Citizenship status ^{cxlviii}										
Non-U.S. Citizen	83	32.9	110	43.7	44	17.5	12	4.8	< 5	---
U.S. Citizen	280	23.4	551	46.0	278	23.2	74	6.2	16	1.3
First-generation and low-income status ^{cxlix}										
First-Generation and Low-Income	46	34.8	50	37.9	24	18.2	11	8.3	< 5	---
Not-First-Generation and Low-Income	318	23.9	616	46.4	300	22.6	76	5.7	19	1.4
Disability status ^{cli}										
Single Disability	25	21.4	47	40.2	28	23.9	14	12.0	< 5	---
No Disability	327	25.7	599	47.0	270	21.2	65	5.1	13	1.0
Multiple Disabilities	11	17.7	19	30.6	21	33.9	8	12.9	< 5	---
Housing status ^{cli}										
Campus Housing	192	28.4	291	43.1	137	20.3	46	6.8	9	1.3
Non-Campus Housing	169	21.9	369	47.7	183	23.7	41	5.3	11	1.4
Religious affiliation ^{clii}										
Additional Faith-Based	44	34.9	48	38.1	23	18.3	10	7.9	< 5	---
Multiple Affiliations	20	37.7	19	35.8	10	18.9	< 5	---	< 5	---
No Affiliation	138	23.1	259	43.4	147	24.6	41	6.9	12	2.0
Christian	158	24.3	326	50.2	128	19.7	32	4.9	5	0.8

Note: Table reports responses only from Student respondents (*n* = 1,480).

Twenty-eight percent (*n* = 417) of Student respondents “strongly agreed” or “agreed” that faculty prejudged their abilities based on their perception of their identity/background (Table 99). A higher percentage of Graduate Student respondents (16%, *n* = 54) than Undergraduate Student respondents (8%, *n* = 84) “strongly agreed” that faculty prejudged their abilities based on their perception of their identity/background. A higher percentage of Women Student respondents

(34%, $n = 171$) than Men Student respondents (28%, $n = 253$) “disagreed” that faculty prejudged their abilities based on their perception of their identity/background. Twenty-one percent ($n = 31$) of Asian/Asian American Student respondents, 15% ($n = 15$) of Additional People of Color Student respondents, 7% ($n = 79$) of White Student respondents, and 6% ($n = 5$) of Multiracial Student respondents “strongly agreed” with this statement. A higher percentage of Non-U.S. Citizen Student respondents (19%, $n = 49$) than U.S. Citizen Student respondents (7%, $n = 87$) “strongly agreed” that faculty prejudged their abilities based on their perception of their identity/background. In addition, 8% ($n = 83$) of Not-Low-Income Student respondents and 15% ($n = 48$) of Low-Income Student respondents “strongly agreed” that faculty prejudged their abilities based on their perception of their identity/background. Thirteen percent ($n = 49$) of First-Generation Student respondents and 8% ($n = 88$) of Not-First-Generation Student respondents “strongly agreed” with this statement. Eighteen percent ($n = 235$) of Not-First-Generation and Low-Income Student respondents and 11% ($n = 14$) of First-Generation and Low-Income Student respondents “strongly disagreed” that faculty prejudged their abilities based on their perception of their identity/background. Fifteen percent ($n = 19$) of Additional Faith-Based Student respondents, 11% ($n = 6$) of Multiple Religious Affiliation Student respondents, 11% ($n = 65$) of No Religious Affiliation Student respondents, and 7% ($n = 44$) of Christian Affiliation Student respondents “strongly agreed” with this statement.

Fifty-nine percent ($n = 861$) of Student respondents “strongly agreed” or “agreed” that the campus climate at Michigan Technological University encouraged free and open discussion of difficult topics. A larger percentage of Graduate Student respondents (29%, $n = 101$) than Undergraduate Student respondents (16%, $n = 183$) “strongly agreed” that the campus climate at Michigan Technological University encouraged free and open discussion of difficult topics. Twelve percent ($n = 109$) of Men Student respondents and 16% ($n = 83$) of Women Student respondents “disagreed” that the campus climate at Michigan Technological University encouraged free and open discussion of difficult topics. Forty-four percent ($n = 64$) of Asian/Asian American Student respondents, 26% ($n = 25$) of Additional People of Color Student respondents, 16% ($n = 172$) of White Student respondents, and 20% ($n = 16$) of Multiracial Student respondents “strongly agreed” with this statement. A higher percentage of Non-U.S. Citizen Student respondents (36%, $n = 91$) than U.S. Citizen Student respondents (16%, $n = 191$)

and 18% ($n = 191$) of Not-Low-Income Student respondents and 26% ($n = 86$) of Low-Income Student respondents “strongly agreed” that the campus climate at Michigan Technological University encouraged free and open discussion of difficult topics. Eighteen percent ($n = 244$) of Not-First-Generation and Low-Income Student respondents and 30% ($n = 40$) of First-Generation and Low-Income Student respondents “strongly agreed” with this statement. Twenty percent ($n = 23$) of Student Respondents with a Single Disability, 12% ($n = 157$) of Student Respondents with No Disability, and 27% ($n = 17$) of Student Respondents with Multiple Disabilities “disagreed” that the campus climate at Michigan Technological University encouraged free and open discussion of difficult topics. Twenty-four percent ($n = 164$) of Campus Housing Student respondents compared with 15% ($n = 119$) of Non-Campus Housing Student respondents “strongly agreed” with this statement. Thirty-seven percent ($n = 47$) of Additional Faith-Based Student respondents, 29% ($n = 15$) of Multiple Religious Affiliation Student respondents, 19% ($n = 114$) of No Religious Affiliation Student respondents, and 16% ($n = 105$) of Christian Affiliation Student respondents “strongly agreed” that the campus climate at Michigan Technological University encouraged free and open discussion of difficult topics.

Seventy percent ($n = 1,020$) of Student respondents “strongly agreed” or “agreed” that they had faculty whom they perceived as role models. A larger percentage of Graduate Student respondents (42%, $n = 146$) than Undergraduate Student respondents (28%, $n = 309$) “strongly agreed” that they had faculty whom they perceived as role models. Forty percent ($n = 74$) of LGBTQ Student respondents compared with 30% ($n = 358$) of Heterosexual Student respondents “strongly agreed” with this statement. Forty-two percent ($n = 62$) of Asian/Asian American Student respondents, 42% ($n = 42$) of Additional People of Color Student respondents, 29% ($n = 318$) of White Student respondents, and 28% ($n = 23$) of Multiracial Student respondents “strongly agreed” that they had faculty whom they perceived as role models. In addition, 42% ($n = 106$) of Non-U.S. Citizen Student respondents compared with 29% ($n = 348$) of U.S. Citizen Student respondents “strongly agreed” that they had faculty whom they perceived as role models. Twenty-eight percent ($n = 303$) of Not-Low-Income Student respondents and 41% ($n = 138$) of Low-Income Student respondents “strongly agreed” with this statement. Twenty-nine percent ($n = 312$) of Not-First-Generation Student respondents and 37% ($n = 142$) of First-Generation Student respondents “strongly agreed” that they had faculty whom they perceived as role models.

Twenty-nine percent ($n = 384$) of Not-First-Generation and Low-Income Student respondents and 53% ($n = 71$) of First-Generation and Low-Income Student respondents “strongly agreed” with this statement. Forty-one percent ($n = 52$) of Additional Faith-Based Student respondents, 42% ($n = 22$) of Multiple Religious Affiliation Student respondents, 32% ($n = 190$) of No Religious Affiliation Student respondents, and 28% ($n = 183$) of Christian Affiliation Student respondents “strongly agreed” that they had faculty whom they perceived as role models.

Fifty-nine percent ($n = 863$) of Student respondents “strongly agreed” or “agreed” that they had staff whom they perceived as role models. A larger percentage of Graduate Student respondents (32%, $n = 108$) than Undergraduate Student respondents (23%, $n = 252$) “strongly agreed” that they had staff whom they perceived as role models. Twelve percent ($n = 112$) of Men Student respondents and 8% ($n = 38$) of Women Student respondents “disagreed” that they had staff whom they perceived as role models. Thirty-five percent ($n = 50$) of Asian/Asian American Student respondents, 34% ($n = 34$) of Additional People of Color Student respondents, 23% ($n = 249$) of White Student respondents, and 22% ($n = 18$) of Multiracial Student respondents “strongly agreed” with this statement. Thirty-four percent ($n = 85$) of Non-U.S. Citizen Student respondents compared with 23% ($n = 274$) of U.S. Citizen Student respondents “strongly agreed” that they had staff whom they perceived as role models. Twenty-three percent ($n = 306$) of Not-First-Generation and Low-Income Student respondents and 40% ($n = 54$) of First-Generation and Low-Income Student respondents “strongly agreed” with this statement. Lastly, 35% ($n = 44$) of Additional Faith-Based Student respondents, 32% ($n = 17$) of Multiple Religious Affiliation Student respondents, 24% ($n = 144$) of No Religious Affiliation Student respondents, and 23% ($n = 151$) of Christian Affiliation Student respondents “strongly agreed” that they had staff whom they perceived as role models.

Table 99. Student Respondents’ Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that faculty prejudge my abilities based on their perception of my identity/background.	138	9.4	279	19.0	360	24.6	440	30.0	249	17.0

Table 99. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Student status ^{cliii}										
Undergraduate	84	7.5	209	18.6	278	24.8	351	31.3	200	17.8
Graduate	54	15.7	70	20.3	82	23.8	89	25.9	49	14.2
Gender identity ^{cliv}										
Women	38	7.4	111	21.7	116	22.7	171	33.5	75	14.7
Men	90	10.0	160	17.8	232	25.7	253	28.1	166	18.4
Racial identity ^{clv}										
Additional People of Color	15	15.3	19	19.4	27	27.6	23	23.5	14	14.3
Asian/Asian American	31	21.2	33	22.6	33	22.6	26	17.8	23	15.8
Multiracial	5	6.2	26	32.1	23	28.4	17	21.0	10	12.3
White	79	7.1	195	17.6	264	23.9	372	33.6	196	17.7
Citizenship status ^{clvi}										
Non-U.S. Citizen	49	19.4	53	20.9	63	24.9	53	20.9	35	13.8
U.S. Citizen	87	7.2	225	18.7	293	24.4	385	32.0	213	17.7
Income status ^{clvii}										
Low-Income	48	14.5	65	19.6	83	25.0	89	26.8	47	14.2
Not-Low-Income	83	7.7	204	19.0	259	24.1	334	31.1	193	18.0
First-generation status ^{clviii}										
First-Generation	49	12.6	88	22.6	89	22.8	106	27.2	58	14.9
Not-First-Generation	88	8.2	191	17.9	266	24.9	333	31.2	191	17.9
First-generation and low-income status ^{clix}										
First-Generation and Low-Income	31	23.3	30	22.6	29	21.8	29	21.8	14	10.5
Not-First-Generation and Low-Income	107	8.0	249	18.7	331	24.8	411	30.8	235	17.6
Religious affiliation ^{clx}										
Additional Faith-Based	19	15.0	23	18.1	33	26.0	27	21.3	25	19.7
Multiple Affiliations	6	11.3	8	15.1	11	20.8	19	35.8	9	17.0
No Affiliation	65	10.8	111	18.4	134	22.3	202	33.6	90	15.0
Christian	44	6.8	126	19.4	170	26.2	188	29.0	120	18.5

Table 99. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that the campus climate encourages free and open discussion of difficult topics.	284	19.4	577	39.5	321	22.0	199	13.6	81	5.5
Student status ^{clxi}										
Undergraduate	183	16.4	440	39.4	259	23.2	164	14.7	70	6.3
Graduate	101	29.2	139	39.6	62	17.9	35	10.1	11	3.2
Gender identity ^{clxii}										
Women	82	16.2	207	40.8	115	22.7	83	16.4	20	3.9
Men	190	21.1	359	39.8	191	21.2	109	12.1	52	5.8
Racial identity ^{clxiii}										
Additional People of Color	25	25.5	33	33.7	24	24.5	11	1.2	5	5.1
Asian/Asian American	64	43.5	58	39.5	18	12.2	6	4.1	< 5	---
Multiracial	16	20.0	26	32.5	13	16.3	19	23.8	6	7.5
White	172	15.6	454	41.2	256	23.2	153	14.2	64	5.8
Citizenship status ^{clxiv}										
Non-U.S. Citizen	91	35.5	99	38.7	46	18.0	14	5.5	6	2.3
U.S. Citizen	191	16.0	477	39.9	272	22.7	182	15.2	74	6.2
Income status ^{clxv}										
Low-Income	86	25.7	121	36.2	66	19.8	46	13.8	15	4.5
Not-Low-Income	191	17.9	436	40.8	238	22.3	146	13.7	57	5.3
First-generation and low-income status ^{clxvi}										
First-Generation and Low-Income	40	29.9	44	32.8	25	18.7	18	13.4	7	5.2
Not-First-Generation and Low-Income	244	18.4	533	40.1	296	22.3	181	13.6	74	5.6
Disability status ^{clxvii}										
Single Disability	17	14.9	36	31.6	23	20.2	23	20.2	15	13.2
No Disability	260	20.3	524	41.0	281	22.0	157	12.3	56	4.4
Multiple Disabilities	6	9.7	16	25.8	16	25.8	17	27.4	7	11.3
Housing status ^{clxviii}										
Campus Housing	164	24.2	275	40.6	138	20.4	76	11.2	24	3.5
Non-Campus Housing	119	15.4	296	38.3	179	23.2	121	15.7	57	7.4

Table 99. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Religious affiliation ^{clxix}										
Additional Faith-Based	47	37.0	50	39.4	22	17.3	5	3.9	< 5	---
Multiple Affiliations	15	28.8	16	30.8	8	15.4	11	21.2	< 5	---
No Affiliation	114	19.1	235	39.3	136	22.7	82	13.7	31	5.2
Christian	105	16.2	261	40.3	147	22.7	93	14.4	42	6.5
I have faculty whom I perceive as role models.	455	31.0	565	38.5	275	18.7	134	9.1	38	2.6
Student status ^{clxx}										
Undergraduate	309	27.5	424	37.8	238	21.2	120	10.7	31	2.8
Graduate	146	42.3	141	40.9	37	10.7	14	4.1	7	2.0
Sexual identity ^{clxxi}										
LGBQ	74	39.8	74	39.8	26	14.0	11	5.9	< 5	---
Heterosexual	358	29.8	462	38.5	231	19.3	114	9.5	35	2.9
Racial identity ^{clxxii}										
Additional People of Color	42	42.4	30	30.3	16	16.2	7	7.1	< 5	---
Asian/Asian American	62	42.2	53	36.1	24	16.3	6	4.1	< 5	---
Multiracial	23	28.4	36	44.4	12	14.8	8	9.9	< 5	---
White	318	28.8	434	39.2	215	19.4	109	9.9	30	2.7
Citizenship status ^{clxxiii}										
Non-U.S. Citizen	106	41.6	94	36.9	40	15.7	10	3.9	5	2.0
U.S. Citizen	348	29.0	467	38.9	230	19.1	124	10.3	33	2.7
Income status ^{clxxiv}										
Low-Income	138	41.3	121	36.2	46	13.8	20	6.0	9	2.7
Not-Low-Income	303	28.2	426	39.7	214	19.9	101	9.4	29	2.7
First-generation status ^{clxxv}										
First-Generation	142	36.5	150	38.6	58	14.9	30	7.7	9	2.3
Not-First-Generation	312	29.2	410	38.3	216	20.2	103	9.6	29	2.7
First-generation and low-income status ^{clxxvi}										
First-Generation and Low-Income	71	53.4	38	28.6	11	8.3	10	7.5	< 5	---
Not-First-Generation and Low-Income	384	28.8	527	39.5	264	19.8	124	9.3	35	2.6

Table 99. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Religious affiliation ^{clxxvii}										
Additional Faith-Based	52	41.3	48	38.1	18	14.3	< 5	---	5	4.0
Multiple Affiliations	22	41.5	16	30.2	5	9.4	9	17.0	< 5	---
No Affiliation	190	31.5	246	40.7	98	16.2	56	9.3	14	2.3
Christian	183	28.2	242	37.3	144	22.2	63	9.7	17	2.6
I have staff whom I perceive as role models	360	24.6	503	34.4	400	27.3	155	10.6	46	3.1
Student status ^{clxxviii}										
Undergraduate	252	22.5	380	33.9	319	28.5	131	11.7	39	3.5
Graduate	108	31.5	123	35.9	81	23.6	24	7.0	7	2.0
Gender identity ^{clxxix}										
Women	132	25.9	189	37.1	137	26.9	38	7.5	13	2.6
Men	214	23.8	295	32.7	248	27.5	112	12.4	32	3.6
Racial identity ^{clxxx}										
Additional People of Color	34	34.3	29	29.3	25	25.3	9	9.1	< 5	---
Asian/Asian American	50	34.5	48	33.1	38	26.2	8	5.5	< 5	---
Multiracial	18	22.2	27	33.3	23	28.4	11	13.6	< 5	---
White	249	22.5	391	35.4	303	27.4	124	11.2	39	3.5
Citizenship status ^{clxxxi}										
Non-U.S. Citizen	85	33.7	90	35.7	61	24.2	13	5.2	< 5	---
U.S. Citizen	274	22.8	409	34.0	334	27.8	142	11.8	43	3.6
First-generation and low-income status ^{clxxxii}										
First-Generation and Low-Income	54	40.3	35	26.1	30	22.4	12	9.0	< 5	---
Not-First-Generation and Low-Income	306	23.0	468	35.2	370	27.8	143	10.8	43	3.2
Religious affiliation ^{clxxxiii}										
Additional Faith-Based	44	34.6	37	29.1	36	28.3	6	4.7	< 5	---
Multiple Affiliations	17	32.1	15	28.3	11	20.8	9	17.0	< 5	---
No Affiliation	144	24.0	217	36.1	143	23.8	73	12.1	24	4.0
Christian	151	23.3	223	34.4	194	29.9	64	9.9	16	2.5

Note: Table reports responses only from Student respondents (*n* = 1,480).

Graduate Student Perceptions of Department/Program

The survey queried Graduate Student respondents about their perceptions of their departments, the quality of advising, program faculty and staff, and faculty and staff outside their programs. Significant findings are presented in Table 100 and below.

Eighty percent ($n = 278$) of Graduate Student respondents were satisfied with the quality of advising they have received from their departments (Table 100). No statistically significant differences were found between groups.

Eighty-one percent ($n = 281$) of Graduate Student respondents felt that they had adequate access to their advisors. No statistically significant differences were found between groups.

Seventy-three percent ($n = 249$) of Graduate Student respondents noted that they believed that their advisors provided clear expectations. No statistically significant differences were found between groups.

Eighty-five percent ($n = 292$) of Graduate Student respondents thought that their advisors responded to their emails, calls, or voicemails in a prompt manner. No statistically significant differences were found between groups.

Seventy percent ($n = 241$) of Graduate Student respondents noted that they believed that they received support from their advisors to pursue personal research interests. Forty-eight percent ($n = 46$) of First-Generation Graduate Student respondents compared with 32% ($n = 79$) of Not-First-Generation Graduate Student respondents “strongly agreed” with this statement.

Seventy-eight percent ($n = 267$) of Graduate Student respondents felt comfortable sharing their professional goals with their advisors. Fifty-five percent ($n = 53$) of First-Generation Graduate Student respondents compared with 37% ($n = 89$) of Not-First-Generation Graduate Student respondents “strongly agreed” with this statement.

Table 100. Graduate/Professional Student Respondents' Perceptions of Advising

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am satisfied with the quality of advising I have received from my department.	120	34.6	158	45.5	37	10.7	21	6.1	11	3.2
I have adequate access to my advisor.	166	48.0	115	33.2	37	10.7	19	5.5	9	2.6
My advisor provides clear expectations.	140	41.1	109	32.0	53	15.5	24	7.0	15	4.4
My advisor responds to my emails, calls, or voicemails in a prompt manner.	175	51.0	117	34.1	37	10.8	10	2.9	< 5	---
I receive support from my advisor to pursue personal research interests.	128	37.0	113	32.7	72	20.8	21	6.1	12	3.5
First-generation status ^{clxxxiv}										
First-Generation	46	47.9	28	29.2	18	18.8	< 5	---	< 5	---
Not-First-Generation	79	32.1	84	34.1	54	22.0	18	7.3	11	4.5
I feel comfortable sharing my professional goals with my advisor.	145	42.2	122	35.5	52	15.1	17	4.9	8	2.3
First-generation status ^{clxxxv}										
First-Generation	53	55.2	30	31.3	8	8.3	< 5	---	< 5	---
Not-First-Generation	89	36.5	91	37.3	44	18.0	14	5.7	6	2.5

Note: Table reports responses only from Graduate respondents (*n* = 348).

Most Graduate Student respondents noted that they believed that their department faculty members (87%, *n* = 299) and department staff members (92%, *n* = 318) (other than advisors) responded to their emails, calls, or voicemails in a prompt manner (Table 101). No statistically significant differences were found between groups.

Sixty-three percent (*n* = 218) of Graduate Student respondents thought that adequate opportunities existed for them to interact with other university faculty outside of their department. Thirty percent (*n* = 60) of Non-U.S. Citizen Graduate Student respondents compared with 18% (*n* = 25) of U.S. Citizen Graduate Student respondents “strongly agreed” with this statement.

Seventy-three percent ($n = 250$) of Graduate Student respondents thought that their department faculty members encouraged them to produce publications and present research. No statistically significant differences were found between groups.

Sixty-five percent ($n = 225$) of Graduate Student respondents thought that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research. No statistically significant differences were found between groups.

Twenty-eight percent ($n = 96$) of Graduate Student respondents felt pressured to do work outside of their normal responsibilities/work hours without additional compensation. Twenty-nine percent ($n = 12$) of LGBTQ Graduate Student respondents compared with 13% ($n = 33$) of Heterosexual Graduate Student respondents “agreed” with this statement. Twenty percent ($n = 28$) of U.S. Citizen Graduate Student respondents compared with 11% ($n = 22$) of U.S. Citizen Graduate Student respondents “agreed” that they felt pressured to do work outside of their normal responsibilities/work hours without additional compensation.

Thirty-two percent ($n = 109$) of Graduate Student respondents thought that a hierarchy existed among graduate students that allowed some voices to be valued more than others. No statistically significant differences were found between groups.

Table 101. Graduate Student Respondents’ Perceptions of Department/Program

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	141	41.1	158	46.1	31	9.0	12	3.5	< 5	---
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	167	48.4	151	43.8	20	5.8	5	1.4	< 5	---
Adequate opportunities exist for me to interact with other	85	24.7	133	38.7	73	21.2	42	12.2	11	3.2

Table 101. Graduate Student Respondents' Perceptions of Department/Program

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
university faculty outside of my department.										
Citizenship status ^{clxxxvi}										
Non-U.S. Citizen	60	29.6	77	37.9	45	22.2	13	6.4	8	3.9
U.S. Citizen	25	18.0	55	39.6	27	19.4	29	20.9	< 5	---
My department faculty members encourage me to produce publications and present research.	126	36.6	124	36.0	76	22.1	11	3.2	7	2.0
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	88	25.4	137	39.6	83	24.0	25	7.2	13	3.8
Pressured to do work outside of my normal responsibilities/work hours without additional compensation.	45	13.2	51	15.0	84	24.6	100	29.3	61	17.9
Sexual identity ^{clxxxvii}										
LGBQ	6	14.6	12	29.3	11	26.8	7	17.1	5	12.2
Heterosexual	33	12.5	33	12.5	63	24.0	81	30.8	53	20.2
Citizenship status ^{clxxxviii}										
Non-U.S. Citizen	31	15.4	22	10.9	41	20.4	63	31.3	44	21.9
U.S. Citizen	14	10.1	28	20.3	42	30.4	37	26.8	17	12.3
There is a hierarchy among graduate students that allows some voices to be valued more than others.	46	13.5	63	18.4	107	31.3	81	23.7	45	13.2

Note: Table reports responses only from Graduate respondents (*n* = 348).

Fifty-six Graduate Student respondents elaborated on previous statements regarding advising, interactions with staff, interactions with faculty, research, publications, work hours, and sense of value. Three themes emerged from the responses: no or n/a, quality of advisor, and high work expectations in relation to compensation.

No or N/A. In the first theme, respondents reported “no” or “n/a” in response to the question. Similar responses included “none” and “nothing in particular.”

Quality of Advisor. In the second theme, respondents remarked on the quality of their advisor. Respondents primarily offered positive comments regarding their individual advisor. Specifically, respondents wrote, “Honestly, I couldn't have asked for a better Ph.D. advisor. He's the best” and “I have a great advisor and I'm thankful for it!” Another respondent offered, “My advisor has been very supportive of my research interests. Moreover, my advisor's dedication to increasing diversity in our department has been a huge reason for me feeling comfortable and accepted in my department.” Comments regarding Graduate Student advisors were not universally positive. One respondent explained that they felt that they “could have cut out 2-3 years” off of their graduate course of study had “[their] advisors worked with [them] in a conscientious way to plan for my doctoral research and think through the inevitable difficulties in the process.”

High Work Expectations in Relation to Compensation. In the third theme, respondents described excessive workloads for graduate students, particularly in relation to the low level of compensation graduate students received from Michigan Technological University. Regarding graduate student workloads in relation to compensation, one respondent wrote, “Pressured to do work outside of my normal responsibilities/work hours without additional compensation. There should be a way to pay more if you're working more rather than a standard GRA stipend” Another respondent offered, “There is too much pressure on graduate students to work extra hours without compensation. The expectations are very unrealistic sometimes. We are human beings too and we need time to relax and enjoy too.” One respondent simply stated, “Our work-life balance is nonexistent. My pay being below the poverty line is also unreasonable.”

Students Who Have Seriously Considered Leaving Michigan Technological University

Thirty-eight percent ($n = 918$) of respondents had seriously considered leaving Michigan Technological University. With regard to student status, 30% ($n = 343$) of Undergraduate Student respondents and 25% ($n = 86$) of Graduate Student respondents had seriously considered leaving Michigan Technological University. Of the Student respondents who considered leaving, 67% ($n = 286$) considered leaving in their first year as a student, 49% ($n = 211$) in their second year, 23% ($n = 99$) in their third year, and 9% ($n = 39$) in their fourth year.

Subsequent analyses were run for both Undergraduate Student respondents and Graduate Student respondents who had considered leaving the University by gender identity, racial identity, sexual identity, disability status, religious affiliation, income status, and first-generation status.

Significant results for Undergraduate Student respondents indicated that:

- By disability status, 49% ($n = 27$) of Undergraduate Student Respondents with Multiple Disabilities, 45% ($n = 44$) of Undergraduate Student Respondents with a Single Disability, and 28% ($n = 267$) of Undergraduate Student Respondents with No Disability considered leaving the institution.^{clxxxix}
- By citizenship status, 43% ($n = 23$) of Non-U.S. Citizen Undergraduate Student respondents and 29% ($n = 317$) of U.S. Citizen Undergraduate Student respondents considered leaving the institution.^{cx}
- By income status, 40% ($n = 50$) of Low-Income Undergraduate Student respondents and 29% ($n = 277$) of Not-Low-Income Undergraduate Student respondents considered leaving the institution.^{cxci}
- By first-generation status, 35% ($n = 103$) of First-Generation Undergraduate Student respondents and 29% ($n = 237$) of Not-First-Generation Undergraduate Student respondents considered leaving the institution.^{cxcii}
- By religious affiliation, 50% ($n = 7$) of Undergraduate Student Respondents with Additional Faith-Based Religious Affiliations, 36% ($n = 170$) of Undergraduate Student Respondents with No Religious Affiliation, 26% ($n = 11$) of

Undergraduate Student Respondents with Multiple Religious Affiliations, and 25% ($n = 145$) of Undergraduate Student Respondents with Christian Religious Affiliations considered leaving the institution.^{cxci}

Significant results for Graduate Student respondents indicated that:

- By sexual identity, 41% ($n = 17$) of LGBTQ Graduate Student respondents and 22% ($n = 59$) of Heterosexual Graduate Student respondents considered leaving the institution.^{cxci}

Thirty-nine percent ($n = 134$) of Undergraduate Student respondents who considered leaving suggested that they lacked a sense of belonging at Michigan Technological University (Table 102). Others considered leaving because of financial reasons (36%, $n = 123$), personal reasons (32%, $n = 110$), difficult coursework (32%, $n = 109$), and lack of a social life at Michigan Technological University (31%, $n = 106$).

Table 102. Top Reasons Why Undergraduate Student Respondents Considered Leaving Michigan Technological University

Reason	<i>n</i>	%
Lack of a sense of belonging	134	39.1
Financial reasons	123	35.9
Personal reasons (e.g., medical, mental health, family emergencies)	110	32.1
Coursework was too difficult	109	31.8
Lack of social life at Michigan Tech	106	30.9
Didn't like major	82	23.9
Homesick	72	21.0
Lack of support group	55	16.0
Campus climate was not welcoming	51	14.9
Lack of support services	27	7.9
My marital/relationship status	18	5.2
Coursework not challenging enough	13	3.8
Didn't have my major	12	3.5
Didn't meet the selection criteria for a major	5	1.5
A reason not listed above	77	22.4

Note: Table reports only Undergraduate Student respondents who indicated that they considered leaving Michigan Technological University ($n = 343$).

Twenty-nine percent ($n = 25$) of Graduate Student respondents who considered leaving suggested that they lacked a sense of belonging at Michigan Technological University (Table 103). Twenty-six percent ($n = 22$) each noted the campus climate was not welcoming and lack of a social life at Michigan Technological University, and 20% ($n = 17$) noted personal reasons.

Table 103. Reasons Why Graduate Student Respondents Considered Leaving Michigan Technological University

Reason	<i>n</i>	%
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 (e.g., medical, mental health, family emergencies)	17	19.8
Financial reasons	15	17.4
Lack of support group	14	16.3
Homesick	11	12.8
Coursework was too difficult	11	12.8
Didn't like major	8	9.3
Lack of support services	8	9.3
Coursework not challenging enough	7	8.1
My marital/relationship status	5	5.8
Didn't have my major	< 5	---
Didn't meet the selection criteria for a major	< 5	---
A reason not listed above	34	39.5

Note: Table reports only Graduate Student respondents who indicated that they considered leaving Michigan Technological University ($n = 86$).

Undergraduate Student respondents were asked two additional questions related to their intent to persist at Michigan Technological University. Responses were analyzed by gender identity, racial identity, sexual identity, disability status, religious affiliation, income status, citizenship status and first-generation status.

Table 104 illustrates that 86% ($n = 1,266$) of Undergraduate Student respondents “strongly disagreed” or “disagreed” that, thinking ahead, it was likely that they would leave Michigan Technological University before graduating. A higher percentage of U.S. Citizen Undergraduate Student respondents (57%, $n = 688$) than Non-U.S. Citizen Undergraduate Student respondents (48%, $n = 125$) “strongly disagreed” with this statement.

Ninety-five percent ($n = 1,395$) of Undergraduate Student respondents “strongly agreed” or “agreed” that they intended to graduate from Michigan Technological University. No statistically significant differences were found between groups.

Table 104. Undergraduate Student Respondents’ Intent to Graduate from Michigan Technological University

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Thinking ahead, it is likely that I will leave Michigan Technological University before I graduate.	26	1.8	40	2.7	142	9.6	449	30.5	817	55.4
Citizenship status ^{excv}										
Non-U.S. Citizen	11	4.3	19	7.4	31	12.0	72	27.9	125	48.4
U.S. Citizen	14	1.2	20	1.7	110	9.1	374	31.0	688	57.0
I intend to graduate from Michigan Technological University.	955	64.9	440	29.9	59	4.0	10	0.7	7	0.5

Note: Table reports responses only from Undergraduate Student respondents ($n = 1,132$).

Five hundred twenty-three respondents elaborated on why they had seriously considered leaving Michigan Technological University. Of these respondents, 247 were Student respondents. Three themes emerged from the Student responses. The themes included: cost, demanding academics, and lack of sense of community.

Cost. In the first theme, Student respondents identified cost as the reason they had considered leaving Michigan Technological University. Respondents repeatedly referred to the expense of attending Michigan Technological University. Specifically, respondents wrote, “The cost to go here is quite expensive (especially living on campus)” and “Michigan Tech is, quite simply, expensive.” Other respondents offered, “The main issue is the cost of going to school here” and “Way too expensive. Would be more reasonable at \$14-15k per semester out-of-state or \$6.5-7.5k per semester in-state.” Respondents also referred to rising tuition costs as a reason they considered leaving the university. According to respondents, “You keep upping the tuition costs and it does not need to be so expensive” and “Frequent tuition increases are depressing.” Respondents also shared that although tuition had increased, the level of financial assistance they

received had not. For example, one respondent wrote, “Tuition kept going up and my financial status was not.”

Demanding Academics. In the second theme, Student respondents explained that they had considered leaving Michigan Technological University based on what they perceived to be an excessive or unmanageable course workload. Respondents explained, “Course work load is too much, not enough time to get everything done” and “The coarse [sic] work is ridiculous.” Multiple respondents specified that they had considered leaving Michigan Technological University because they were performing poorly academically as a result of Michigan Technological University’s challenging academic environment. One respondent explained, “I was taking three core classes and I felt like I was drowning in work and not understanding anything.” Another respondent shared, “I suppose it all comes back to feeling like I can’t handle the coursework. It really isn’t too difficult, I just don’t know how to manage all of it.” Similarly, respondents explained, “I found the classes much more challenging than I was expecting. I did not do well on the exams and had my doubts about whether I could make it at Tech” and “After studying for hours, trying my best. I still unfortunately receive sub-par grades. I just don’t know what else to do after visiting office hours, attending learning centers, and doing my best on homework, labs, and exams.”

Lack of Sense of Community. In the third theme, respondents reported a lack of sense of community as a student at Michigan Technological University. The sense that respondents specifically lacked peer relationships was prevalent among the responses. Respondents offered, “I had literally no friends and no one to talk to, which is still the case this year” and “I have a very hard time making friends and was dealing with depression and anxiety.” One respondent offered, “I always feel lonely here.” Another respondent shared, “I have never felt like I belong at Michigan Tech. Maybe I’m too girly--or maybe I’m not nerdy enough--but I have never been able to find a group of friends here.” Respondents also explained that they had struggled to find peers with similar interests. According to respondents, “I’ve a hard time making friends. I’ve tried a couple school clubs but never felt like I fit in” and “still have not met anyone with similar hobbies/interests.” Respondents’ lack of sense of community was not limited to social interactions or environments. Respondents also noted that they lacked a sense of belonging in academic contexts. A respondent who self-identified as an “older” student shared, “It has been

hard to find people like me inside of the class room.” Referring to their lack of sense of community within their major, a respondent wrote, “I did not connect with peers in my major (which I disliked), did not have close friends because I came to Michigan Technological University from another state.”

Summary Of Student Perceptions Of Campus Climate

A factor analysis was conducted to explore the *Perceived Academic Success* of Student respondents. Significant differences existed by disability status. Undergraduate Student Respondents with No Disability had higher *Perceived Academic Success* than did Undergraduate Student Respondents with a Single Disability.

A majority of Student respondents indicated positive perceptions of campus climate as well as positive interactions with faculty, staff, and other students. For example, 75% ($n = 1,109$) of Student respondents “strongly agreed” or “agreed” that they felt valued by Michigan Technological University faculty, 73% ($n = 1,070$) “strongly agreed” or “agreed” that they felt valued by Michigan Technological University staff, 69% ($n = 1,012$) “strongly agreed” or “agreed” that they felt valued by other students in the classroom, and 71% ($n = 1,030$) “strongly agreed” or “agreed” that they felt valued by other students outside the classroom. Seventy percent ($n = 1,020$) of Student respondents “strongly agreed” or “agreed” that they had faculty whom they perceived as role models. Fifty-nine percent ($n = 861$) of Student respondents “strongly agreed” or “agreed” that the campus climate at Michigan Technological University encouraged free and open discussion of difficult topics. Significant differences existed by student status (undergraduate versus graduate), gender identity, racial identity, sexual identity, disability status, income status, and first-generation status, and citizenship status, with minority identities often reporting less positive perceptions.

Thirty percent ($n = 343$) of Undergraduate Student respondents and 25% ($n = 86$) of Graduate Student respondents had seriously considered leaving Michigan Technological University. A majority of those Student respondents (67%, $n = 286$) considered leaving in their first year as a student at Michigan Technological University. Also, a majority of those Student respondents (37%, $n = 159$) attributed a lack of a sense of belonging as the main reason why they seriously considered leaving Michigan Technological University.

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- ^{lxxxviii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University faculty by student status: $\chi^2(4, N = 1,471) = 45.031, p < .01$.
- ^{lxxxix}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University faculty by gender identity: $\chi^2(4, N = 1,442) = 16.218, p < .05$.
- ^{xc}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University faculty by citizenship status: $\chi^2(4, N = 1,461) = 51.247, p < .01$.
- ^{xcⁱ}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University faculty by racial identity: $\chi^2(12, N = 1,437) = 66.711, p < .01$.
- ^{xcⁱⁱ}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University faculty by income status: $\chi^2(4, N = 1,411) = 18.682, p < .01$.
- ^{xcⁱⁱⁱ}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University faculty by first-generation and low-income status: $\chi^2(4, N = 1,471) = 31.564, p < .01$.
- ^{xc^{iv}}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University faculty by housing status: $\chi^2(4, N = 1,458) = 25.153, p < .01$.
- ^{xc^v}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University faculty by religious affiliation: $\chi^2(12, N = 1,436) = 27.526, p < .01$.
- ^{xc^{vi}}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University department chairs by student status: $\chi^2(4, N = 1,469) = 83.294, p < .01$.
- ^{xc^{vii}}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University department chairs by gender identity: $\chi^2(4, N = 1,415) = 17.382, p < .01$.
- ^{xc^{viii}}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University department chairs by citizenship status: $\chi^2(4, N = 1,459) = 83.015, p < .01$.
- ^{xc^{ix}}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University department chairs by racial identity: $\chi^2(12, N = 1,435) = 90.828, p < .01$.
- ^cA chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University department chairs by income status: $\chi^2(4, N = 1,410) = 30.849, p < .01$.
- ^{cⁱ}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University department chairs by first-generation status: $\chi^2(4, N = 1,461) = 17.022, p < .01$.
- ^{cⁱⁱ}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University department chairs by first-generation and low-income status: $\chi^2(4, N = 1,469) = 54.601, p < .01$.
- ^{cⁱⁱⁱ}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University department chairs by housing status: $\chi^2(4, N = 1,456) = 22.416, p < .01$.
- ^{c^{iv}}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University department chairs by religious affiliation: $\chi^2(12, N = 1,433) = 47.211, p < .01$.
- ^{c^v}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University staff by student status: $\chi^2(4, N = 1,466) = 64.536, p < .01$.
- ^{c^{vi}}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University staff by undergraduate status: $\chi^2(4, N = 1,077) = 9.634, p < .05$.
- ^{c^{vii}}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University staff by citizenship status: $\chi^2(4, N = 1,456) = 63.135, p < .01$.
- ^{c^{viii}}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University staff by racial identity: $\chi^2(12, N = 1,432) = 78.181, p < .01$.
- ^{c^{ix}}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University staff by income status: $\chi^2(4, N = 1,406) = 19.057, p < .01$.
- ^{c^x}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University staff by first-generation status: $\chi^2(4, N = 1,458) = 11.081, p < .05$.
- ^{c^{xi}}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University staff by first-generation and low-income status: $\chi^2(4, N = 1,466) = 34.092, p < .01$.
- ^{c^{xii}}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University staff by housing status: $\chi^2(4, N = 1,453) = 36.520, p < .01$.
- ^{c^{xiii}}A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University staff by religious affiliation: $\chi^2(12, N = 1,430) = 30.646, p < .01$.

- ^{cxiv} A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University senior administrators by student status: $\chi^2(4, N = 1,464) = 53.633, p < .01$.
- ^{cxv} A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University senior administrators by gender identity: $\chi^2(4, N = 1,411) = 15.985, p < .01$.
- ^{cxvi} A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University senior administrators by sexual identity: $\chi^2(4, N = 1,382) = 10.226, p < .05$.
- ^{cxvii} A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University senior administrators by racial identity: $\chi^2(12, N = 1,430) = 107.423, p < .01$.
- ^{cxviii} A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University senior administrators by citizenship status: $\chi^2(4, N = 1,454) = 89.823, p < .01$.
- ^{cxix} A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University senior administrators by income status: $\chi^2(4, N = 1,405) = 23.583, p < .01$.
- ^{cxx} A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University senior administrators by first-generation status: $\chi^2(4, N = 1,456) = 14.558, p < .01$.
- ^{cxxi} A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University senior administrators by first-generation and income status: $\chi^2(4, N = 1,464) = 50.440, p < .01$.
- ^{cxxii} A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University senior administrators by disability status: $\chi^2(8, N = 1,456) = 19.723, p < .05$.
- ^{cxxiii} A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University senior administrators by housing status: $\chi^2(4, N = 1,451) = 47.568, p < .01$.
- ^{cxxiv} A chi-square test was conducted to compare percentages of Student respondents who felt valued by Michigan Technological University senior administrators by religious affiliation: $\chi^2(12, N = 1,428) = 52.099, p < .01$.
- ^{cxxv} A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by student status: $\chi^2(4, N = 1,470) = 45.355, p < .01$.
- ^{cxxvi} A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by gender identity: $\chi^2(4, N = 1,416) = 20.333, p < .01$.
- ^{cxxvii} A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by racial identity: $\chi^2(12, N = 1,435) = 46.514, p < .01$.
- ^{cxxviii} A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by citizenship status: $\chi^2(4, N = 1,460) = 42.141, p < .01$.
- ^{cxxix} A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by income status: $\chi^2(4, N = 1,409) = 16.764, p < .01$.
- ^{cxxx} A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by first-generation and income status: $\chi^2(4, N = 1,470) = 20.196, p < .01$.
- ^{cxxxi} A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by disability status: $\chi^2(8, N = 1,462) = 21.489, p < .01$.
- ^{cxxxii} A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by housing status: $\chi^2(4, N = 1,457) = 14.928, p < .01$.
- ^{cxxxiii} A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by religious affiliation: $\chi^2(12, N = 1,433) = 28.623, p < .01$.
- ^{cxxxiv} A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by student status: $\chi^2(4, N = 1,469) = 42.007, p < .01$.
- ^{cxxxv} A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by gender identity: $\chi^2(4, N = 1,415) = 15.383, p < .01$.
- ^{cxxxvi} A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by sexual identity: $\chi^2(4, N = 1,387) = 16.885, p < .01$.
- ^{cxxxvii} A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by racial identity: $\chi^2(12, N = 1,434) = 35.376, p < .01$.
- ^{cxxxviii} A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by citizenship status: $\chi^2(4, N = 1,459) = 31.239, p < .01$.
- ^{cxxxix} A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by income status: $\chi^2(4, N = 1,408) = 11.974, p < .01$.

- ^{cxl}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by first-generation and income status: $\chi^2(4, N = 1,469) = 17.389, p < .01$.
- ^{cxli}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by disability status: $\chi^2(8, N = 1,461) = 36.060, p < .01$.
- ^{cxlii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by religious affiliation: $\chi^2(12, N = 1,432) = 29.670, p < .01$.
- ^{cxliii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by student status: $\chi^2(4, N = 1,461) = 15.539, p < .01$.
- ^{cxliv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by undergraduate status: $\chi^2(4, N = 1,074) = 11.390, p < .05$.
- ^{cxlv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by gender identity: $\chi^2(4, N = 1,407) = 10.904, p < .05$.
- ^{cxlvi}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by sexual identity: $\chi^2(4, N = 1,379) = 20.891, p < .01$.
- ^{cxlvii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by racial identity: $\chi^2(12, N = 1,426) = 27.910, p < .01$.
- ^{cxlviii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by citizenship status: $\chi^2(4, N = 1,451) = 11.695, p < .05$.
- ^{cxlix}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by first-generation and income status: $\chi^2(4, N = 1,461) = 10.457, p < .05$.
- ^{cl}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by disability status: $\chi^2(8, N = 1,453) = 32.773, p < .01$.
- ^{cli}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by housing status: $\chi^2(4, N = 1,448) = 11.202, p < .05$.
- ^{clii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by religious affiliation: $\chi^2(12, N = 1,425) = 26.722, p < .01$.
- ^{cliii}A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by student status: $\chi^2(4, N = 1,466) = 23.918, p < .01$.
- ^{cliv}A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by gender identity: $\chi^2(4, N = 1,412) = 12.072, p < .05$.
- ^{clv}A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by racial identity: $\chi^2(12, N = 1,431) = 60.988, p < .01$.
- ^{clvi}A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by citizenship status: $\chi^2(4, N = 1,456) = 43.868, p < .01$.
- ^{clvii}A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by income status: $\chi^2(4, N = 1,405) = 16.159, p < .01$.
- ^{clviii}A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by first-generation status: $\chi^2(4, N = 1,459) = 12.507, p < .05$.
- ^{clix}A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by first-generation and income status: $\chi^2(4, N = 1,466) = 38.283, p < .01$.
- ^{clx}A chi-square test was conducted to compare percentages of Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by religious affiliation: $\chi^2(12, N = 1,430) = 22.672, p < .05$.
- ^{clxi}A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion by student status: $\chi^2(4, N = 1,462) = 34.249, p < .01$.
- ^{clxii}A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion by gender identity: $\chi^2(4, N = 1,408) = 10.924, p < .05$.

- clxiii A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion by racial identity: $\chi^2(12, N = 1,427) = 89.165, p < .01$.
- clxiv A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion by citizenship status: $\chi^2(4, N = 1,452) = 64.383, p < .01$.
- clxv A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion by income status: $\chi^2(4, N = 1,402) = 10.422, p < .05$.
- clxvi A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion by first-generation and income status: $\chi^2(4, N = 1,462) = 10.659, p < .05$.
- clxvii A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion by disability status: $\chi^2(8, N = 1,454) = 44.088, p < .01$.
- clxviii A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion by housing status: $\chi^2(4, N = 1,449) = 30.858, p < .01$.
- clxix A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion by religious affiliation: $\chi^2(12, N = 1,425) = 44.428, p < .01$.
- clxx A chi-square test was conducted to compare percentages of Student respondents who believed that they had faculty whom they perceived as role models by student status: $\chi^2(4, N = 1,467) = 47.987, p < .01$.
- clxxi A chi-square test was conducted to compare percentages of Student respondents who believed that they had faculty whom they perceived as role models by sexual identity: $\chi^2(4, N = 1,386) = 13.404, p < .01$.
- clxxii A chi-square test was conducted to compare percentages of Student respondents who believed that they had faculty whom they perceived as role models by racial identity: $\chi^2(12, N = 1,433) = 23.609, p < .05$.
- clxxiii A chi-square test was conducted to compare percentages of Student respondents who believed that they had faculty whom they perceived as role models by citizenship status: $\chi^2(4, N = 1,457) = 22.163, p < .01$.
- clxxiv A chi-square test was conducted to compare percentages of Student respondents who believed that they had faculty whom they perceived as role models by income status: $\chi^2(4, N = 1,407) = 23.416, p < .01$.
- clxxv A chi-square test was conducted to compare percentages of Student respondents who believed that they had faculty whom they perceived as role models by first-generation status: $\chi^2(4, N = 1,459) = 10.499, p < .05$.
- clxxvi A chi-square test was conducted to compare percentages of Student respondents who believed that they had faculty whom they perceived as role models by first-generation and income status: $\chi^2(4, N = 1,467) = 36.390, p < .01$.
- clxxvii A chi-square test was conducted to compare percentages of Student respondents who believed that they had faculty whom they perceived as role models by religious affiliation: $\chi^2(12, N = 1,432) = 31.084, p < .01$.
- clxxviii A chi-square test was conducted to compare percentages of Student respondents who believed that they had staff whom they perceived as role models by student status: $\chi^2(4, N = 1,464) = 18.395, p < .01$.
- clxxix A chi-square test was conducted to compare percentages of Student respondents who believed that they had staff whom they perceived as role models by gender identity: $\chi^2(4, N = 1,410) = 11.053, p < .05$.
- clxxx A chi-square test was conducted to compare percentages of Student respondents who believed that they had staff whom they perceived as role models by racial identity: $\chi^2(12, N = 1,431) = 21.795, p < .05$.
- clxxxi A chi-square test was conducted to compare percentages of Student respondents who believed that they had staff whom they perceived as role models by citizenship status: $\chi^2(4, N = 1,454) = 23.651, p < .01$.
- clxxxii A chi-square test was conducted to compare percentages of Student respondents who believed that they had staff whom they perceived as role models by first-generation and income status: $\chi^2(4, N = 1,464) = 19.784, p < .01$.
- clxxxiii A chi-square test was conducted to compare percentages of Student respondents who believed that they had staff whom they perceived as role models by religious affiliation: $\chi^2(12, N = 1,429) = 24.544, p < .05$.
- clxxxiv A chi-square test was conducted to compare percentages of Graduate Student respondents who believed that they received support to pursue personal research interest by first-generation status: $\chi^2(4, N = 342) = 9.869, p < .05$.
- clxxxv A chi-square test was conducted to compare percentages of Graduate Student respondents who felt comfortable sharing professional goals with their advisor by first-generation status: $\chi^2(4, N = 340) = 11.716, p < .05$.
- clxxxvi A chi-square test was conducted to compare percentages of Graduate Student respondents who believed that there were adequate opportunities to interact with faculty outside of their department by citizenship status: $\chi^2(4, N = 342) = 19.658, p < .01$.
- clxxxvii A chi-square test was conducted to compare percentages of Graduate Student respondents who felt pressured to do work outside of normal responsibilities/work hours without additional compensation by sexual identity: $\chi^2(4, N = 304) = 14.664, p < .01$.

^{clxxxviii} A chi-square test was conducted to compare percentages of Graduate Student respondents who felt pressured to do work outside of normal responsibilities/work hours without additional compensation by citizenship status: $\chi^2(4, N = 304) = 10.426, p < .05$.

^{clxxxix} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Michigan Technological University by disability status: $\chi^2(2, N = 338) = 23.375, p < .01$.

^{cxc} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Michigan Technological University by citizenship status: $\chi^2(1, N = 340) = 4.536, p < .05$.

^{cxc} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Michigan Technological University by income status: $\chi^2(1, N = 327) = 4.565, p < .05$.

^{cxcii} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Michigan Technological University by first-generation status: $\chi^2(1, N = 340) = 3.896, p < .05$.

^{cxciii} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Michigan Technological University by religious affiliation: $\chi^2(3, N = 333) = 16.425, p < .01$.

^{cxciv} A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who had seriously considered leaving Michigan Technological University by sexual identity: $\chi^2(1, N = 76) = 6.687, p < .05$.

^{cxcv} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave Michigan Technological University before graduating by citizenship status: $\chi^2(4, N = 1,464) = 43.307, p < .01$.

Institutional Actions

In addition to campus constituents' personal experiences and perceptions of the campus climate, the number and quality of the institutions' diversity- and equity-related actions may be perceived either as promoting a positive campus climate or impeding it. As the following data suggest, respondents hold divergent opinions about the degree to which Michigan Technological University does, and should, promote diversity, equity, and inclusion to shape campus climate.

The survey asked Faculty respondents to indicate how they thought that various initiatives influenced the climate at Michigan Technological University if they were currently available and how, if they were not currently available, those initiatives would influence the climate if they were available (Table 105). Respondents were asked to decide whether the institutional actions positively or negatively influenced the climate, or if they have no influence on the climate.

Seventy-four percent ($n = 144$) of Faculty respondents thought that flexibility for calculating the tenure clock was available and 26% ($n = 51$) of Faculty respondents thought that flexibility for calculating the tenure clock was not available. Sixty-nine percent ($n = 100$) of the Faculty respondents who thought that such flexibility was available believed that it positively influenced the climate and 61% ($n = 31$) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Fifty-three percent ($n = 104$) of Faculty respondents thought that recognition and rewards for including diversity issues in courses across the curriculum were available and 47% ($n = 93$) of Faculty respondents thought that they were not available. Forty-six percent ($n = 48$) of the Faculty respondents who thought that recognition and rewards for including diversity issues in courses across the curriculum were available believed that they positively influenced the climate and 60% ($n = 56$) of Faculty respondents who thought that they were not available thought that recognition and rewards for including diversity issues in courses across the curriculum would positively influence the climate if they were available.

Eighty-eight percent ($n = 172$) of Faculty respondents thought that diversity, inclusivity, and equity training for faculty was available and 12% ($n = 24$) of Faculty respondents thought that such training for students was not available. Fifty-five percent ($n = 94$) of Faculty respondents

who thought that diversity, inclusivity, and equity training for students was available believed that it positively influenced the climate and 46% ($n = 11$) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Sixty-two percent ($n = 121$) of Faculty respondents thought that tool kits for faculty to create an inclusive classroom environment were available and 38% ($n = 75$) of Faculty respondents thought that such tool kits were not available. Fifty-five percent ($n = 67$) of the Faculty respondents who thought that tool kits for faculty to create an inclusive classroom environment were available believed that they positively influenced the climate and 68% ($n = 51$) of Faculty respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Fifty-five percent ($n = 106$) of Faculty respondents thought that supervisory training for faculty was available and 45% ($n = 86$) of Faculty respondents thought that it was not available. Sixty percent ($n = 64$) of the Faculty respondents who thought that supervisory training for faculty was available believed that it positively influenced the climate and 73% ($n = 63$) of Faculty respondents who did not think that supervisory training for faculty was available thought that it would positively influence the climate if it were available.

Eighty-two percent ($n = 160$) of Faculty respondents thought that access to counseling for people who had experienced harassment was available and 18% ($n = 36$) of Faculty respondents thought that such counseling was not available. Eighty-seven percent ($n = 139$) of the Faculty respondents who thought that access to counseling for people who had experienced harassment was available believed that it positively influenced the climate and 67% ($n = 24$) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Eighty-four percent ($n = 166$) of Faculty respondents thought that mentorship for new faculty was available and 16% ($n = 31$) of Faculty respondents thought that faculty mentorship was not available. Eighty-six percent ($n = 142$) of Faculty respondents who thought that mentorship for new faculty was available believed that it positively influenced the climate and 84% ($n = 26$) of

Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Sixty-nine percent ($n = 136$) of Faculty respondents thought that a clear process to resolve conflicts was available and 31% ($n = 60$) of Faculty respondents thought that such a process was not available. Eighty-six percent ($n = 117$) of the Faculty respondents who thought that a clear process to resolve conflicts was available believed that it positively influenced the climate and 83% ($n = 50$) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-one percent ($n = 139$) of Faculty respondents thought that a fair process to resolve conflicts was available and 29% ($n = 57$) of Faculty respondents thought that such a process was not available. Eighty-six percent ($n = 119$) of Faculty respondents who thought that a fair process to resolve conflicts was available believed that it positively influenced the climate and 83% ($n = 47$) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Sixty-one percent ($n = 118$) of Faculty respondents thought that considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available and 39% ($n = 75$) of Faculty respondents thought that it was not available at Michigan Technological University. Fifty percent ($n = 59$) of Faculty respondents who thought that considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available believed that it positively influenced the climate and 56% ($n = 42$) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Table 105. Faculty Respondents' Perceptions of Institutional Initiatives

Initiative available at Michigan Technological University									Initiative NOT available at Michigan Technological University								
								Total Faculty respondents who believe initiative is available									Total Faculty respondents who believe initiative is not available
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								
<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%			
Providing flexibility for calculating the tenure-clock	100	69.4	40	27.8	< 5	---	144	73.8	31	60.8	12	23.5	8	15.7	51	26.2	
Providing recognition and rewards for including diversity issues in courses across the curriculum	48	46.2	45	43.3	11	10.6	104	52.8	56	60.2	23	24.7	14	15.1	93	47.2	
Providing diversity, inclusivity, equity training for faculty	94	54.7	59	34.3	19	11.0	172	87.8	11	45.8	8	33.3	5	20.8	24	12.2	
Providing faculty with tool-kits to create an inclusive classroom environment	67	55.4	44	36.4	10	8.3	121	61.7	51	68.0	19	25.3	5	6.7	75	38.3	
Providing faculty with supervisory training	64	60.4	36	34.0	6	5.7	106	55.2	63	73.3	16	18.6	7	8.1	86	44.8	
Providing access to counseling for people who have experienced harassment	139	86.9	21	13.1	0	0.0	160	81.6	24	66.7	< 5	---	8	22.2	36	18.4	
Providing mentorship for new faculty	142	85.5	24	14.5	0	0.0	166	84.3	26	83.9	< 5	---	< 5	---	31	15.7	
Providing a clear process to resolve conflicts	117	86.0	17	12.5	< 5	---	136	69.4	50	83.3	< 5	---	7	11.7	60	30.6	

Table 105. Faculty Respondents' Perceptions of Institutional Initiatives

Initiative available at Michigan Technological University									Initiative NOT available at Michigan Technological University								
								Total Faculty respondents who believe initiative is available									Total Faculty respondents who believe initiative is not available
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						
<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%			
Providing a fair process to resolve conflicts	119	85.6	18	12.9	< 5	---	139	70.9	47	82.5	< 5	---	7	12.3	57	29.1	
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	59	50.0	33	28.0	26	22.0	118	61.1	42	56.0	21	28.0	12	16.0	75	38.9	

Note: Table reports responses only from Faculty respondents (*n* = 221).

Forty-seven Faculty respondents elaborated on their responses regarding the effect of institutional actions on campus climate. One theme emerged: diversity trainings are ineffective and a waste of faculty's time.

Diversity Trainings Are Ineffective and a Waste of Faculty's Time. Multiple respondents remarked on institutional training efforts, specifically, diversity trainings. Some respondents did not specify a training topic but did express their opinion that trainings were ineffective and wasteful of faculty members' time. Respondents specifically wrote, "don't clog our times with useless training every year, already up to my eyeballs in repetitive training" and "No more bloody required trainings - they are stupid and pointless and waste our time."

Multiple respondents elaborated on "diversity trainings" at Michigan Technological University. One respondent wrote, "These diversity training and inclusivity training exercises are pointless and a waste of time." Another respondent simply stated, "Way too much diversity training." Other respondents provided extended comments about the consequences of diversity trainings. According to one respondent, "On the item 'Providing diversity and inclusivity training for faculty' I marked 'Has no influence on climate' but a better choice would have been 'Has both a positive and a negative influence on climate.' This is a positive thing, a positive idea in theory, but in practice the diversity and inclusivity training is often so superficial and perfunctory that it has the result of offending and/or insulting the persons undergoing the training." Other respondents shared their perceived negatives of diversity trainings. A respondent explained, "I feel like diversity training backfires. It targets a group of White males as though they are all bad - and the people who need it the most don't think it applies to them. I would like to see civility training that goes to everyone." Respondents noted that the university's current diversity trainings fail to alter individuals' behavior. One respondent offered, "Although diversity training is now required, I have not seen that it has had much impact on the behavior of faculty. In general, the primary way I've seen it used is in a negative way." The respondent's perspective was echoed by a second respondent who wrote, "Providing diversity and inclusivity training for faculty: This doesn't mean anything. It's just a formality that needs to be completed. There are plenty of hypocrites who complete the diversity training yet are vocal about their hatred of gays/muslims or push their religion or political views on others."

The survey asked Staff respondents ($n = 678$) to respond regarding similar initiatives, which are listed in Table 106. Eighty-nine percent ($n = 551$) of the Staff respondents thought that diversity and equity training for staff was available at Michigan Technological University and 11% ($n = 69$) of Staff respondents thought that it was not available. Seventy-nine percent ($n = 434$) of the Staff respondents who thought that diversity and equity training for staff was available believed that it positively influenced the climate and 52% ($n = 36$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Eighty-eight percent ($n = 539$) of Staff respondents thought that access to counseling for people who had experienced harassment was available at Michigan Technological University and 12% ($n = 73$) of Staff respondents thought that such access to counseling was not available. Eighty-eight percent ($n = 475$) of Staff respondents who thought that access to counseling for people who had experienced harassment was available believed that it positively influenced the climate and 64% ($n = 47$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-seven percent ($n = 469$) of Staff respondents thought that supervisory training for supervisors was available and 24% ($n = 144$) of Staff respondents thought that such training was not available. Eighty-two percent ($n = 386$) of Staff respondents who thought that supervisory training for supervisors was available believed that it positively influenced the climate and 80% ($n = 115$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-three percent ($n = 431$) of Staff respondents thought that supervisory training for faculty supervisors was available and 27% ($n = 157$) of Staff respondents thought that such training was not available. Eighty-three percent ($n = 359$) of Staff respondents who thought that supervisory training for faculty supervisors was available believed that it positively influenced the climate and 82% ($n = 129$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-five percent ($n = 458$) of Staff respondents thought that mentorship for new staff was available and 25% ($n = 152$) of Staff respondents thought that staff mentorship was not available. Eighty-five percent ($n = 387$) of Staff respondents who thought that mentorship for new staff was

available believed that it positively influenced the climate and 82% ($n = 124$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-five percent ($n = 452$) of Staff respondents thought that a clear process to resolve conflicts was available at Michigan Technological University and 25% ($n = 148$) of Staff respondents thought that such a process was not available. Eighty-five percent ($n = 385$) of Staff respondents who thought that a clear process to resolve conflicts was available believed that it positively influenced the climate and 82% ($n = 122$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-five percent ($n = 450$) of Staff respondents thought that a fair process to resolve conflicts was available at Michigan Technological University and 25% ($n = 152$) of Staff respondents thought that such a process was not available. Eighty-seven percent ($n = 392$) of Staff respondents who thought that a fair process to resolve conflicts was available believed that it positively influenced the climate and 84% ($n = 128$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-two percent ($n = 418$) of Staff respondents thought that considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available and 28% ($n = 165$) of Staff respondents thought that it was not available. Sixty-two percent ($n = 258$) of Staff respondents who thought that considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available believed that it positively influenced the climate and 52% ($n = 85$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Eighty-one percent ($n = 493$) of Staff respondents thought that career development opportunities for staff were available and 19% ($n = 117$) of Staff respondents thought that they were not available. Ninety-three percent ($n = 456$) of Staff respondents who thought that career development opportunities for staff were available believed that they positively influenced the climate and 86% ($n = 101$) of Staff respondents who did not think that such opportunities were available thought that they would positively influence the climate if they were available.

Seventy-one percent ($n = 425$) of Staff respondents thought that affordable child care was available at Michigan Technological University and 29% ($n = 173$) of Staff respondents thought that it was not available. Eighty-two percent ($n = 350$) of Staff respondents who thought that affordable child care was available believed that it positively influenced the climate and 84% ($n = 146$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Eighty percent ($n = 483$) of Staff respondents thought that support/resources for spouse/partner employment were available and 20% ($n = 120$) of Staff respondents thought that they were not available. Seventy-nine percent ($n = 380$) of Staff respondents who thought that support/resources for spouse/partner employment were available believed that they positively influenced the climate and 73% ($n = 88$) of Staff respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Table 106. Staff Respondents' Perceptions of Institutional Initiatives

	Initiative available at Michigan Technological University								Initiative NOT available at Michigan Technological University							
							Total Staff respondents who believe initiative is available								Total Staff respondents who believe initiative is not available	
	Positively influences climate		Has no influence on climate		Negatively influences climate		n	%	Would positively influence climate		Would have no influence on climate		Would negatively influence climate		n	%
	n	%	n	%	n	%			n	%	n	%	n	%		
Providing diversity and inclusivity training for staff	434	78.8	93	16.9	24	4.4	551	88.9	36	52.2	22	31.9	11	15.9	69	11.1
Providing access to counseling for people who have experienced harassment	475	88.1	62	11.5	< 5	---	539	88.1	47	64.4	9	12.3	17	23.3	73	11.9
Providing supervisors with supervisory training	386	82.3	80	17.1	< 5	---	469	76.5	115	79.9	15	10.4	14	9.7	144	23.5
Providing faculty supervisors with supervisory training	359	83.3	72	16.7	0	0.0	431	73.3	129	82.2	18	11.5	10	6.4	157	26.7
Providing mentorship for new staff	387	84.5	67	14.6	< 5	---	458	75.1	124	81.6	18	11.8	10	6.6	152	24.9
Providing a clear process to resolve conflicts	385	85.2	64	14.2	< 5	---	452	75.3	122	82.4	11	7.4	15	10.1	148	24.7
Providing a fair process to resolve conflicts	392	87.1	56	12.4	< 5	---	450	74.8	128	84.2	8	5.3	16	10.5	152	25.2
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	258	61.7	120	28.7	40	9.6	418	71.7	85	51.5	47	28.5	33	20.0	165	28.3
Providing career development opportunities for staff	456	92.5	34	6.9	< 5	---	493	80.8	101	86.3	< 5	---	13	11.1	117	19.2

Table 106. Staff Respondents' Perceptions of Institutional Initiatives

Initiative available at Michigan Technological University										Initiative NOT available at Michigan Technological University									
								Total Staff respondents who believe initiative is available									Total Staff respondents who believe initiative is not available		
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						
<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%			
Providing affordable child care	350	82.4	70	16.5	5	1.2	425	71.1	146	84.4	18	10.4	9	5.2	173	28.9			
Providing support/resources for spouse/partner employment	380	78.7	75	15.5	28	5.8	483	80.1	88	73.3	19	15.8	13	10.8	120	19.9			

Note: Table reports responses only from Staff respondents (*n* = 678).

Eighty-three respondents chose to elaborate on responses regarding the effect of institutional actions on campus climate. Two themes emerged: lack of affordable/available child care and inequities associated with spousal hires.

Lack of Affordable and Available Child Care. In the first theme, respondents discussed the lack of affordable and available child care on campus and in the Houghton area. According to one respondent, “Child care here at Michigan Technological University is outrageously expensive, it would be nice and helpful if Michigan Technological University would have affordable child care.” Other respondents offered, “Child care is limited and can be costly” and “affordable child care for tech employees would be an extreme benefit.” Respondents explained that Michigan Technological University does offer on-campus child care through the Little Huskies program, but described Little Huskies as “expensive” and as having limited space. According to one respondent, “Although Michigan Technological University does have Little Huskies Daycare on campus, and does give a ‘discount’ on services, this daycare is difficult to get a child into (because of waitlists/and capacity of daycare), and is expensive even with two incomes in the family. It is often double the rate of other daycare providers within the community.” Other respondents offered, “Little huskies childcare is available, but limited and I believe expensive” and “I know Tech has ‘little huskies’ day care but it's not big enough or inexpensive enough for everyone to use.”

Inequities Associated with Spousal Hires. In the second theme, respondents commented on Michigan Technological University’s spousal hire practices. The practice of spousal hires was critiqued on two fronts. First, respondents critiqued spousal hires as only being available to spouses of faculty members. Respondents explained, “The support/resources for spouse/partner employment is only for faculty” and “It would be nice to provide the same opportunities for employment to partners of staff as to partners of faculty.” One respondent remarked on what the disparity in staff and faculty spousal hires communicated to staff about how Michigan Technological University valued staff. According to the participant, “You only provide support resources for spouse/partner employment when the current employee is faculty, not staff. I feel this is reflective of how you value your staff vs. your faculty.”

Other respondents also commented on Michigan Technological University's spousal hire practices but noted that the practice was unfair or inappropriate. For example, one respondent wrote, "Providing support resources for a spouse to find employment is not fair. I have seen it happen and that person is basically handed a job." Multiple respondents explained that spousal hires frequently resulted in unqualified or less qualified individuals being hired for a position because they were a spousal hire. According to one respondent, "I believe that there are spouses of Michigan Technological University employees that simply get the job because their spouse is employed. I don't believe they are hired because they are the most qualified person for the job." A second respondent wrote, "Spousal accommodations are not allowing Michigan Tech to hire the best person for each position. It is also an unfair hiring practice since there are others on campus who would also like to move into open positions."

Student respondents ($n = 1,480$) also were asked in the survey to respond regarding a similar list of initiatives, provided in Table 107. Seventy-nine percent ($n = 1,058$) of the Student respondents thought that diversity and inclusivity training for students was available at Michigan Technological University and 21% ($n = 286$) of Student respondents thought that it was not available. Sixty-four percent ($n = 676$) of the Student respondents who thought that diversity and inclusivity training for students was available believed that it positively influenced the climate and 52% ($n = 150$) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Eighty-two percent ($n = 1,085$) of Student respondents thought that diversity and equity training for staff was available at Michigan Technological University and 18% ($n = 235$) of Student respondents thought that it was not available. Seventy-two percent ($n = 781$) of Student respondents who thought that diversity and equity training for staff was available believed that it positively influenced the climate and 57% ($n = 134$) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Eighty-two percent ($n = 1,067$) of Student respondents thought that diversity and inclusivity training for faculty was available at Michigan Technological University and 18% ($n = 238$) of Student respondents thought that it was not available. Seventy-one percent ($n = 760$) of Student respondents who thought that diversity and inclusivity training for faculty was available believed

that it positively influenced the climate and 58% ($n = 138$) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-three percent ($n = 938$) of Student respondents thought that a person to address student complaints of bias by *faculty/staff* in learning environments (e.g., classrooms, labs) was available and 28% ($n = 356$) of Student respondents thought that such a person was not available. Seventy-four percent ($n = 691$) of Student respondents who thought that a person to address student complaints of bias by *faculty/staff* in learning environments was available believed that such a resource positively influenced the climate and 73% ($n = 259$) of Student respondents who did not think that such a person was available thought that one would positively influence the climate if one were available.

Seventy-two percent ($n = 935$) of Student respondents thought that a person to address student complaints of bias by *other students* in learning environments was available and 28% ($n = 357$) of Student respondents thought that such a resource was not available. Seventy percent ($n = 658$) of the Student respondents who thought that a person to address student complaints of bias by *other students* in learning environments was available believed that resource positively influenced the climate and 61% ($n = 217$) of Student respondents who did not think that such a person was available thought that one would positively influence the climate if one were available.

Seventy-three percent ($n = 945$) of Student respondents thought that increasing opportunities for cross-cultural dialogue between students were available and 27% ($n = 351$) of Student respondents thought that increasing opportunities for dialogue were not available. Seventy-five percent ($n = 711$) of Student respondents who thought that increasing opportunities for cross-cultural dialogue between students were available believed that they positively influenced the climate and 70% ($n = 246$) of Student respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Seventy percent ($n = 909$) of Student respondents thought that increasing opportunities for cross-cultural dialogue among faculty, staff, and students were available at Michigan Technological University and 30% ($n = 386$) of Student respondents thought that increasing opportunities for

dialogue were not available. Seventy-four percent ($n = 671$) of Student respondents who thought that increasing opportunities for cross-cultural dialogue among faculty, staff, and students were available believed that they positively influenced the climate and 72% ($n = 278$) of Student respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Seventy-one percent ($n = 915$) of Student respondents thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available at Michigan Technological University and 29% ($n = 375$) of Student respondents thought that it was not available. Sixty-one percent ($n = 555$) of Student respondents who thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available believed that it positively influenced the climate and 58% ($n = 219$) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-eight percent ($n = 1,011$) of Student respondents thought that effective faculty mentorship of students was available and 22% ($n = 287$) of Student respondents thought that it was not available. Eighty-four percent ($n = 844$) of Student respondents who thought that effective faculty mentorship of students was available believed that it positively influenced the climate and 77% ($n = 221$) of Student respondents who did not think that it was available thought that faculty mentorship of students would positively influence the climate if it were available.

Eighty-eight percent ($n = 1,146$) of Student respondents thought that effective academic advising was available at Michigan Technological University and 12% ($n = 154$) of Student respondents thought that it was not available. Eighty-seven percent ($n = 1,000$) of Student respondents who thought that effective academic advising was available believed that it positively influenced the climate and 77% ($n = 119$) of Student respondents who did not think that it was available thought that effective academic advising would positively influence the climate if it were available.

Eighty-one percent ($n = 1,047$) of Student respondents thought that diversity training for student staff (e.g., student union, resident assistants) was available and 19% ($n = 241$) of Student respondents thought that it was not available. Seventy percent ($n = 737$) of Student respondents who thought that diversity training for student staff (e.g., student union, resident assistants) was

available believed that it positively influenced the climate and 57% ($n = 138$) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Table 107. Student Respondents' Perceptions of Institutional Initiatives

Initiative available at Michigan Technological University									Initiative NOT available at Michigan Technological University								
								Total Student respondents who believe initiative is available									Total Student respondents who believe initiative is not available
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								
<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%			
Providing diversity and inclusivity training for students	676	63.9	293	27.7	89	8.4	1,058	78.7	150	52.4	103	36.0	33	11.5	286	21.3	
Providing diversity and inclusivity training for staff	781	72.0	244	22.5	60	5.5	1,085	82.2	134	57.0	74	31.5	27	11.5	235	17.8	
Providing diversity and inclusivity training for faculty	760	71.2	247	23.1	60	3.6	1,067	81.8	138	58.0	73	30.7	27	11.3	238	18.2	
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs)	691	73.7	209	22.3	38	4.1	938	72.5	259	72.8	64	18.0	33	9.3	356	27.5	
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, labs)	658	70.4	226	24.2	51	5.5	935	72.4	217	60.8	102	28.6	38	10.6	357	27.6	
Increasing opportunities for cross-cultural dialogue among students	711	75.2	200	21.2	34	3.6	945	72.9	246	70.1	85	24.2	20	5.7	351	27.1	

Table 107. Student Respondents' Perceptions of Institutional Initiatives

Initiative available at Michigan Technological University									Initiative NOT available at Michigan Technological University								
								Total Student respondents who believe initiative is available									Total Student respondents who believe initiative is not available
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								
<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%			
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students	671	73.8	199	21.9	39	4.3	909	70.2	278	72.0	88	22.8	20	5.2	386	29.8	
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	555	60.7	250	27.3	110	12.0	915	70.9	219	58.4	108	28.8	48	12.8	375	29.1	
Providing effective faculty mentorship of students	844	83.5	147	14.5	20	2.0	1,011	77.9	221	77.0	51	17.8	15	5.2	287	22.1	
Providing effective academic advising	1,000	87.3	129	11.3	17	1.5	1,146	88.2	119	77.3	20	13.0	15	9.7	154	11.8	
Providing diversity training for student staff (e.g., student union, resident assistants)	737	70.4	242	23.1	68	6.5	1,047	81.3	138	57.3	74	30.7	29	12.0	241	18.7	

Note: Table reports responses only from Student respondents (*n* = 1,480).

Two hundred twenty-three respondents chose to elaborate on responses regarding the effect of institutional actions on campus climate. Four themes emerged: ineffective diversity trainings, negative effects of diversity trainings, Michigan Technological University inappropriately forces topics of diversity and inclusion, and no or n/a.

Ineffective Diversity Trainings. In the first theme, respondents depicted diversity training as ineffective. According to one respondent, “Training isn't going to affect people's behavior. They will leave training in the same state as they entered. Diversity training is seen as a waste of time by the layman.” Respondents explained, “Diversity awareness through workshops/seminars has a minimal impact,” “I don't personally feel that 'training' helps anything,” and “It is of my opinion that no amount of diversity ‘training’ can change a person's mind about any issues of diversity and inclusion.” Another respondent shared, “Required diversity and inclusivity training for students, such as those commonly found during orientation for new students, aren't very effective.” Respondents described diversity trainings not only as ineffective, but also as a waste of time and university resources. Respondents specifically wrote, “I think diversity training is a waste of time and money” and “I think incorporating diversity and inclusion training on campus would be a waste of time.” Another respondent wrote, “Please do not waste resources on providing institutions to deal with perceived issues of diversity.” Although diversity trainings as ineffective and/or a waste of time and resources was presented as a theme, other respondents offered praise and support for diversity trainings. For example, respondents wrote, “I love the availability of inclusivity training at Tech. It is a training that I am extremely proud to have gone through as a graduate student and instructor” and “There should be more emphasis on diversity training to students.”

Negative Effects of Diversity Trainings. In the second theme, respondents identified potential negative effects of university-led diversity and inclusion trainings. Respondents specifically described diversity trainings as creating a divide between communities. Respondents explained, “I have found that requiring students to attend diversity training creates more of a rift between students of different backgrounds” and “Sometimes, the diversity training just makes students more resistant to being accepting toward groups of which they are not a part.” One respondent simply stated, “I think that forcing diversity only breeds contempt and hatred for those who are

supposedly being excluded.” Another respondent offered, “Diversity training and initiatives only drive wedges between us. We all know we are all different. By having us all sit together and be told why we are better or worse than those sitting around us only portions of groups and pits us against each other.” In addition to creating a sense of divide between communities, respondents also suggested that diversity trainings actually limit dialogue between individuals of different identities. A respondent explained, “It is very, very easy for mandatory training to increase resentment toward the group it is discussing. It can also make people nervous about discussing sensitive topics or even interacting with people from one of the highlighted groups for fear of exposing themselves to undue risk.” Another respondent wrote, “The diversity training hurts the university by limiting what is able to be discussed in relation to campus diversity.”

Michigan Technological University Inappropriately Forces Topics of Diversity and Inclusion. In the third theme, respondents indicated that Michigan Technological University inappropriately “forces” topics of diversity. According to respondents, “Sometimes it seems like the push for ‘inclusivity’ is really forced,” “Diversity is great but it should not be forced onto one another,” and “Do not force diversity and what not on everyone. Trying to force feed diversity and all the other stuff that follows to everyone is not going to help anything.” Respondents who self-identified as White, male, and/or politically or religiously conservative specifically identified Michigan Technological University’s diversity-related actions as inappropriate or as silencing their views. One respondent offered, “I have witnessed that Michigan Technological University stands up for one side - mostly the liberal side. What about those in the campus body who do not agree with gay marriage, but are forced to see their Husky statue sport the gay pride flag? Why are their diverse opinions not included?” Other respondents wrote, “Apparently it's unacceptable to be a white Christian male or a conservative on campus, but if you're LGB, mentally ill, a person of color, or align heavily with liberal values you're the greatest person ever” and “We spend so much time making certain that LGBTQ and people of color and foreign students are comfortable, but whenever religion is brought up it is a problem.” Respondents also noted that the mission of the university is education, not diversity. According to one respondent, “I think you guys need to stop trying to make everything about how everyone feels and get back to being concerned about academics because last I checked, this was a University.” Another respondent explained, “I am here for a degree in order to work in the professional field that I wish to

eventually work in. I don't like how it seems like Michigan Tech tries to influence my political and moral views when I am only here for an engineering degree. I will form my own views and opinions based on the experiences that I naturally come across. I do not want political agendas, issues, or injustices strewn throughout my technical learning environment.”

No or N/A. In the fourth theme, respondents responded, “No,” “N/A,” and “none” to the question regarding institutional actions. Other responses included “nothing as such” and “no comment.”

Summary Of Institutional Initiatives

Perceptions of Michigan Technological University’s actions and initiatives contribute to the way individuals think and feel about the climate in which they work and learn. The findings in this section suggest that respondents generally agreed that the actions cited in the survey have, or would have, a positive influence on the campus climate. Notably, some Faculty, Staff, and Student respondents indicated that many of the initiatives were not available on Michigan Technological University's campus. If, in fact, these initiatives are available, Michigan Technological University would benefit from better publicizing all that the institution offers to positively influence the campus climate.

Next Steps

Embarking on this campus-wide assessment is further evidence of Michigan Technological University'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 Michigan Technological University, 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 Michigan Technological University community. However, assessments and reports are not enough. A projected plan to develop strategic actions and a subsequent implementation plan are critical to improving the campus climate. Failure to use the assessment data to build on the successes and address the challenges uncovered in the report will undermine the commitment offered by Michigan Technological University community members at the outset of this project. Also, as recommended by Michigan Technological University'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 Analyses (Questions #109, #110, and #111)

Appendix D – Survey: *Michigan Technological University Assessment of Working, Living, and Learning*

Appendix A – Cross Tabulation Table

Table 1. Cross Tabulations of Level 1 Demographic Categories by Primary Status

		Undergraduate Student		Graduate Student		Post-Doctoral Scholar		Faculty		Academic Administrator w/Faculty Rank		Staff and Senior Administrator w/out Faculty Rank		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender identity	Woman	415	36.7	97	27.9	1	25.0	67	30.3	8	26.7	391	57.7	979	40.6
	Man	670	59.2	242	69.5	3	75.0	141	63.8	22	73.3	275	40.6	1,353	56.1
	Transspectrum	22	1.9	3	0.9	0	0.0	2	0.9	0	0.0	3	0.4	30	1.2
	Missing	25	2.2	6	1.7	0	0.0	11	5.0	0	0.0	9	1.3	51	2.1
Racial identity	Asian/Asian American	16	1.4	132	37.9	1	25.0	17	7.7	2	6.7	5	0.7	173	7.2
	Additional People of Color	41	3.6	60	17.2	1	25.0	12	5.4	0	0.0	18	2.7	132	5.5
	White	991	87.5	122	35.1	2	50.0	171	77.4	28	93.3	620	91.4	1,934	80.1
	Multiracial	62	5.5	19	5.5	0	0.0	10	4.5	0	0.0	12	1.8	103	4.3
	Missing	22	1.9	15	4.3	0	0.0	11	5.0	0	0.0	23	3.4	71	2.9
Sexual identity	LGBQ	145	12.8	42	12.1	0	0.0	11	5.0	0	0.0	43	6.3	241	10.0
	Heterosexual	940	83.0	268	77.0	3	75.0	189	85.5	29	96.7	596	87.9	2,025	83.9
	Asexual	15	1.3	1	0.3	0	0.0	0	0.0	0	0.0	2	0.3	18	0.7
	Missing	32	2.8	37	10.6	1	25.0	21	9.5	1	3.3	37	5.5	129	5.3

Table 1. Cross Tabulations of Level 1 Demographic Categories by Primary Status

		Undergraduate Student		Graduate Student		Post-doctoral Scholar		Faculty		Academic Administrator w/Faculty Rank		Staff and Senior Administrator w/out Faculty Rank		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Citizenship status	U.S. Citizen, Birth	1,071	94.6	140	40.2	0	0.0	167	75.6	27	90.0	641	94.5	2,046	84.8
	Non-U.S. Citizen/U.S. Citizen, Naturalized	53	4.7	206	59.2	4	100.0	50	22.6	3	10.0	30	4.4	346	14.3
	Missing	8	0.7	2	0.6	0	0.0	4	1.8	0	0.0	7	1.0	21	0.9
Disability status	Single Disability	97	8.6	20	5.7	0	0.0	10	4.5	1	3.3	39	5.8	167	6.9
	No Disability	973	86.0	320	92.0	4	100.0	203	91.9	29	96.7	603	88.9	2,132	88.4
	Multiple Disabilities	55	4.9	7	2.0	0	0.0	7	3.2	0	0.0	29	4.3	98	4.1
	Missing	7	0.6	1	0.3	0	0.0	1	0.5	0	0.0	7	1.0	16	0.7
Religious/spiritual affiliation	Christian Affiliation	575	50.8	78	22.4	2	50.0	80	36.2	11	36.7	416	61.4	1,162	48.2
	Additional Faith-Based Affiliation	14	1.2	115	33.0	0	0.0	19	8.6	3	10.0	17	2.5	168	7.0
	No Religious/Spiritual Affiliation including not listed	477	42.1	130	37.4	2	50.0	92	41.6	12	40.0	199	29.4	912	37.8
	Multiple Religious/Spiritual Affiliations	42	3.7	11	3.2	0	0.0	13	5.9	2	6.7	17	2.5	85	3.5
	Missing	24	2.1	14	4.0	0	0.0	17	7.7	2	6.7	29	4.3	86	3.6

Note: % is the percent of each column for that demographic category (e.g., percent of Faculty respondents who were men).

Appendix B – Data Tables

PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Table B1. What is your primary position at Michigan Tech? (Question 1)

Position	<i>n</i>	%
Undergraduate student	1,132	46.9
Started at Michigan Tech as a first-year student	962	88.6
Transferred to Michigan Tech from another institution	124	11.4
Graduate student	348	14.4
Post-doctoral scholar	4	0.2
Tenure-track faculty – tenured	104	4.3
Associate professor	50	54.9
Professor	41	45.1
Tenure-track faculty – pre-tenure	44	1.8
Assistant professor	42	100.0
Associate professor	0	0.0
Non-tenure-track faculty	73	3.0
Adjunct	7	10.0
Instructor	8	11.4
Lecturer	15	21.4
Principal lecturer	0	0.0
Professor of practice	10	14.3
Research	5	7.1
Visiting	1	1.4
Senior lecturer	24	34.3
Academic administrator with faculty rank (e.g., provost, dean, associate dean, department chair)	30	1.2
Senior administrator without faculty rank (e.g., VP, AVP)	9	0.4
Research engineer/research associate/research assistant/research scientist	48	2.0
Non-exempt (hourly)	8	19.0
Exempt (salary)	34	81.0
Staff – non-union	434	18.0
Non-exempt (hourly)	66	18.3
Exempt (salary)	273	75.8
Salaried non-exempt	21	5.8

Position	<i>n</i>	%
Staff - union	187	7.7
AFSCME	65	39.6
POA	10	6.1
UAW	89	54.3

Note: No missing data exist for the primary categories in this question; all respondents were required to select an answer.

Table B2. Are you full-time or part-time in that primary position? (Question 2)

Status	<i>n</i>	%
Full-time	2,291	94.9
Part-time	115	4.8
Missing	7	0.3

Table B3. What is your birth sex (assigned)? (Question 45)

Birth sex	<i>n</i>	%
Female	1,003	41.6
Intersex	3	0.1
Male	1,390	57.6
Missing	17	0.7

Table B4. What is your gender/gender identity? (Mark all that apply.) (Question 46)

Gender identity	<i>n</i>	%
Genderqueer	12	0.5
Man	1,353	56.1
Nonbinary	9	0.4
Transgender	9	0.4
Woman	979	40.6
A gender not listed here	26	1.1
Missing	25	1.0

Table B5. What is your current gender expression? (Question 47)

Gender expression	<i>n</i>	%
Androgynous	41	1.7
Feminine	958	39.7
Masculine	1,339	55.5
A gender expression not listed here	34	1.4
Missing	41	1.7

Table B6. What is your citizenship status in U.S.? (Question 48)

Citizenship status	<i>n</i>	%
A visa holder (such as F-1, J-1, H1-B, and U)	232	9.6
Currently under a withholding of removal status	0	0.0
DACA (Deferred Action for Childhood Arrival)	0	0.0
DAPA (Deferred Action for Parental Accountability)	0	0.0
Other legally documented status	0	0.0
Permanent resident	55	2.3
Refugee status	0	0.0
Undocumented resident	0	0.0
U.S. citizen, birth	2,046	84.8
U.S. citizen, naturalized	59	2.4
Missing	21	0.9

Table B7. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. (If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.) (Question 49)

Racial/ethnic identity	<i>n</i>	%
Alaska Native	4	0.2
American Indian/Native American/First Nation	41	1.7
Asian/Asian American	198	8.2
Black/African American	44	1.8
Hispanic/Latin@/Chican@	52	2.2
Middle Eastern/South Asian	54	2.2
Native Hawaiian	2	0.1
Pacific Islander	10	0.4
White/European American	2,032	84.2
A racial/ethnic identity not listed here	33	1.4
Missing	71	2.9

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

Table B8. What is your age? (Question 50)

Age	<i>n</i>	%
19 or younger	466	19.3
20-21	408	16.9
22-24	284	11.8
25-34	331	13.7
35-44	224	9.3
45-54	220	9.1
55-64	191	7.9
65-74	34	1.4
75 and older	5	0.2
Missing	250	10.4

Table B9. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity. (Question 51)

Sexual identity	<i>n</i>	%
Bisexual	109	4.5
Gay	40	1.7
Heterosexual	2,025	83.9
Lesbian	26	1.1
Pansexual	31	1.3
Queer	8	0.3
Questioning	24	1.0
Asexual	18	0.7
Demisexual	3	0.1
A sexual identity not listed here	23	1.0
Missing	106	4.4

**Table B10. Do you have substantial parenting or caregiving responsibility? (Mark all that apply.)
(Question 52)**

Parenting or caregiving responsibility	<i>n</i>	%
No	1,886	78.2
Yes	495	20.5
Children 5 years or under	163	32.9
Children 6-18 years	277	56.0
Children over 18 years of age, but still legally dependent (e.g., in college, disabled)	95	19.2
Independent adult children over 18 years of age	33	6.7
Sick partner or partner who has a disability	29	5.9
Senior or other family member	95	19.2
A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending, child who has a disability)	20	4.0
Missing	32	1.3

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

**Table B11. Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard?
(Question 53)**

Military status	<i>n</i>	%
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
Missing	15	0.6

Table B12. What is the highest level of education achieved by your primary parent(s)/guardian(s)? (Question 54)

Level of education	Parent/guardian		Parent/guardian	
	<i>n</i>	%	<i>n</i>	%
No high school	39	1.6	49	2.0
Some high school	81	3.4	83	3.4
Completed high school/GED	418	17.3	471	19.5
Some college	294	12.2	302	12.5
Business/technical certificate/degree	79	3.3	122	5.1
Associate's degree	167	6.9	162	6.7
Bachelor's degree	653	27.1	651	27.0
Some graduate work	43	1.8	35	1.5
Master's degree (e.g., MA, MS, MBA)	403	16.7	320	13.3
Specialist degree (e.g., EdS)	4	0.2	5	0.2
Doctoral degree (e.g., PhD, EdD)	111	4.6	59	2.4
Professional degree (e.g., MD, JD, RN)	74	3.1	36	1.5
Unknown	7	0.3	23	1.0
Not applicable	22	0.9	50	2.1
Missing	18	0.7	45	1.9

Table B13. Staff only: What is your highest level of education? (Question 55)

Level of education	<i>n</i>	%
No high school	0	0.0
Some high school	1	0.1
Completed high school/GED	51	7.5
Some college	101	14.9
Business/technical certificate/degree	24	3.5
Associate's degree	70	10.3
Bachelor's degree	165	24.3
Some graduate work	56	8.3
Master's degree (e.g., MA, MS, MBA, MLS)	159	23.5
Specialist degree (e.g., EdS)	0	0.0
Doctoral degree (e.g., PhD, EdD, RN)	43	6.3
Professional degree (e.g., MD, JD)	4	0.6
Missing	4	0.6

Note: Table includes responses only from those respondents who indicated that they were Staff/Sr. Administrators without Faculty Rank in Question 1 (*n* = 678).

Table B14. Faculty/Staff only: How long have you been employed at Michigan Tech? (Question 56)

Length of employment	<i>n</i>	%
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
Missing	8	1.7

Note: Table includes responses only from those respondents who indicated that they were Faculty, Academic Administrator with Faculty Rank, or Staff/Sr. Administrators without Faculty Rank in Question 1 (*n* = 929).

Table B15. Undergraduate Students only: Where are you in your college career at Michigan Tech? (Question 57)

Years attended Michigan Tech	<i>n</i>	%
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
Missing	1	0.1

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 1,132).

Table B16. Graduate Students only: Where are you in your graduate studies program? (Question 58)

Years attended Michigan Tech	<i>n</i>	%
Certificate student	2	0.6
Accelerated master's degree student	23	6.6
First year	20	87.0
Two or more years	3	13.0
Coursework master's degree student	87	25.0
First year	52	64.2
Second year	27	33.3
Third year or more	2	2.5
Report master's degree student	13	3.7
First year	2	16.7
Second year	7	58.3
Third year or more	3	25.0
Thesis master's degree student	61	17.5
First year	28	51.9
Second year	23	42.6
Third year or more	3	5.6
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
Missing	2	0.6

Note: Table includes responses only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 348).

**Table B17. Faculty only: With which academic division are you primarily affiliated at this time?
(Question 59)**

Academic division/college	<i>n</i>	%
College of Engineering	78	35.3
College of Sciences and Arts	90	40.7
School of Business and Economics	11	5.0
School of Forest Resources and Environmental Science	16	7.2
School of Technology	15	6.8
Pavlis Honors College	1	0.5
Missing	10	4.5

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 221).
Missing data exist for the sub-categories, as indicated.

**Table B18. Staff only: With which academic division/work unit are you primarily affiliated at this time?
(Question 60)**

Academic division/work unit	<i>n</i>	%
President's Office	6	0.9
Office of Institutional Equity and Inclusion	4	80.0
Internal Audit	1	20.0
Vice President for Administration	114	16.8
AE Seaman Mineral Museum	1	1.2
Auxiliary Services Operations	9	10.5
Business Operations	1	1.2
Continuous Improvement	1	1.2
Dining Services (including retail and residential)	8	9.3
Facilities Management	32	37.2
Human Resources	13	15.1
Memorial Union	3	3.5
Merchandising Operations	0	0.0
Mont Ripley	2	2.3
Portage Lake Golf Course	1	1.2
Public Safety and Police Services	13	15.1
Transportation Services	1	1.2
University Images	1	1.2
Vice President for Finance	15	2.2
Financial Services and Operations	13	100.0
Vice President for Research	79	11.7
Budget Office	1	2.1
Compliance, Integrity, and Safety	5	10.6
Industry Relations	1	2.1
Great Lakes Research Center	6	12.8

Academic division/work unit	<i>n</i>	%
Innovation and Industry Engagement	8	17.0
Institutional Analysis	1	2.1
Keweenaw Research Center	7	14.9
Michigan Tech Research Institute	17	36.2
Occupational Safety & Health Services	1	2.1
Vice President for Student Affairs and Advancement	156	23.0
Admissions	11	9.3
Alumni Relations	5	4.2
Career Services	8	6.8
Center for Diversity and Inclusion	3	2.5
Counseling Services	5	4.2
Dean of Students	6	5.1
Enrollment Services	7	5.9
Financial Aid Administration	3	2.5
General Athletics	12	10.2
Housing and Residential Life	9	7.6
International Programs and Services	6	5.1
Office of Development	8	6.8
Registrar's	3	2.5
Residence Life	0	0.0
SDC Building Operations	2	1.7
Student Activities	1	0.8
Student Conduct Services	3	2.5
Summer Athletic Camps	1	0.8
University Marketing and Communications	19	16.1
Waino Wahtera Center for Student Success	1	0.8
Youth Programs	5	4.2

Academic division/work unit	<i>n</i>	%
Provost and Vice President for Academic Affairs	188	27.7
Air Force/Army ROTC	0	0.0
College of Engineering	41	25.2
College of Sciences and Arts	25	15.3
Center for Teaching and Technology	3	1.8
Ford Center	1	0.6
Graduate School	8	4.9
Information Technology	48	29.4
Intensive English as a Second Language Program	0	0.0
Jackson Center for Teaching and Learning	1	0.6
Pavlis Honors College	1	0.6
Michigan Tech Transportation Institute	0	0.0
Rozsa Center for Performing Arts	2	1.2
School of Business and Economics	1	0.6
School of Forest Resources and Environmental Science	12	7.4
School of Technology	4	2.5
Van Pelt and Opie Library	16	9.8
Missing	120	17.7

Note: Table includes responses only from those respondents who indicated that they were Staff/Sr. Administrators without Faculty Rank in Question 1 (*n* = 678).

Table B19. Undergraduate Students only: What is your major? (Mark all that apply.) (Question 61)

Academic major	<i>n</i>	%
Accounting	10	0.9
Actuarial Science – Certificate Program	4	0.4
Anthropology	3	0.3
Applied Ecology and Environmental Sciences	10	0.9
Applied Geophysics	3	0.3
Applied Physics	0	0.0
Audio Production and Technology	4	0.4
Biochemistry and Molecular Biology	12	1.1
Bioinformatics	2	0.2
Biological Sciences	24	2.1
Biomedical Engineering	66	5.8
Business Analytics – Certificate Program	1	0.1
Chemical Engineering	105	9.3
Cheminformatics	2	0.2
Chemistry	11	1.0
Civil Engineering	65	5.7
Coaching Endorsement – Certificate Program	1	0.1
Communication, Culture, and Media	4	0.4
Computer Engineering	58	5.1
Computer Network and System Administration	23	2.0
Computer Science	63	5.6
Computer Systems Science	0	0.0
Construction Management	5	0.4
Economics	1	0.1
Electric Power Engineering – Certificate Program	3	0.3
Electrical Engineering	80	7.1
Electrical Engineering Technology	6	0.5
Engineering	9	0.8
Engineering Management	11	1.0
Engineering Physics	0	0.0
Engineering Technology	1	0.1
English	3	0.3
Environmental Engineering	40	3.5
Exercise Science	5	0.4

Academic major	<i>n</i>	%
Finance	8	0.7
Forestry	18	1.6
General Business	1	0.1
General Engineering	16	1.4
General Sciences and Arts	2	0.2
General Technology	0	0.0
Geographic Information Systems – Certificate Program	0	0.0
Geological Engineering	19	1.7
Geology	3	0.3
History	1	0.1
Humanities	2	0.2
Industrial Forestry – Certificate Program	0	0.0
Liberal Arts	2	0.2
Management	12	1.1
Management Information Systems	5	0.4
Marketing	5	0.4
Materials Science and Engineering	35	3.1
Mathematics	23	2.0
Mechanical Engineering	272	24.0
Mechanical Engineering Technology	29	2.6
Media – Certificate Program	1	0.1
Medical Laboratory Science	14	1.2
Natural Resources Management	2	0.2
Pharmaceutical Chemistry	3	0.3
Physics	9	0.8
Psychology	13	1.1
Scientific and Technical Communication	11	1.0
Social Sciences	9	0.8
Software Engineering	16	1.4
Sound Design	4	0.4
Sports and Fitness Management	6	0.5
State Teaching Certificate – Certificate Program	3	0.3
Statistics	1	0.1
Surveying Engineering	4	0.4
Teaching English to Speakers of Other Languages – Certificate Program	0	0.0

Academic major	<i>n</i>	%
Theatre and Electronic Media Performance	0	0.0
Theatre and Entertainment Technology	6	0.5
Wildlife Ecology and Management	19	1.7
Undecided	7	0.6
Undeclared	1	0.1
Non-Degree Seeking	4	0.4

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 1,132). Percentages may not sum to 100% as a result of multiple response choices.

**Table B20. Graduate Students only: What is your academic program? (Mark all that apply.)
(Question 62)**

Academic program	<i>n</i>	%
Masters		
Accounting	2	0.6
Applied Cognitive Science and Human Factors	4	1.1
Applied Ecology	6	1.7
Applied Natural Resource Economics	0	0.0
Applied Physics	1	0.3
Applied Science Education	1	0.3
Biological Sciences	8	2.3
Biomedical Engineering	6	1.7
Business Administration, (MBA)	3	0.9
Chemical Engineering	5	1.4
Chemistry	0	0.0
Civil Engineering	9	2.6
Computer Engineering	6	1.7
Computer Science	4	1.1
Cybersecurity	1	0.3
Data Science	7	2.0
Electrical Engineering	32	9.2
Engineering, (MEG)	1	0.3
Engineering Mechanics	0	0.0
Engineering Physics	0	0.0
Environmental & Energy Policy	2	0.6
Environmental Engineering	7	2.0
Environmental Engineering Science	1	0.3
Forest Ecology and Management	2	0.6
Forest Molecular Genetics and Biotechnology	1	0.3
Forestry	6	1.7
Forestry, (MF)	6	1.7
Geographic Information Science, (MGIS)	3	0.9
Geological Engineering	0	0.0
Geophysics	6	1.7
Industrial Archaeology	2	0.6
Integrated Geospatial Technology	1	0.3

Academic program	<i>n</i>	%
Kinesiology	0	0.0
Materials Science and Engineering	6	1.7
Mathematical Sciences	6	1.7
Mechanical Engineering	58	16.7
Medical Informatics	3	0.9
Mining Engineering	0	0.0
Physics	4	1.1
Rhetoric, Theory and Culture	7	2.0
Graduate Certificates		
Advanced Electric Power Engineering	14	4.0
Automotive Systems and Controls	5	1.4
Data Science	2	0.6
Hybrid Electric Drive Vehicle Engineering	20	5.7
International Profile	0	0
Nanotechnology	1	0.3
Post-Secondary STEM Education	0	0.0
Sustainability	3	0.9
Sustainable Water Resources Systems	1	0.3
Doctoral		
Applied Cognitive Science and Human Factors	3	0.9
Applied Physics	1	0.3
Atmospheric Sciences	5	1.4
Biochemistry/Molecular Biology	1	0.3
Biological Sciences	6	1.7
Biomedical Engineering	3	0.9
Chemical Engineering	8	2.3
Chemistry	5	1.4
Civil Engineering	10	2.9
Computer Engineering	3	0.9
Computer Science	8	2.3
Electrical Engineering	9	2.6
Engineering – Computational Science & Engineering	3	0.9
Engineering – Environmental Engineering	2	0.6
Engineering Physics	0	0.0
Environmental & Energy Policy	5	1.4

Academic program	<i>n</i>	%
Forest Molecular Genetics and Biotechnology	3	0.9
Forest Science	10	2.9
Geological Engineering	0	0.0
Geology	3	0.9
Geophysics	2	0.6
Industrial Heritage and Archaeology	2	0.6
Integrative Physiology	2	0.6
Materials Science and Engineering	10	2.9
Mathematical Sciences	8	2.3
Mechanical Engineering – Engineering Mechanics	24	6.9
Mining Engineering	1	0.3
Physics	6	1.7
Rhetoric, Theory and Culture	13	1.7
Non-Degree Seeking	4	1.1

Note: Table includes responses only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 348). Percentages may not sum to 100% as a result of multiple response choices.

Table B21. Do you have a condition/disability that influences your learning, working, or living activities? (Question 63)

Condition	<i>n</i>	%
No	2,132	88.4
Yes	276	11.4
Missing	5	0.2

Table B22. Which, if any, of the conditions listed below impact your learning, working, or living activities? (Mark all that apply.) (Question 64)

Condition	<i>n</i>	%
Acquired/traumatic brain injury	13	4.7
Autoimmune disorder (e.g., arthritis, fibromyalgia, lupus, MS)	24	8.7
Chronic medical condition (e.g., asthma, diabetes, cancer, Crohn's disease, IBS)	65	23.6
Hard of hearing or deaf	20	7.2
Learning difference/language processing disorder (e.g., attention deficit/hyperactivity disorder, cognitive/language-based, dyslexia, dysgraphia)	78	28.3
Low vision or blind	11	4.0
Mental health/psychological condition (e.g., anxiety, depression, bipolar, schizophrenia)	133	48.2
Neurodiversity (e.g., autism spectrum, Asperger's)	18	6.5
Physical/mobility condition that affects walking	18	6.5
Physical/mobility condition that does not affect walking	15	5.4
Speech/communication condition	5	1.8
A disability/condition not listed here	21	7.6

Note: Table includes responses from only those respondents who indicated that they have a disability in Question 63 (*n* = 276). Percentages may not sum to 100% as a result of multiple response choices.

Table B23. Is English your primary language? (Question 65)

English primary language	<i>n</i>	%
Yes	2,163	89.6
No	204	8.5
Missing	46	1.9

Table B24. What is your religious or spiritual identity? (Mark all that apply.) (Question 66)

Religious or spiritual identity	<i>n</i>	%
Agnostic	280	11.6
Atheist	264	10.9
Baha'i	1	0.0
Buddhist	31	1.3
Christian	1,223	50.7
African Methodist Episcopal	0	0.0
African Methodist Episcopal Zion	0	0.0
Apostolic Lutheran	32	1.3
Assembly of God	6	0.2
Baptist	65	2.7
Catholic/Roman Catholic	432	17.9
Church of Christ	11	0.5
Church of God in Christ	2	0.1
Christian Orthodox	2	0.1
Christian Methodist Episcopal	4	0.2
Christian Reformed Church (CRC)	10	0.4
Episcopalian	24	1.0
Evangelical	24	1.0
Greek Orthodox	2	0.1

Religious or spiritual identity	<i>n</i>	%
Lutheran	253	10.5
Mennonite	1	0.1
Moravian	0	0.0
Nondenominational Christian	72	3.0
Pentecostal	3	0.1
Presbyterian	36	1.5
Protestant	17	0.7
Protestant Reformed Church (PR)	0	0.0
Quaker	2	0.1
Reformed Church of American (RCA)	5	0.2
Russian Orthodox	1	0.0
Seventh Day Adventist	1	0.0
The Church of Jesus Christ of Latter-day Saints	11	0.5
United Methodist	85	3.5
United Church of Christ	14	0.4
Wesleyan	5	0.2
A Christian affiliation not listed here	32	1.3
Confucianist	3	0.1
Druid	4	0.2
Hindu	88	3.6
Jain	3	0.1
Jehovah's Witness	4	0.2
Jewish	12	0.5
Conservative	2	0.1
Orthodox	1	0.0
Reform	7	0.3

Religious or spiritual identity	<i>n</i>	%
A Jewish affiliation not listed here	1	0.0
Muslim	22	0.9
Ahmadi	0	0.0
Shi'ite	6	0.2
Sufi	0	0.0
Sunni	10	0.4
A Muslim affiliation not listed here	1	0.0
Native American Traditional Practitioner or Ceremonial	3	0.1
Pagan	10	0.4
Rastafarian	0	0.0
Scientologist	1	0.0
Secular Humanist	19	0.8
Shinto	0	0.0
Sikh	3	0.1
Taoist	3	0.1
Tenrikyo	0	0.0
Unitarian Universalist	22	0.9
Wiccan	7	0.3
Spiritual, but no religious affiliation	139	5.8
No affiliation	345	14.3
A religious affiliation or spiritual identity not listed above	28	1.2
Missing	86	3.6

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

Table B25. Students only: Do you receive financial support from a family member or guardian to assist with your living/educational expenses? (Question 67)

Receive financial support	<i>n</i>	%
I receive no support for living/educational expenses from family/guardian (independent).	486	32.8
I receive support for living/educational expenses from family/guardian (dependent).	916	61.9
Missing	78	5.3

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,480).

Table B26. 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 68)

Income	<i>n</i>	%
\$29,999 and below	338	22.8
\$30,000 - \$49,999	169	11.4
\$50,000 - \$69,999	217	14.7
\$70,000 - \$99,999	246	16.6
\$100,000 - \$149,999	279	18.9
\$150,000 - \$199,999	77	5.2
\$200,000 - \$249,999	45	3.0
\$250,000 - \$499,999	36	2.4
\$500,000 or more	12	0.8
Missing	61	4.1

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,480).

Table B27. Students only: Where do you live? (Question 69)

Residence	<i>n</i>	%
Campus housing	684	46.2
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
Missing	122	17.8
Non-campus housing	782	52.8
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
Missing	88	11.3
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	2	0.1
Missing	12	0.8

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,480). Percentages for sub-categories are valid percentages and do not include missing responses.

Table B28. Students only: Since having been a student at Michigan Tech, have you been a member or participated in any of the following? (Mark all that apply.) (Question 70)

Clubs/organizations	<i>n</i>	%
I do not participate in any clubs or organizations at Michigan Tech.	307	20.7
Academic and academic honorary organizations (e.g., Economics Club, Blue Key National Honor Society)	272	18.4
Club sport	279	18.9
Arts (e.g., Swing Club, Photography Club)	133	9.0
Cultural-specific organization (e.g., Indian Students Association, NOSOTROS)	108	7.3
Awareness (e.g., Habitat for Humanity, Spectrum Connection)	47	3.2
Faith or spirituality-based organization	179	12.1
Governance organization	66	4.5
Greek letter organization	127	8.6
Housing and Residential Life (e.g., McNair Hall Association, Inter-Residence Housing Council)	158	10.7
Intercollegiate athletic team	85	5.7
Political or issue-oriented organization	42	2.8
Professional or pre-professional organization (e.g., NSBE, SWE, ASME)	263	17.8
Programming (e.g., Film Board, MUB Board)	55	3.7
Publication/media organization (e.g., Michigan Tech Lode, Houghton Area Writer's Club)	42	2.8
Service or philanthropic organization (e.g., MedLife, Rotaract Club of Houghton-Hancock)	91	6.1
Social (e.g., Mitch's Misfits, Fishing, Gaming)	299	20.2
A student organization not listed above	205	13.9

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,480). Percentages may not sum to 100% as a result of multiple response choices.

Table B29. Students only: At the end of your last semester, what was your cumulative grade point average at Michigan Tech? (Question 71)

GPA	<i>n</i>	%
3.75 - 4.00	305	20.6
3.50 - 3.74	172	11.6
3.25 - 3.49	129	8.7
3.00 - 3.24	170	11.5
2.75 - 2.99	115	7.8
2.50 - 2.74	88	5.9
2.25 - 2.49	47	3.2
2.00 - 2.24	30	2.0
Below 2.00	12	0.8
No GPA at this time – first term at Michigan Tech	401	27.1
Missing	11	0.7

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,480).

Table B30. Students only: Have you experienced financial hardship while attending Michigan Tech? (Question 72)

Financial hardship	<i>n</i>	%
No	796	53.8
Yes	671	45.3
Missing	13	0.9

**Table B31. Students only: How have you experienced the financial hardship? (Mark all that apply.)
(Question 73)**

Experience	<i>n</i>	%
Difficulty affording tuition	474	32.0
Difficulty affording books/course materials	366	24.7
Difficulty affording social or recreational events/activities	264	17.8
Difficulty affording food	243	16.4
Difficulty affording co-curricular events and activities	156	10.5
Difficulty affording unpaid internships/co-ops/research opportunities	94	6.4
Difficulty affording alternative spring breaks	141	9.5
Difficulty affording travel to and from Michigan Tech (e.g., returning home from break)	204	13.8
Difficulty affording daily commuting to campus	89	6.0
Difficulty affording housing	324	21.9
Difficulty affording health care	155	10.5
Difficulty affording child care	18	1.2
Difficulty affording other campus fees	159	10.7
Difficulty affording study abroad	74	5.0
Difficulty affording clothing (e.g., winter clothing, professional clothing)	131	8.9
Difficulty affording campus parking	182	12.3
A financial hardship not listed above	32	2.2

Note: Table includes responses only from those Students who indicated that they experienced financial hardship in Question 72 (*n* = 671). Percentages may not sum to 100% as a result of multiple response choices.

Table B32. Students only: How are you currently paying for your education at Michigan Tech? (Mark all that apply.) (Question 74)

Source of funding	<i>n</i>	%
Campus employment	266	18.0
Credit card	77	5.2
Family contribution	703	47.5
GI Bill	22	1.5
Graduate/research/teaching assistantship	179	12.1
Loans	766	51.8
Need-based scholarship (e.g., TIP, Gates)	238	16.1
Non-need-based scholarship (e.g., Michigan merit scholarship, ROTC)	594	40.1
Grant (e.g., Pell)	260	17.6
Personal contribution/job	539	36.4
Resident assistant	20	1.4
A method of payment not listed here	68	4.6

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,480). Percentages may not sum to 100% as a result of multiple response choices.

**Table B33. Students only: Are you employed either on campus or off campus during the academic year?
(Question 75)**

Employed	<i>n</i>	%
No	728	49.2
Yes, I am currently on co-op	37	2.5
1-10 hours/week	1	0.1
11-20 hours/week	0	0.0
21-30 hours/week	1	0.1
31-40 hours/week	20	1.4
More than 40 hours/week	14	0.9
Missing	1	0.1
Yes, I work on campus	560	37.8
1-10 hours/week	259	17.5
11-20 hours/week	230	15.5
21-30 hours/week	36	2.4
31-40 hours/week	14	0.9
More than 40 hours/week	11	0.7
Missing	11	0.7
Yes, I work off campus	192	13.0
1-10 hours/week	64	4.3
11-20 hours/week	75	5.1
21-30 hours/week	26	1.8
31-40 hours/week	12	0.8
More than 40 hours/week	14	0.9
Missing	1	0.1

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,480).

PART II: Findings

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

Table B34. Overall, how comfortable are you with the climate at Michigan Tech? (Question 3)

Comfort	<i>n</i>	%
Very comfortable	779	32.3
Comfortable	1,219	50.5
Neither comfortable nor uncomfortable	272	11.3
Uncomfortable	116	4.8
Very uncomfortable	26	1.1

Table B35. Faculty/Staff only: Overall, how comfortable are you with the climate in your department/school or work unit at Michigan Tech? (Question 4)

Comfort	<i>n</i>	%
Very comfortable	329	36.6
Comfortable	357	39.7
Neither comfortable nor uncomfortable	101	11.2
Uncomfortable	85	9.5
Very uncomfortable	27	3.0

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 929).

Table B36. Students/Faculty only: Overall, how comfortable are you with the climate in your classes at Michigan Tech? (Question 5)

Comfort	<i>n</i>	%
Very comfortable	602	35.6
Comfortable	827	48.8
Neither comfortable nor uncomfortable	205	12.1
Uncomfortable	50	3.0
Very uncomfortable	9	0.5

Note: Table includes responses only from those respondents who indicated that they were Students or Faculty in Question 1 (*n* = 1,701).

Table B37. Have you ever seriously considered leaving Michigan Tech? (Question 6)

Considered leaving	<i>n</i>	%
No	1,493	61.9
Yes	918	38.1

Table B38. Students only: When did you seriously consider leaving Michigan Tech? (Mark all that apply.) (Question 7)

Year	<i>n</i>	%
During my first year as a student	286	66.7
During my second year as a student	211	49.2
During my third year as a student	99	23.1
During my fourth year as a student	39	9.1
During my fifth year as a student	15	3.5
After my fifth year as a student	14	3.3

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 6 (*n* = 429). Percentages may not sum to 100% as a result of multiple response choices.

Table B39. Students only: Why did you seriously consider leaving Michigan Tech? (Mark all that apply). (Question 8)

Reasons	<i>n</i>	%
Campus climate was not welcoming	73	17.0
Coursework was too difficult	120	28.0
Coursework not challenging enough	20	4.7
Didn't like major	90	21.0
Didn't have my major	14	3.3
Didn't meet the selection criteria for a major	6	1.4
Financial reasons	138	32.2
Homesick	83	19.3
Lack of a sense of belonging	159	37.1
Lack of social life at Michigan Tech	128	29.8
Lack of support group	69	16.1
Lack of support services	35	8.2
My marital/relationship status	23	5.4
Personal reasons (e.g., medical, mental health, family emergencies)	127	29.6
A reason not listed above	111	25.9

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 6 (*n* = 429). Percentages may not sum to 100% as a result of multiple response choices.

Table B40. Faculty/Staff only: Why did you seriously consider leaving Michigan Tech? (Mark all that apply.) (Question 9)

Reasons	<i>n</i>	%
Campus climate was unwelcoming	61	13.0
Family responsibilities	71	15.1
Institutional support (e.g., tech support, lab space/equipment)	62	13.2
Increased workload	123	26.1
Interested in a position at another institution/organization	129	27.4
Lack of benefits	93	19.7
Lack of a sense of belonging	131	27.8
Limited opportunities for advancement	195	41.4
Local community did not meet my (my family) needs	41	8.7
Local community climate was not welcoming	30	6.4
Personal reasons (e.g., medical, mental health, family emergencies)	49	10.4
Lack of professional development opportunities	92	19.5
Recruited or offered a position at another institution/organization	67	14.2
Relocation	40	8.5
Retirement	13	2.8
Low salary/pay rate	233	49.5
Spouse or partner relocated	15	3.2
Spouse or partner unable to find suitable employment	56	11.9
Tension with supervisor/manager	128	27.2
Tension with coworkers	75	15.9
A reason not listed above	85	18.0

Note: Table includes responses only from Faculty and Staff who indicated that they considered leaving in Question 6 (*n* = 471). Percentages may not sum to 100% as a result of multiple response choices.

Table B41. Students only: Please indicate the extent to which you agree with each of the following statements regarding your academic experience at Michigan Tech. (Question 11)

	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.	293	19.1	810	54.8	206	13.9	168	11.4	12	0.8
Few of my courses this year have been intellectually stimulating.	206	14.0	388	26.4	276	18.8	470	32.0	130	8.8
I am satisfied with my academic experience at Michigan Tech.	313	21.2	798	54.1	231	15.7	105	7.1	29	2.0
I am satisfied with the extent of my intellectual development since enrolling at Michigan Tech.	383	26.0	800	54.3	190	12.9	84	5.7	15	1.0
I have performed academically as well as I anticipated I would.	251	17.0	618	41.8	279	18.9	271	18.3	59	4.0
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	409	27.9	772	52.6	189	12.9	77	5.2	21	1.4
My interest in ideas and intellectual matters has increased since coming to Michigan Tech.	434	29.5	713	48.4	215	14.6	84	5.7	26	1.8
I intend to graduate from Michigan Tech.	955	64.9	440	29.9	59	4.0	10	0.7	7	0.5
Thinking ahead, it is likely that I will leave Michigan Tech before I graduate.	26	1.8	40	2.7	142	9.6	449	30.5	817	55.4

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,480).

Table B42. Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work, learn, or live at Michigan Tech? (Question 12)

Experienced conduct	<i>n</i>	%
No	2,020	83.9
Yes	389	16.1

Table B43. What do you believe was the basis of the conduct? (Mark all that apply.) (Question 13)

Basis	<i>n</i>	%
Academic performance	39	10.0
Age	55	14.1
Educational credentials (e.g., BS, MS, PhD, MD)	37	9.5
English language proficiency/accent	15	3.9
Ethnicity	37	9.5
Gender/gender identity	108	27.8
Gender expression	19	4.9
Immigrant/citizen status	18	4.6
International status/national origin	23	5.9
Learning disability/condition	12	3.1
Length of service at Michigan Tech	41	10.5
Major field of study	48	12.3
Marital status (e.g., single, married, partnered)	16	4.1
Mental health/psychological disability/condition	21	5.4
Medical disability/condition	12	3.1
Military/veteran status	3	0.8
Parental status (e.g., having children)	15	3.9
Participation in an organization/team	14	3.6
Physical characteristics	29	7.5
Physical disability/condition	7	1.8
Philosophical views	43	11.1
Political views	66	17.0
Position (e.g., staff, faculty, student)	76	19.5
Pregnancy	2	0.5
Racial identity	31	8.0
Religious/spiritual views	31	8.0

Basis	<i>n</i>	%
Sexual identity	22	5.7
Socioeconomic status	13	3.3
Do not know	45	11.6
A reason not listed above	81	20.8

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 389).

Table B44. How would you describe what happened? (Mark all that apply.) (Question 14)

Form	<i>n</i>	%
I was ignored or excluded.	177	45.5
I was intimidated/bullied.	141	36.2
I was isolated or left out.	154	39.6
I felt others staring at me.	60	15.4
I experienced a hostile classroom environment.	35	9.0
The conduct made me fear I would get a poor grade.	35	9.0
I experienced a hostile work environment.	106	27.2
I was the target of workplace incivility.	61	15.7
I was the target of derogatory verbal remarks.	122	31.4
I received derogatory written comments.	13	3.3
I received derogatory phone calls/text messages/email.	17	4.4
I received derogatory/unsolicited messages through social media (e.g., Facebook, Twitter).	6	1.5
I was singled out as the spokesperson for my identity group.	20	5.1
I received a low or unfair performance evaluation.	37	9.5
I was not fairly evaluated in the promotion and tenure process.	19	4.9
Someone assumed I was admitted/hired/promoted due to my identity group.	24	6.2
Someone assumed I was not admitted/hired/promoted due to my identity group.	3	0.8
I was the target of graffiti/vandalism.	2	0.5
I was the target of racial/ethnic profiling.	19	4.9
I was the target of stalking.	12	3.1
The conduct threatened my physical safety.	9	2.3
The conduct threatened my family's safety.	3	0.8
I received threats of physical violence.	10	2.6
I was the target of physical violence.	3	0.8
An experience not listed above	57	14.7

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 389). Percentages may not sum to 100% as a result of multiple response choices.

Table B45. Where did the conduct occur? (Mark all that apply.) (Question 15)

Location	<i>n</i>	%
At a Michigan Tech event/program	44	11.3
In a class/lab	89	22.9
In a faculty office	40	10.3
In a religious center	2	0.5
In Greek housing	7	1.8
In a learning center	11	2.8
In a meeting with one other person	54	13.9
In a meeting with a group of people	102	26.2
In a Michigan Tech administrative office	50	12.9
In a Michigan Tech dining facility	21	5.4
In a Michigan Tech library (e.g., Van Pelt & Opie, Petersen)	16	4.1
In an experiential learning environment (e.g., community-based learning, externship, internship)	3	0.8
In athletic facilities (e.g., SDC, ski hill, golf course)	13	3.3
In other public spaces at Michigan Tech	50	12.9
In campus housing	52	13.4
In Counseling Services	0	0.0
In off-campus housing	6	1.5
Off campus	48	12.3
On a campus shuttle	6	1.5
On phone calls/text messages/email	29	7.5
On social media sites (e.g., Facebook, Twitter)	9	2.3
While walking on campus	33	8.5
While working at a Michigan Tech job	107	27.5
A venue not listed above	27	6.9

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 389).

Table B46. Who/what was the source of the conduct? (Mark all that apply.) (Question 16)

Source	<i>n</i>	%
Academic advisor	16	4.1
Alumnus/a	8	2.1
Athletic coach/trainer	0	0.0
Michigan Tech media (e.g., posters, brochures, flyers, handouts, websites)	3	0.8
Michigan Tech Public Safety/Police Services	1	0.3
Coworker/colleague	99	25.4
Department/school chair	43	11.1
Direct report (e.g., person who reports to me)	5	1.3
Donor	1	0.3
Faculty member/other instructional staff	73	18.8
Friend	32	8.2
Off-campus community member	21	5.4
Senior administrator (e.g., dean, vice president, provost)	23	5.9
Social networking site (e.g., Facebook, Twitter)	3	0.8
Staff member	63	16.2
Stranger	33	8.5
Student	128	32.9
Student staff	13	3.3
Student organization	8	2.1
Supervisor or manager	72	18.5
Student teaching assistant/student lab assistant/learning center coach/research assistant	9	2.3
Team member in a class/lab project	17	4.4
Do not know source	7	1.8
A source not listed above	29	7.5

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 389). Percentages may not sum to 100% as a result of multiple response choices.

Table B47. How did you experience the conduct? (Mark all that apply.) (Question 17)

Experience	<i>n</i>	%
I felt embarrassed.	152	39.1
I felt somehow responsible.	67	17.2
I felt less confident.	187	48.1
I was afraid.	80	20.6
I was angry.	251	64.5
I ignored it.	75	19.3
A feeling not listed above	58	14.9

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 389). Percentages may not sum to 100% as a result of multiple response choices.

Table B48. What did you do in response to experiencing the conduct? (Mark all that apply.) (Question 18)

Response	<i>n</i>	%
I did not do anything.	140	36.0
I avoided the person/venue.	154	39.6
I contacted a local law enforcement official.	7	1.8
I confronted the person(s) at the time.	45	11.6
I confronted the person(s) later.	43	11.1
I did not know who to go to.	48	12.3
I sought information online.	11	2.8
I sought support from off campus hotline/advocacy services.	4	1.0
I contacted a Michigan Tech resource.	61	15.7
<i>Center for Diversity and Inclusion</i>	5	8.2
<i>Counseling Services</i>	9	14.8
<i>Employee Assistance Program</i>	3	4.9
<i>Faculty member</i>	17	27.9
<i>Michigan Tech Public Safety and Police Services</i>	3	4.9

Response	<i>n</i>	%
<i>Office of Academic and Community Conduct</i>	2	3.3
<i>Office of Human Resources</i>	8	13.1
<i>Office of Institutional Equity and Inclusion</i>	10	16.4
<i>Ombudsperson</i>	8	13.1
<i>Senior administrator (e.g., dean, vice president, provost)</i>	13	21.3
<i>Staff person</i>	9	14.8
<i>Student staff (e.g., resident assistant, RLC, building managers, event staff)</i>	4	6.6
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	1	1.6
<i>Supervisor/department chair</i>	8	13.1
<i>Title IX coordinator</i>	3	4.9
<i>Union representative</i>	1	1.6
I told a family member.	114	29.3
I told a friend.	155	39.8
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	4	1.0
I submitted a report online.	1	0.3
<i>Anonymous Tip Line</i>	0	0.0
<i>Dean of Students Office Concern/Complaint Form</i>	0	0.0
<i>Harassment Reporting Form</i>	0	0.0
<i>Lighthouse Services</i>	0	0.0
A response not listed above	56	14.4

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 389).

Table B49. Did you officially report the conduct? (Question 19)

Reported conduct	<i>n</i>	%
No, I did not report it.	335	88.2
Yes, I reported it.	45	11.8
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	9	20.0
<i>Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was responded to appropriately.</i>	9	20.0
<i>Yes, I reported the incident but felt that it was not responded to appropriately.</i>	16	35.6

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 389).

Table B50. While a member of the Michigan Tech community, have you experienced any of the following? (Mark all that apply.) (Question 21).

Experience	<i>n</i>	%
No	2,225	92.2
Yes – relationship violence (e.g., ridiculed, controlling, hitting)	32	1.3
Yes – stalking (e.g., following me, on social media, texting, phone calls)	53	2.2
Yes – unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)	106	4.4
Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)	60	2.5

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

Table B51. Students only: Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculed, controlling, hitting) you experienced? (Question 22rv)

Alcohol and/or drugs involved	<i>n</i>	%
No	19	67.9
Yes	9	32.1
<i>Alcohol only</i>	8	88.9
<i>Drugs only</i>	1	11.1
<i>Both alcohol and drugs</i>	0	0.0
Don't know	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 28). Percentages may not sum to 100% as a result of multiple response choices.

Table B52. When did the relationship violence (e.g., ridiculed, controlling, hitting) occur? (Question 23rv)

When occurred	<i>n</i>	%
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	2	6.3
11 - 20 years ago	0	0.0
More than 20 years ago	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 32). Percentages may not sum to 100% as a result of multiple response choices.

Table B53. Students only: What semester were you in when you experienced the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 24rv)

Semester	<i>n</i>	%
During my time as a graduate student at Michigan Tech	2	7.1
<i>First year</i>	1	50.0
<i>Second year</i>	1	50.0
<i>Third year or after</i>	1	50.0
Undergraduate first year	17	60.7
<i>Fall semester</i>	11	64.7
<i>Spring semester</i>	10	58.8
<i>Summer semester</i>	2	11.8
Undergraduate second year	10	35.7
<i>Fall semester</i>	6	60.0
<i>Spring semester</i>	4	40.0
<i>Summer semester</i>	3	30.0
Undergraduate third year	6	21.4
<i>Fall semester</i>	3	50.0
<i>Spring semester</i>	5	83.3
<i>Summer semester</i>	3	33.3
Undergraduate fourth year	2	7.1
<i>Fall semester</i>	2	100.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
After my fourth year as an undergraduate	0.0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (n = 28). Percentages may not sum to 100% as a result of multiple response choices.

Table B54. Who did this to you? (Mark all that apply.) (Question 25rv)

Source	<i>n</i>	%
Current or former dating/intimate partner	26	81.3
Family member	0	0.0
Acquaintance/friend	7	21.9
Stranger	2	6.3
Michigan Tech student	8	25.0
Michigan Tech faculty member	0	0.0
Michigan Tech staff member	1	3.1
Other role/relationship not listed above	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 32). Percentages may not sum to 100% as a result of multiple response choices.

Table B55. Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? (Question 26rv)

Location	<i>n</i>	%
Off campus	20	62.5
On campus	19	59.4

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 32). Percentages may not sum to 100% as a result of multiple response choices.

Table B56. How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting) occur? (Question 27rv)

Feeling	<i>n</i>	%
I felt embarrassed.	14	43.8
I felt somehow responsible.	19	59.4
I felt less confident.	20	62.5
I felt afraid.	19	59.4
I felt angry.	18	56.3
I ignored it.	10	31.3
A feeling not listed above.	6	18.8

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 32). Percentages may not sum to 100% as a result of multiple response choices.

Table B57. What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 28rv)

Response	<i>n</i>	%
I confronted the person(s) at the time.	9	40.6
I contacted a Michigan Tech resource.	5	15.6
<i>Center for Diversity and Inclusion</i>	0	0.0
<i>Counseling Services</i>	3	60.0
<i>Employee Assistance Program</i>	0	0.0
<i>Faculty member</i>	1	20.0
<i>Michigan Tech Public Safety and Police Services</i>	0	0.0
<i>Office of Academic and Community Conduct</i>	0	0.0
<i>Office of Human Resources</i>	1	20.0
<i>Office of Institutional Equity and Inclusion</i>	1	20.0
<i>Ombudsperson</i>	0	0.0
<i>Senior administrator (e.g., dean, vice president, provost)</i>	0	0.0
<i>Staff person</i>	0	0.0

Response	<i>n</i>	%
<i>Student staff (e.g., resident assistant, RLC, building managers, event staff)</i>	1	20.0
<i>Student teaching</i>	0	0.0
<i>Supervisor/Department Chair</i>	0	0.0
<i>Title IX Coordinator</i>	2	40.0
<i>Union Representative</i>	0	0.0
I told a friend.	14	43.8
I avoided the person/venue.	10	31.3
I confronted the person(s) later.	13	40.6
I contacted a local law enforcement official.	1	3.1
I didn't do anything.	9	28.1
I sought information online.	7	21.9
I told a family member.	7	21.9
I submitted a complaint online.	0	0.0
<i>Anonymous Tip Line</i>	0	0.0
<i>Dean of Students Office Concern/Complaint Form</i>	0	0.0
<i>Harassment Reporting Form</i>	0	0.0
<i>Lighthouse Services</i>	0	0.0
I didn't know who to go to.	5	15.6
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	1	3.1
I sought support from off-campus hotline/advocacy services.	1	3.1
A response not listed above	32	15.6

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 32). Percentages may not sum to 100% as a result of multiple response choices.

Table B58. Did you officially report the relationship violence (e.g., ridiculed, controlling, hitting)? (Question 29rv)

Reported conduct	<i>n</i>	%
No	28	87.5
Yes	4	12.5
<i>I reported the incident and was satisfied with the outcome.</i>	0	0.0
<i>I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was responded to appropriately.</i>	2	50.0
<i>I reported the incident but felt that it was not responded to appropriately.</i>	2	50.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 32). Percentages may not sum to 100% as a result of multiple response choice.

Table B59. Students only: Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls) you experienced? (Question 22stlk)

Alcohol and/or drugs involved	<i>n</i>	%
No	36	92.3
Yes	3	7.7
<i>Alcohol only</i>	1	33.3
<i>Drugs only</i>	1	33.3
<i>Both alcohol and drugs</i>	1	33.3
Don't know	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (*n* = 39). Percentages may not sum to 100% as a result of multiple response choices.

Table B60. When did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Question 23stlk)

When occurred	<i>n</i>	%
Less than six 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	4	7.5
11 - 20 years ago	1	1.9
More than 20 years ago	1	1.9

Note: Table includes responses only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (*n* = 53). Percentages may not sum to 100% as a result of multiple response choices.

Table B61. Students only: What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 24stlk)

Semester	<i>n</i>	%
During my time as a graduate student at Michigan Tech	2	5.1
<i>First year</i>	1	50.0
<i>Second year</i>	1	50.0
<i>Third year or after</i>	1	50.0
Undergraduate first year	20	51.3
<i>Fall semester</i>	17	85.0
<i>Spring semester</i>	10	50.0
<i>Summer semester</i>	2	10.0
Undergraduate second year	11	28.2
<i>Fall semester</i>	8	72.7
<i>Spring semester</i>	7	63.6
<i>Summer semester</i>	0	0.0
Undergraduate third year	8	20.5
<i>Fall semester</i>	5	62.5
<i>Spring semester</i>	6	75.0
<i>Summer semester</i>	2	25.0
Undergraduate fourth year	4	10.3
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	3	75.0
<i>Summer semester</i>	2	50.0
After my fourth year as an undergraduate	2	5.1

Note: Table includes responses only from Student respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (*n* = 39). Percentages may not sum to 100% as a result of multiple response choices.

Table B62. Which of the following best describes the individual(s) involved in the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 25stlk)

Source	<i>n</i>	%
Current or former dating/intimate partner	11	20.8
Family member	0	0.0
Acquaintance/friend	15	28.3
Stranger	6	11.3
Michigan Tech student	30	56.6
Michigan Tech faculty member	3	5.7
Michigan Tech staff member	5	9.4
Other role/relationship not listed above	1	56.6

Note: Table includes responses only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (*n* = 53). Percentages may not sum to 100% as a result of multiple response choices.

Table B63. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Question 26stlk)

Location	<i>n</i>	%
Off campus	30	56.6
On campus	41	77.4

Note: Table includes responses only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (*n* = 53). Percentages may not sum to 100% as a result of multiple response choices.

Table B64. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls) occur? (Mark all that apply.) (Question 27stlk)

Feeling	<i>n</i>	%
I felt embarrassed.	13	24.5
I felt somehow responsible.	14	26.4
I felt less confident.	11	20.8
I felt afraid.	14	26.4
I felt angry.	31	58.5
I ignored it.	21	39.6
A feeling not listed above.	10	18.9

Note: Table includes responses only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (*n* = 53). Percentages may not sum to 100% as a result of multiple response choices.

Table B65. What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 28stlk)

Response	<i>n</i>	%
I confronted the person(s) at the time.	13	24.5
I contacted a Michigan Tech resource.	7	13.2
<i>Center for Diversity and Inclusion</i>	1	14.3
<i>Counseling Services</i>	2	28.6
<i>Employee Assistance Program</i>	0	0.0
<i>Faculty member</i>	1	14.3
<i>Michigan Tech Public Safety and Police Services</i>	1	14.3
<i>Office of Academic and Community Conduct</i>	0	0.0
<i>Office of Human Resources</i>	1	14.3
<i>Office of Institutional Equity and Inclusion</i>	2	28.6
<i>Ombudsperson</i>	0	0.0
<i>Senior administrator (e.g., dean, vice president, provost)</i>	1	14.3
<i>Staff person</i>	4	57.1

Response	<i>n</i>	%
<i>Student staff (e.g., resident assistant, RLC, building managers, event staff)</i>	<i>1</i>	<i>14.3</i>
<i>Student teaching</i>	<i>0</i>	<i>0.0</i>
<i>Supervisor/Department Chair</i>	<i>1</i>	<i>14.3</i>
<i>Title IX Coordinator</i>	<i>1</i>	<i>14.3</i>
<i>Union Representative</i>	<i>0</i>	<i>0.0</i>
I told a friend.	31	58.5
I avoided the person/venue.	36	67.9
I confronted the person(s) later.	11	20.8
I contacted a local law enforcement official.	3	5.7
I didn't do anything.	4	7.5
I sought information online.	3	5.7
I told a family member.	11	20.8
I submitted a complaint online.	0	0.0
<i>Anonymous Tip Line</i>	<i>0</i>	<i>0.0</i>
<i>Dean of Students Office Concern/Complaint Form</i>	<i>0</i>	<i>0.0</i>
<i>Harassment Reporting Form</i>	<i>0</i>	<i>0.0</i>
<i>Lighthouse Services</i>	<i>0</i>	<i>0.0</i>
I didn't know who to go to.	3	5.7
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0
I sought support from off-campus hotline/advocacy services.	0	0.0
A response not listed above.	7	13.2

Note: Table includes responses only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (*n* = 53). Percentages may not sum to 100% as a result of multiple response choices.

Table B66. Did you officially report the stalking (e.g., following me, on social media, texting, phone calls)? (Question 29stlk)

Reported conduct	<i>n</i>	%
No	46	86.8
Yes	7	13.2
<i>I reported the incident and was satisfied with the outcome.</i>	2	13.2
<i>I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was responded to appropriately.</i>	4	66.7
<i>I reported the incident but felt that it was not responded to appropriately.</i>	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) (*n* = 53). Percentages may not sum to 100% as a result of multiple response choices.

Table B67. Students only: Were alcohol and/or drugs involved in the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) you experienced? (Question 22si)

Alcohol and/or drugs involved	<i>n</i>	%
No	63	70.8
Yes	26	29.2
<i>Alcohol only</i>	22	88.0
<i>Drugs only</i>	0	0.0
<i>Both alcohol and drugs</i>	3	12.0
Don't know	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (n = 89). Percentages may not sum to 100% as a result of multiple response choices.

Table B68. When did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) you experienced occur? (Question 23si)

When occurred	<i>n</i>	%
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: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (n = 106). Percentages may not sum to 100% as a result of multiple response choices.

Table B69. What semester were you in when you experienced the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 24si)

Semester	<i>n</i>	%
During my time as a graduate student at Michigan Tech	9	10.1
<i>First year</i>	5	55.6
<i>Second year</i>	3	33.3
<i>Third year</i>	4	44.4
Undergraduate first year	55	61.8
<i>Fall semester</i>	43	78.2
<i>Spring semester</i>	28	50.9
<i>Summer semester</i>	1	1.8
Undergraduate second year	36	40.4
<i>Fall semester</i>	27	75.0
<i>Spring semester</i>	20	55.6
<i>Summer semester</i>	3	8.3
Undergraduate third year	20	22.5
<i>Fall semester</i>	15	75.0
<i>Spring semester</i>	10	50.0
<i>Summer semester</i>	2	10.0
Undergraduate fourth year	13	14.6
<i>Fall semester</i>	9	69.2
<i>Spring semester</i>	3	23.1
<i>Summer semester</i>	1	7.7
After my fourth year as an undergraduate	2	2.2

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 89). Percentages may not sum to 100% as a result of multiple response choices.

Table B70. Which of the following best describes the individual(s) involved in the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 25si)

Source	<i>n</i>	%
Current or former dating/intimate partner	8	7.5
Family member	0	0.0
Acquaintance/friend	26	24.5
Stranger	42	39.6
Michigan Tech student	60	56.6
Michigan Tech faculty member	7	6.6
Michigan Tech staff member	9	8.5
Other role/relationship not listed above	2	1.9

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (n = 106). Percentages may not sum to 100% as a result of multiple response choices.

Table B71. Where did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? (Question 26si)

Location	<i>n</i>	%
Off campus	52	49.1
On campus	65	61.3

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (n = 106). Percentages may not sum to 100% as a result of multiple response choices.

Table B72. How did you feel after experiencing the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 27si)

Feeling	<i>n</i>	%
I felt embarrassed.	51	48.1
I felt somehow responsible.	31	29.2
I felt less confident.	40	37.7
I felt afraid.	32	30.2
I felt angry.	52	49.1
I ignored it.	48	45.3
A feeling not listed above.	13	12.3

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (n = 106). Percentages may not sum to 100% as a result of multiple response choices.

Table B73. What did you do in response to experiencing the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 28si)

Response	<i>n</i>	%
I confronted the person(s) at the time.	17	16.0
I contacted a Michigan Tech resource.	8	7.5
<i>Center for Diversity and Inclusion</i>	0	0.0
<i>Counseling Services</i>	3	37.5
<i>Employee Assistance Program</i>	0	0.0
<i>Faculty member</i>	0	0.0
<i>Michigan Tech Public Safety and Police Services</i>	1	12.5
<i>Office of Academic and Community Conduct</i>	0	0.0
<i>Office of Human Resources</i>	1	12.5
<i>Office of Institutional Equity and Inclusion</i>	1	12.5
<i>Ombudsperson</i>	1	12.5
<i>Senior administrator (e.g., dean, vice president, provost)</i>	0	0.0

Response	<i>n</i>	%
<i>Staff person</i>	1	12.5
<i>Student staff (e.g., resident assistant, RLC, building managers, event staff)</i>	1	12.5
<i>Student teaching</i>	0	0.0
<i>Supervisor/Department Chair</i>	2	25.0
<i>Title IX Coordinator</i>	0	0.0
<i>Union Representative</i>	0	0.0
I told a friend.	50	47.2
I avoided the person/venue.	53	50.0
I confronted the person(s) later.	15	14.2
I contacted a local law enforcement official.	0	0.0
I didn't do anything.	46	43.4
I sought information online.	4	3.8
I told a family member.	11	10.4
I submitted a complaint online.	0	0.0
<i>Anonymous Tip Line</i>	0	0.0
<i>Dean of Students Office Concern/Complaint Form</i>	0	0.0
<i>Harassment Reporting Form</i>	0	0.0
<i>Lighthouse Services</i>	0	0.0
I didn't know who to go to.	9	8.5
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	2	1.9
I sought support from off-campus hotline/advocacy services.	1	0.9
A response not listed above.	11	10.4

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (n = 106). Percentages may not sum to 100% as a result of multiple response choices.

Table B74. Did you officially report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Question 29si)

Reported conduct	<i>n</i>	%
No	100	95.2
Yes	5	4.8
<i>I reported the incident and was satisfied with the outcome.</i>	2	40.0
<i>I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was responded to appropriately.</i>	1	20.0
<i>I reported the incident but felt that it was not responded to appropriately.</i>	2	40.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (n = 106). Percentages may not sum to 100% as a result of multiple response choices.

Table B75. Were alcohol and/or drugs involved in the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) you experienced? (Question 22sc)

Alcohol and/or drugs involved	<i>n</i>	%
No	19	37.3
Yes	32	62.7
<i>Alcohol only</i>	26	92.9
<i>Drugs only</i>	2	7.1
<i>Both alcohol and drugs</i>	0	0.0
Don't know	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 51). Percentages may not sum to 100% as a result of multiple response choices.

Table B76. When did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) you experienced occur? (Question 23sc)

When occurred	<i>n</i>	%
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	1	1.7
More than 20 years ago	2	3.3

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 60). Percentages may not sum to 100% as a result of multiple response choices.

Table B77. What semester were you in when you experienced the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 24sc)

Semester	<i>n</i>	%
During my time as a graduate student at Michigan Tech	3	5.9
<i>First year</i>	2	66.7
<i>Second year</i>	1	33.3
<i>Third year or after</i>	0	0.0
Undergraduate first year	26	51.0
<i>Fall semester</i>	17	65.4
<i>Spring semester</i>	14	53.8
<i>Summer semester</i>	0	0.0
Undergraduate second year	15	29.4
<i>Fall semester</i>	8	53.3
<i>Spring semester</i>	7	46.7
<i>Summer semester</i>	1	6.7
Undergraduate third year	10	19.6
<i>Fall semester</i>	5	50.0
<i>Spring semester</i>	4	40.0
<i>Summer semester</i>	2	20.0
Undergraduate fourth year	1	2.0
<i>Fall semester</i>	1	100.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
After my fourth year as an undergraduate	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 51). Percentages may not sum to 100% as a result of multiple response choices.

Table B78. Which of the following best describes the individual(s) involved in the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 25sc)

Source	<i>n</i>	%
Current or former dating/intimate partner	7	11.7
Family member	0	0.0
Acquaintance/friend	31	51.7
Stranger	5	8.3
Michigan Tech student	27	45.0
Michigan Tech faculty member	2	3.3
Michigan Tech staff member	2	3.3
Other role/relationship not listed above	4	6.7

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 60). Percentages may not sum to 100% as a result of multiple response choices.

Table B79. Where did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Question 26sc)

Location	<i>n</i>	%
Off campus	32	53.3
On campus	30	50.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 60). Percentages may not sum to 100% as a result of multiple response choices.

Table B80. How did you feel after experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 27sc)

Feeling	<i>n</i>	%
I felt embarrassed.	36	60.0
I felt somehow responsible.	29	48.3
I felt less confident.	30	50.0
I felt afraid.	25	41.7
I felt angry.	30	50.0
I ignored it.	23	38.3
A feeling not listed above.	10	16.7

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 60). Percentages may not sum to 100% as a result of multiple response choices.

Table B81. What did you do in response to experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 28sc)

Response	<i>n</i>	%
I confronted the person(s) at the time.	10	16.7
I contacted a Michigan Tech resource.	8	13.3
<i>Center for Diversity and Inclusion</i>	1	12.5
<i>Counseling Services</i>	4	50.0
<i>Employee Assistance Program</i>	0	0.0
<i>Faculty member</i>	0	0.0
<i>Michigan Tech Public Safety and Police Services</i>	0	0.0
<i>Office of Academic and Community Conduct</i>	0	0.0
<i>Office of Human Resources</i>	0	0.0
<i>Office of Institutional Equity and Inclusion</i>	0	0.0
<i>Ombudsperson</i>	0	0.0
<i>Senior administrator (e.g., dean, vice president, provost)</i>	0	0.0

Response	<i>n</i>	%
<i>Staff person</i>	1	12.5
<i>Student staff (e.g., resident assistant, RLC, building managers, event staff)</i>	0	0.0
<i>Student teaching</i>	0	0.0
<i>Supervisor/Department Chair</i>	1	12.5
<i>Title IX Coordinator</i>	3	37.5
<i>Union Representative</i>	0	0.0
I told a friend.	35	58.3
I avoided the person/venue.	38	63.3
I confronted the person(s) later.	15	25.0
I contacted a local law enforcement official.	1	1.7
I didn't do anything.	17	28.3
I sought information online.	4	6.7
I told a family member.	10	16.7
I submitted a complaint online.	0	0.0
<i>Anonymous Tip Line</i>	0	0.0
<i>Dean of Students Office Concern/Complaint Form</i>	0	0.0
<i>Harassment Reporting Form</i>	0	0.0
<i>Lighthouse Services</i>	0	0.0
I didn't know who to go to.	6	10.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	1	1.7
I sought support from off-campus hotline/advocacy services.	1	1.7
A response not listed above	2	3.3

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 60). Percentages may not sum to 100% as a result of multiple response choices.

Table B82. Did you officially report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Question 29sc)

Reported conduct	<i>n</i>	%
No	54	91.5
Yes	5	8.5
<i>I reported the incident and was satisfied with the outcome.</i>	<i>1</i>	<i>25.0</i>
<i>I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was responded to appropriately.</i>	<i>1</i>	<i>25.0</i>
<i>I reported the incident but felt that it was not responded to appropriately.</i>	<i>2</i>	<i>50.0</i>

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 60). Percentages may not sum to 100% as a result of multiple response choices.

Table B83. Please indicate your awareness and/or understanding of the following: (Question 32)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am aware of the definition of Consent.	1,845	76.7	520	21.6	27	1.1	6	0.2	7	0.3
I am generally aware of the role of Michigan Tech Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	1,160	48.3	1,002	41.7	144	6.0	82	3.4	16	0.7
I know how and where to report incidents of unwanted sexual contact/conduct.	976	40.5	972	40.3	245	10.2	181	7.5	34	1.4
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	988	41.2	1,037	43.2	209	8.7	138	5.8	27	1.1
I am generally aware of the campus resources listed here: http://www.mtu.edu/title-ix/	922	38.4	1,100	45.8	228	9.5	128	5.3	25	1.0
I have a responsibility to report such incidents when I see them occurring on- or off-campus.	1,344	56.0	893	37.2	129	5.4	21	0.9	11	0.5
I understand that Michigan Tech standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	979	40.8	996	41.5	264	11.0	128	5.3	31	1.3
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in Annual Security and Fire Report.	869	36.3	846	35.3	314	13.1	308	12.9	59	2.5
I know that Michigan Tech sends a Safety First Alert to the campus community when a sexual assault occurs on campus or at university controlled property.	1,242	51.8	874	36.5	147	6.1	113	4.7	21	0.9

Table B84. Tenured and Tenure-Track Faculty only: As a faculty member at Michigan Tech, I feel (or felt)... (Question 33)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria for tenure are clear.	20	13.5	87	58.8	23	15.5	13	8.8	5	3.4
The tenure standards/promotion standards are applied equally to faculty in my department/school.	18	12.2	59	40.1	32	21.8	25	17.0	13	8.8
Supported and mentored during the tenure-track years.	28	19.0	57	38.8	30	20.4	24	16.3	8	5.4
Supported and mentored post tenure.	15	10.9	29	21.0	53	38.4	27	19.6	14	10.1
Michigan Tech faculty who qualify for delaying the tenure-clock feel empowered to do so.	10	7.1	40	28.4	76	53.9	8	5.7	7	5.0
Research is valued by Michigan Tech.	80	54.4	48	32.7	10	6.8	8	5.4	1	0.7
Teaching is valued by Michigan Tech.	20	13.7	59	40.4	21	14.4	33	22.6	13	8.9
Service contributions are valued by Michigan Tech.	15	10.2	36	24.5	41	27.9	38	25.9	17	11.6
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	14	9.5	22	14.9	35	23.6	50	33.8	27	18.2
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/school work assignments).	29	19.6	29	19.6	43	29.1	39	26.4	8	5.4
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	30	20.4	33	22.4	56	38.1	26	17.7	2	1.4

	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>	%
Faculty members in my department/school who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., child care, elder care).	1	0.7	6	4.1	79	45.5	45	31.0	14	9.7
Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	4	2.7	36	24.3	36	24.3	39	36.4	33	22.3
Faculty opinions are valued within Michigan Tech committees.	8	5.5	46	31.5	50	34.2	24	16.4	18	12.3
I would like more opportunities to participate in substantive committee assignments.	6	4.1	21	14.2	60	40.5	44	29.7	17	11.5
I have opportunities to participate in substantive committee assignments.	23	15.6	63	42.9	43	29.3	11	7.5	7	4.8

Note: Table includes responses only from those respondents who indicated that they were Tenured or Tenure-Track Faculty in Question 1 (*n* = 148).

Table B85. Non-Tenure-Track Academic Appointments only: As an employee with a non-tenure-track appointment at Michigan Tech, I feel (or felt)...
(Question 35)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria used for contract renewal are clear.	12	16.4	23	31.5	16	21.9	16	21.9	6	8.2
The criteria used for contract renewal are applied equally to all positions.	12	16.4	16	21.9	21	28.8	14	19.2	10	13.7
Supported and mentored for promotion/career progression.	13	17.8	22	30.1	10	13.7	19	26.0	9	12.3
There are clear expectations of my responsibilities.	15	20.5	30	41.1	9	12.3	14	19.2	5	6.8
Research is valued by Michigan Tech.	33	45.8	26	36.1	8	11.1	3	4.2	2	2.8
Service is valued by Michigan Tech.	12	16.4	25	34.2	18	24.7	10	13.7	8	11.0
Teaching is valued by Michigan Tech.	11	15.5	23	32.4	22	31.0	10	14.1	5	7.0
Burdened by service expectations beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/school work assignments).	10	13.9	21	29.2	18	25.0	12	16.7	11	15.3
I perform more work to help students than do my colleagues with similar performance expectations (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	15	20.5	25	34.2	17	23.3	13	17.8	3	4.1
Pressured to do extra work that is uncompensated.	12	16.4	21	28.8	17	23.3	11	15.1	12	16.4
Non-tenure-track faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	11	15.1	12	16.4	21	28.8	16	21.9	13	17.8
I have job security.	11	15.1	20	27.4	17	23.3	12	16.4	13	17.8

Note: Table includes responses only from those respondents who indicated that they held Non-Tenure-Track academic appointments in Question 1 (*n* = 73).

Table B86. Faculty only: As a faculty member at Michigan Tech, I feel... (Question 37)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Salaries for tenure-track faculty positions are competitive.	8	3.7	63	29.3	73	34.0	58	27.0	13	6.0
Salaries for non-tenure-track faculty professors are competitive.	9	4.2	46	21.3	97	44.9	49	22.7	15	6.9
Health insurance benefits are competitive.	4	1.9	66	30.7	60	27.9	52	24.2	33	15.3
Child care is accessible.	4	1.9	30	14.2	117	55.2	37	17.5	24	11.3
Retirement/supplemental benefits are competitive.	5	2.3	77	35.8	82	38.1	35	16.3	16	7.4
Michigan Tech provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	6	2.8	47	21.9	102	47.4	44	20.5	16	7.4
My colleagues include me in opportunities that will help my career as much as they do others in my position.	22	10.2	90	41.9	57	26.5	32	14.9	14	6.5
The performance evaluation process is clear.	18	8.3	88	40.4	48	22.0	45	20.6	19	8.7
Michigan Tech provides me with resources to pursue professional development (e.g., conferences, materials, research, course design).	29	13.5	85	39.5	35	16.3	44	20.5	22	10.2
Michigan Tech provides equitable resources to perform my job responsibilities (e.g., lab space, start-up funds).	20	9.2	86	39.4	56	25.7	36	16.5	20	9.2
Positively about my career opportunities at Michigan Tech.	33	15.2	83	38.2	51	23.5	42	19.4	8	3.7
I would recommend Michigan Tech as a good place to work.	38	17.4	98	45.0	48	22.0	26	11.9	8	3.7
I have job security.	54	24.8	89	40.8	43	19.7	18	8.3	14	6.4

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 221).

Table B87. Staff only: As an employee at Michigan Tech, I feel... (Question 39)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have supervisors who give me job/career advice or guidance when I need it.	231	34.2	237	35.1	99	14.6	81	12.0	28	4.1
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	225	33.4	269	40.0	112	16.6	53	7.9	14	2.1
I am included in opportunities that will help my career as much as others in similar positions.	190	28.4	215	32.1	141	21.0	92	13.7	32	4.8
The performance evaluation process is clear.	145	21.6	190	28.3	170	25.3	111	16.5	55	8.2
The performance evaluation process is productive.	106	15.9	150	22.5	216	32.4	128	19.2	67	10.0
My supervisor provides adequate support for me to manage work-life balance.	271	40.3	238	35.4	91	13.5	45	6.7	27	4.0
I am able to complete my assigned duties during scheduled hours.	152	22.8	268	40.2	102	15.3	102	15.3	43	6.4
My workload was increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	113	16.9	130	19.4	174	26.0	180	26.9	73	10.9
Pressured by departmental/school work requirements that occur outside of my normally scheduled hours.	42	6.3	115	17.2	200	29.9	228	34.1	83	12.4
I am given a reasonable time frame to complete assigned responsibilities.	154	23.1	317	47.5	130	19.5	56	8.4	11	1.6
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/school work assignments).	34	5.1	92	13.9	208	31.3	243	36.6	87	13.1

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups, additional activities, and providing other support).	68	10.2	134	20.2	240	36.1	159	23.9	63	9.5
There is a hierarchy within staff positions that allows some voices to be valued more than others.	139	20.7	215	32.1	182	27.2	97	14.5	37	5.5
Michigan Tech provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	80	12.0	250	37.4	244	36.5	65	9.7	29	4.3

Note: Table includes responses only from those respondents who indicated that they were Staff/Sr. Administrator without Faculty Rank in Question 1 (*n* = 678).

Table B88. Staff only: As an employee at Michigan Tech, I feel... (Question 41)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Michigan Tech provides me with resources to pursue training/professional development opportunities.	176	26.3	295	44.0	115	17.2	67	10.0	17	2.5
My supervisor provides me with resources to pursue training/professional development opportunities.	197	29.5	258	38.7	114	17.1	77	11.5	21	3.1
Michigan Tech is supportive of taking extended leave (e.g., FMLA, parental, education).	133	19.9	224	33.5	268	40.1	34	5.1	10	1.5
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	232	34.8	302	45.3	82	12.3	39	5.9	11	1.7
Staff in my department/program who use family accommodation policies (e.g., FMLA) are disadvantaged in promotion or evaluations.	18	2.7	41	6.2	347	52.3	175	26.4	83	12.5
Michigan Tech policies (e.g., FMLA) are fairly applied across Michigan Tech.	62	9.4	175	26.4	370	55.9	40	6.0	15	2.3
Michigan Tech is supportive of flexible work schedules.	114	17.0	293	43.7	163	24.3	77	11.5	23	3.4
My supervisor is supportive of flexible work schedules.	176	26.2	285	42.4	99	14.7	77	22.5	35	5.2
Staff salaries are competitive.	41	6.1	172	25.7	170	25.4	177	26.5	108	16.2
Vacation and personal time benefits are competitive.	145	21.7	340	50.9	115	17.2	51	7.6	17	2.5
Health insurance benefits are competitive.	72	10.8	238	35.7	188	28.2	118	17.7	50	7.5
Child care benefits are competitive.	39	5.9	113	17.1	410	62.1	61	9.2	37	5.6
Retirement benefits are competitive.	81	12.3	278	42.1	210	31.8	63	9.5	29	4.4

	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>	%
Staff opinions are valued on Michigan Tech committees.	50	7.5	232	34.7	260	38.9	91	13.6	35	5.2
Staff opinions are valued by Michigan Tech faculty and administration.	45	6.8	199	29.9	251	37.7	114	17.1	57	8.6
There are clear expectations of my responsibilities.	121	18.0	345	51.4	105	15.6	81	12.1	19	2.8
There are clear procedures on how I can advance at Michigan Tech.	53	7.9	119	17.8	205	30.7	213	31.9	78	11.7
Positive about my career opportunities at Michigan Tech.	84	12.6	235	35.1	196	29.3	107	16.0	47	7.0
I would recommend Michigan Tech as a good place to work.	157	23.3	317	47.1	134	19.9	41	6.1	24	3.6
I have job security.	117	17.5	320	47.8	140	20.9	60	9.0	33	4.9

Note: Table includes responses only from those respondents who indicated that they were Staff/Sr. Administrator without Faculty Rank in Question 1 (*n* = 678).

Table B89. Graduate Students only: As a graduate student at Michigan Tech, I feel... (Question 43)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am satisfied with the quality of advising I have received from my department.	120	34.6	158	45.5	37	10.7	21	6.1	11	3.2
I have adequate access to my advisor.	166	48.0	115	33.2	37	10.7	19	5.5	9	2.6
My advisor provides clear expectations.	140	41.1	109	32.0	53	15.5	24	7.0	15	4.4
My advisor responds to my emails, calls, or voicemails in a prompt manner.	175	51.0	117	34.1	37	10.8	10	2.9	4	1.2
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	141	41.1	158	46.1	31	9.0	12	3.5	1	0.3
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	167	48.4	151	43.8	20	5.8	5	1.4	2	0.6
There are adequate opportunities for me to interact with other university faculty outside of my department.	85	24.7	133	38.7	73	21.2	42	12.2	11	3.2
I receive support from my advisor to pursue personal research interests.	128	37.0	113	32.7	72	20.8	21	6.1	12	3.5
My department faculty members encourage me to produce publications and present research.	126	36.6	124	36.0	76	22.1	11	3.2	7	2.0
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	88	25.4	137	39.6	83	24.0	25	7.2	13	3.8
I feel comfortable sharing my professional goals with my advisor.	145	42.2	122	35.5	52	15.1	17	4.9	8	2.3

	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>	%
Pressured to do work outside of my normal responsibilities/work hours without additional compensation.	45	13.2	51	15.0	84	24.6	100	29.3	61	17.9
There is a hierarchy among graduate students that allows some voices to be valued more than others.	46	13.5	63	18.4	107	31.3	81	23.7	45	13.2

Note: Table includes responses only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 348).

Table B90. Within the past year, have you OBSERVED any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (e.g., bullying, harassing) working or learning environment at Michigan Tech? (Question 76)

Observed conduct	<i>n</i>	%
No	1,936	80.5
Yes	470	19.5

Table B91. Who/what was the target of the conduct? (Mark all that apply.) (Question 77)

Target	<i>n</i>	%
Academic advisor	10	2.1
Alumnus/a	2	0.4
Athletic coach/trainer	1	0.2
Michigan Tech media (e.g., posters, brochures, flyers, handouts, websites)	3	0.6
Michigan Tech Public Safety/Police Services	4	0.9
Coworker/colleague	91	19.4
Department/school chair	8	1.7
Direct report (e.g., person who reports to me)	4	0.9
Donor	1	0.2
Faculty member/other instructional staff	39	8.3
Friend	83	17.7
Off-campus community member	13	2.8
Senior administrator (e.g., dean, vice president, provost)	3	0.6
Social networking site (e.g., Facebook, Twitter)	1	0.2
Staff member	63	13.4
Stranger	48	10.2
Student	285	60.6
Student staff	30	6.4
Student organization	13	2.8
Supervisor or manager	11	2.3
Student teaching assistant/student lab assistant/learning center coach/research assistant	9	1.9

Target	<i>n</i>	%
Team member in a class/lab project	111	2.3
Do not know source	9	1.9
A source not listed above	18	3.8

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 470). Percentages may not sum to 100% as a result of multiple response choices.

Table B92. Who/what was the source of the conduct? (Mark all that apply.) (Question 78)

Source	<i>n</i>	%
Academic advisor	12	2.6
Alumnus/a	4	0.9
Athletic coach/trainer	2	0.4
Michigan Tech media (e.g., posters, brochures, flyers, handouts, websites)	9	1.9
Michigan Tech Public Safety/Police Services	7	1.5
Coworker/colleague	57	12.1
Department/school chair	24	5.1
Direct report (e.g., person who reports to me)	4	0.9
Donor	2	0.4
Faculty member/other instructional staff	57	12.1
Friend	22	4.7
Off-campus community member	20	4.3
Senior administrator (e.g., dean, vice president, provost)	22	4.7
Social networking site (e.g., Facebook, Twitter)	9	1.9
Staff member	57	12.1
Stranger	48	10.2
Student	224	47.7
Student staff	11	2.3
Student organization	13	2.8
Supervisor or manager	62	13.2
Student teaching assistant/student lab assistant/learning center coach/research assistant	6	1.3

Team member in a class/lab project	8	1.7
Do not know source	25	5.3
A source not listed above	21	4.5

Note: Table includes responses from only those respondents who indicated that they observed conduct ($n = 470$). Percentages may not sum to 100% as a result of multiple response choices.

Table B93. Which of the target's characteristics do you believe was/were the basis for the conduct? (Mark all that apply.) (Question 79)

Characteristic	<i>n</i>	%
Academic performance	35	7.4
Age	46	9.8
Educational credentials (e.g., BS, MS, PhD, MD)	24	5.1
English language proficiency/accent	48	10.2
Ethnicity	95	20.2
Gender/gender identity	147	31.3
Gender expression	81	17.2
Immigrant/citizen status	40	8.5
International status/national origin	52	11.1
Learning disability/condition	18	3.8
Length of service at Michigan Tech	13	2.8
Major field of study	31	6.6
Marital status (e.g., single, married, partnered)	2	0.4
Mental health/psychological disability/condition	21	4.5
Medical disability/condition	11	2.3
Military/veteran status	0	0.0
Parental status (e.g., having children)	6	1.3
Participation in an organization/team	6	1.3
Physical characteristics	36	7.7
Physical disability/condition	10	2.1
Philosophical views	38	8.1
Political views	79	16.8
Position (e.g., staff, faculty, student)	53	11.3
Pregnancy	2	0.4
Racial identity	81	17.2
Religious/spiritual views	51	10.9
Sexual identity	76	16.2
Socioeconomic status	23	4.9

Characteristic	<i>n</i>	%
Do not know	70	14.9
A reason not listed above	34	7.2

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 470). Percentages may not sum to 100% as a result of multiple response choices.

Table B94. Which of the following did you observe because of the target's identity? (Mark all that apply.) (Question 80)

Form of observed conduct	<i>n</i>	%
Assumption that someone was admitted/hired/promoted based on his/her identity	45	9.6
Assumption that someone was not admitted/hired/promoted based on his/her identity	20	4.3
Derogatory phone calls	7	1.5
Derogatory phone calls/text messages/email	26	5.5
Derogatory verbal remarks	237	50.4
Derogatory written comments	51	10.9
Derogatory/unsolicited messages through social networking site (e.g., Facebook, Twitter)	23	4.9
Graffiti/vandalism	15	3.2
Person experienced a hostile classroom environment	66	14.0
Person experienced a hostile work environment	108	23.0
Person received a low or unfair performance evaluation	35	7.4
Person received a poor grade	14	3.0
Person received threats of physical violence	19	4.0
Person was being stared at	63	13.4
Person was ignored or excluded	124	26.4
Person was intimidated/bullied	115	24.5
Person was isolated or left out	126	26.8
Person was stalked	6	1.3
Person was the target of physical violence	7	1.5
Person was the target of workplace incivility	56	11.9
Person was unfairly evaluated in the promotion and tenure process	18	3.8

Form of observed conduct	<i>n</i>	%
Racial/ethnic profiling	75	16.0
Singled out as the spokesperson for their identity group	45	9.6
Something not listed above	26	5.5

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 470). Percentages may not sum to 100% as a result of multiple response choices.

Table B95. Where did this conduct occur? (Mark all that apply.) (Question 81)

Location	<i>n</i>	%
At a Michigan Tech event/program	65	13.8
In a class/lab	110	23.4
In a faculty office	24	5.1
In a religious center	2	0.4
In Greek housing	8	1.7
In a learning center	5	1.1
In a meeting with one other person	32	6.8
In a meeting with a group of people	96	20.4
In a Michigan Tech administrative office	52	11.1
In a Michigan Tech dining facility	44	9.4
In a Michigan Tech library (e.g., Van Pelt & Opie, Petersen)	25	5.3
In an experiential learning environment (e.g., community-based learning, externship, internship)	5	1.1
In athletic facilities (e.g., SDC, ski hill, golf course)	24	5.1
In other public spaces at Michigan Tech	86	18.3
In campus housing	71	15.1
In Counseling Services	1	0.2
In off-campus housing	11	2.3
Off campus	59	12.6
On a campus shuttle	4	0.9
On phone calls/text messages/email	24	5.1
On social media sites (e.g., Facebook, Twitter)	20	4.3
While walking on campus	69	14.7

Location	<i>n</i>	%
While working at a Michigan Tech job	81	17.2
A venue not listed above	20	4.3

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 470). Percentages may not sum to 100% as a result of multiple response choices.

**Table B96. What was your response to observing this conduct? (Mark all that apply.)
(Question 82)**

Response	<i>n</i>	%
I did not do anything.	161	34.3
I avoided the person/venue.	73	15.5
I contacted a local law enforcement official.	3	0.6
I confronted the person(s) at the time.	79	16.8
I confronted the person(s) later.	68	14.5
I did not know who to go to.	45	9.6
I sought information online.	12	2.6
I sought support from off campus hotline/advocacy services.	1	0.2
I contacted a Michigan Tech resource.	44	9.4
<i>Center for Diversity and Inclusion</i>	7	15.9
<i>Counseling Services</i>	4	9.1
<i>Employee Assistance Program</i>	2	4.5
<i>Faculty member</i>	5	11.4
<i>Michigan Tech Public Safety and Police Services</i>	3	6.8
<i>Office of Academic and Community Conduct</i>	1	2.3
<i>Office of Human Resources</i>	4	9.1
<i>Office of Institutional Equity and Inclusion</i>	3	6.8
<i>Ombudsperson</i>	2	4.5
<i>Senior administrator (e.g., dean, vice president, provost)</i>	2	4.5
<i>Staff person</i>	12	27.3
<i>Student staff (e.g., resident assistant, RLC, building managers, event staff)</i>	6	13.6
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
<i>Supervisor/department chair</i>	12	27.3
<i>Title IX coordinator</i>	4	9.1
<i>Union representative</i>	0	0.0
I told a family member.	52	11.1

Response	<i>n</i>	%
I told a friend.	108	23.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	6	1.3
I submitted a report online.	5	1.1
<i>Anonymous Tip Line</i>	2	40.0
<i>Dean of Students Office Concern/Complaint Form</i>	0	0.0
<i>Harassment Reporting Form</i>	1	20.0
<i>Lighthouse Services</i>	0	0.0
A response not listed above.	76	16.2

Note: Table includes responses from only those respondents who indicated that they observed conduct ($n = 470$). Percentages may not sum to 100% as a result of multiple response choices.

Table B97. Did you report the conduct? (Question 83)

Reported conduct	<i>n</i>	%
No, I didn't report it.	417	91.2
Yes, I reported it.	40	8.8
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	16	40.0
<i>Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was responded to appropriately.</i>	6	15.0
<i>Yes, I reported the incident but felt that it was not responded to appropriately.</i>	6	15.0

Note: Table includes responses from only those respondents who indicated that they observed conduct ($n = 470$). Percentages may not sum to 100% as a result of multiple response choices.

Table B98. Faculty/Staff only: Have you observed hiring practices at Michigan Tech (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust? (Question 85)

Observed	<i>n</i>	%
No	623	70.2
Yes	264	29.8

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 929).

Table B99. Faculty/Staff only: I believe that the unjust hiring practices were based upon: (Mark all that apply.) (Question 86)

Characteristic	<i>n</i>	%
Age	30	11.4
Educational credentials (e.g., BS, MS, PhD)	24	9.1
English language proficiency/accent	9	3.4
Ethnicity	22	8.3
Gender/gender identity	71	26.9
Gender expression	6	2.3
Immigrant/citizen status	5	1.9
International status	11	4.2
Learning disability/condition	1	0.4
Length of service at Michigan Tech	21	8.0
Major field of study	10	3.8
Marital status (e.g., single, married, partnered)	11	4.2
Mental health/psychological disability/condition	2	0.8
Medical disability/condition	2	0.8
Military/veteran status	1	0.4
Nepotism/cronyism	119	45.1
Parental status (e.g., having children)	4	1.5
Participation in an organization/team	4	1.5
Physical characteristics	4	1.5
Physical disability/condition	1	0.4
Philosophical views	13	4.9
Political views	4	1.5
Position (e.g., staff, faculty, student)	44	16.7
Pregnancy	1	0.4

Characteristic	<i>n</i>	%
Racial identity	13	4.9
Religious/spiritual views	11	4.2
Sexual identity	3	1.1
Socioeconomic status	5	1.9
Do not know	25	9.5
A reason not listed above	43	16.3

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust hiring practices ($n = 264$). Percentages may not sum to 100% as a result of multiple response choices.

Table B100. Faculty/Staff only: Have you observed promotion/tenure/reappointment/reclassification practices at Michigan Tech that you perceive to be unjust? (Question 88)

Observed	<i>n</i>	%
No	652	74.0
Yes	229	26.0

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 929).

Table B101. Faculty/Staff only: I believe that the unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification were based upon... (Mark all that apply.) (Question 89)

Characteristic	<i>n</i>	%
Age	27	11.8
Educational credentials (e.g., BS, MS, PhD)	19	8.3
English language proficiency/accent	2	0.9
Ethnicity	13	5.7
Gender/gender identity	51	22.3
Gender expression	2	0.9
Immigrant/citizen status	3	1.3
International status	7	3.1
Learning disability/condition	0	0.0
Length of service at Michigan Tech	22	9.6
Major field of study	11	4.8
Marital status (e.g., single, married, partnered)	5	2.2
Mental health/psychological disability/condition	5	2.2
Medical disability/condition	4	1.7
Military/veteran status	1	0.4
Nepotism/cronyism	90	39.3
Parental status (e.g., having children)	4	1.7
Participation in an organization/team	1	0.4
Physical characteristics	6	2.6
Physical disability/condition	2	0.9
Philosophical views	12	5.2
Political views	6	2.6
Position (e.g., staff, faculty, student)	31	13.5
Pregnancy	0	0.0

Characteristic	<i>n</i>	%
Racial identity	5	2.2
Religious/spiritual views	2	0.9
Sexual identity	1	0.4
Socioeconomic status	3	1.3
Do not know	31	13.5
A reason not listed above	39	17.0

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust promotion/tenure/reappointment/reclassification practices ($n = 229$). Percentages may not sum to 100% as a result of multiple response choices.

Table B102. Faculty/Staff only: Have you observed employment-related discipline or action, up to and including dismissal, at Michigan Tech that you perceive to be unjust? (Question 91)

Observed	<i>n</i>	%
No	769	86.8
Yes	117	13.2

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 929).

Table B103. Faculty/Staff only: I believe that the unjust employment-related disciplinary actions were based upon... (Mark all that apply.) (Question 92)

Characteristic	<i>n</i>	%
Age	20	17.1
Educational credentials (e.g., BS, MS, PhD)	6	5.1
English language proficiency/accent	1	0.9
Ethnicity	9	7.7
Gender/gender identity	14	12.0
Gender expression	0	0.0
Immigrant/citizen status	6	5.1
International status	3	2.6
Job duties	22	18.8
Learning disability/condition	2	1.7
Length of service at Michigan Tech	15	12.8
Major field of study	0	0.0
Marital status (e.g., single, married, partnered)	3	2.6
Mental health/psychological disability/condition	6	5.1
Medical disability/condition	7	6.0
Military/veteran status	1	0.9
Parental status (e.g., having children)	5	4.3
Participation in an organization/team	0	0.0
Physical characteristics	5	4.3
Physical disability/condition	3	2.6
Philosophical views	15	12.8
Political views	7	6.0
Position (e.g., staff, faculty, student)	25	21.4
Pregnancy	1	0.9

Characteristic	<i>n</i>	%
Racial identity	5	4.3
Religious/spiritual views	1	0.9
Sexual identity	2	1.7
Socioeconomic status	2	1.7
I do not know	24	20.5
A reason not listed above	29	24.8

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust disciplinary actions (*n* = 117). Percentages may not sum to 100% as a result of multiple response choices.

Table B104. Using a scale of 1-5, please rate the overall campus climate at Michigan Tech on the following dimensions: (Question 94)

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	1,148	48.0	962	40.2	221	9.2	52	2.2	8	0.3	1.67	0.76
Inclusive/Exclusive	734	30.9	1,012	42.6	477	20.1	124	5.2	29	1.2	2.03	0.91
Improving/Regressing	672	28.4	958	40.5	575	24.3	121	5.1	39	1.6	2.11	0.932
Positive for persons with disabilities/Negative	651	27.6	803	34.0	684	29.0	178	7.5	45	1.9	2.22	0.995
Positive for people who identify as lesbian, gay, bisexual, queer, or transgender/Negative	688	29.2	890	37.8	627	26.6	129	5.5	223	1.0	2.11	0.923
Positive for people of various spiritual/religious backgrounds/Negative	704	29.7	897	37.8	562	23.7	165	7.0	42	1.8	2.13	0.977
Positive for People of Color/Negative	742	31.4	846	35.8	554	23.5	182	7.7	38	1.6	2.12	0.993
Positive for men/Negative	1,230	51.8	704	29.6	296	12.5	100	4.2	46	1.9	1.75	0.96
Positive for women/Negative	788	33.2	889	37.4	437	18.4	225	9.5	37	1.6	2.09	1.013
Positive for non-native English speakers/Negative	598	25.3	865	36.6	661	27.9	209	8.8	32	1.4	2.24	0.974
Positive for people who are not U.S. citizens/Negative	655	27.8	859	36.4	658	27.9	157	6.7	29	1.2	2.17	0.951
Welcoming/Not welcoming	1,033	43.3	1,011	42.4	241	10.0	85	3.6	13	0.5	1.76	0.817
Respectful/Disrespectful	901	37.9	1,016	42.8	335	14.1	104	4.4	20	0.8	1.87	0.869
Positive for people of high socioeconomic status/Negative	1,067	45.1	807	34.1	436	18.4	41	1.7	14	0.6	1.79	0.844
Positive for people of low socioeconomic status/Negative	570	24.1	737	31.2	702	29.7	268	11.3	88	3.7	2.39	1.082
Positive for people of various political affiliations/Negative	531	22.5	697	29.5	784	33.2	251	10.6	96	4.1	2.44	1.074

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Positive for people in active military/veterans status/Negative	951	40.5	886	37.7	476	20.2	27	1.1	11	0.5	1.83	0.817
Positive for people from the Upper Peninsula/Negative	1,138	48.0	789	33.3	361	15.2	58	2.4	23	1.0	1.75	0.869

Table B105. Using a scale of 1-5, please rate the overall campus climate on the following dimensions: (Question 95)

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	734	30.9	898	37.8	503	21.2	208	8.8	31	1.3	2.12	0.988
Not sexist/Sexist	637	27.0	750	31.8	570	24.1	319	13.5	86	3.6	2.35	1.121
Not homophobic/Homophobic	691	29.4	856	36.4	588	25.0	191	8.1	27	1.1	2.15	0.974
Not biphobic/Biphobic	714	30.6	833	35.7	621	26.6	140	6.0	27	1.2	2.11	0.95
Not transphobic/Transphobic	675	28.9	786	33.7	606	26.0	213	9.1	55	2.4	2.22	1.037
Not ageist/Ageist	809	34.7	825	35.4	529	22.7	143	6.1	27	1.2	2.04	0.96
Not classist (socioeconomic status)/Classist	725	31.0	801	34.2	576	24.6	199	8.5	40	1.7	2.16	1.012
Not classist (position: faculty, staff, student)/Classist	700	29.9	748	31.9	525	22.4	277	11.8	95	4.1	2.28	1.131
Disability friendly/Not	739	31.5	861	36.7	507	21.6	183	7.8	57	2.4	2.13	1.022
Not xenophobic/Xenophobic	739	31.6	822	35.1	594	25.4	157	6.7	29	1.2	2.11	0.968
Not ethnocentric/Ethnocentric	721	30.8	797	34.0	584	24.9	184	7.9	56	2.4	2.17	1.029

Table B106. Students only: Please indicate the extent to which you agree with each of the following statements. (Question 96)

	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 Michigan Tech faculty.	392	26.6	717	48.7	223	15.2	107	7.3	32	2.2
I feel valued by Michigan Tech department chairs.	326	22.2	530	36.1	423	28.8	130	8.8	60	4.1
I feel valued by Michigan Tech staff.	381	26.0	689	47.0	272	18.6	91	6.2	33	2.3
I feel valued by Michigan Tech senior administrators (e.g., dean, vice president, provost).	317	21.7	509	34.8	393	26.8	154	10.5	91	6.2
I feel valued by faculty in the classroom.	435	29.6	700	47.6	229	15.6	80	5.4	26	1.8
I feel valued by other students in the classroom.	336	22.9	676	46.0	350	23.8	82	5.6	25	1.7
I feel valued by other students outside of the classroom.	364	24.9	666	45.6	324	22.2	87	6.0	20	1.4
I think that faculty prejudge my abilities based on their perception of my identity/background.	138	9.4	279	19.0	360	24.6	440	30.0	249	17.0
I believe that the campus climate encourages free and open discussion of difficult topics.	284	19.4	577	39.5	321	22.0	199	13.6	81	5.5
I have faculty whom I perceive as role models.	455	31.0	565	38.5	275	18.7	134	9.1	38	2.6
I have staff whom I perceive as role models.	360	24.6	503	34.4	400	27.3	155	10.6	46	3.1

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 1,480).

Table B107. Faculty only: Please indicate the extent to which you agree with each of the following statements. (Question 97)

	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/school.	69	31.4	92	41.8	28	12.7	26	11.8	5	2.3
I feel valued by my department chair/school dean.	87	39.5	69	31.4	28	12.7	19	8.6	17	7.7
I feel valued by other faculty at Michigan Tech.	49	22.4	95	43.4	50	22.8	21	9.6	4	1.8
I feel valued by students in the classroom.	75	34.2	104	47.5	32	14.6	7	3.2	1	0.5
I feel valued by Michigan Tech senior administrators (e.g., dean, vice president, provost).	36	16.5	64	29.4	52	23.9	43	19.7	23	10.6
I think that faculty in my department/school pre-judge my abilities based on their perception of my identity/background.	10	4.6	49	22.5	64	29.4	62	28.4	33	15.1
I think that my department chair/school dean pre-judges my abilities based on their perception of my identity/background.	11	5.0	34	15.6	66	30.3	61	28.0	46	21.1
I believe that Michigan Tech encourages free and open discussion of difficult topics.	21	9.5	50	22.6	82	37.1	51	23.1	17	7.7
I feel that my research/scholarship is valued.	46	21.1	81	37.2	57	26.1	26	11.9	8	3.7
I feel that my teaching is valued.	41	18.6	82	37.3	45	20.5	34	15.5	18	8.2
I feel that my service contributions are valued.	33	15.0	66	30.0	65	29.5	41	18.6	15	6.8

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 221).

Table B108. Staff only: Please indicate the extent to which you agree with the following statements. (Question 98)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by coworkers in my department.	232	34.5	308	45.8	71	10.5	51	7.6	11	1.6
I feel valued by coworkers outside my department.	144	21.4	359	53.3	131	19.5	33	4.9	6	0.9
I feel valued by my supervisor.	272	40.4	258	38.3	72	10.7	48	7.1	24	3.6
I feel valued by Michigan Tech students.	156	23.3	262	39.2	215	32.1	31	4.6	5	0.7
I feel valued by Michigan Tech faculty.	94	14.1	247	37.0	228	34.2	77	11.5	21	3.1
I feel valued by Michigan Tech senior administrators (e.g., dean, vice president, provost).	98	14.6	226	33.8	222	33.2	89	13.3	34	5.1
I think that coworkers in my department prejudice my abilities based on their perception of my identity/background.	25	3.7	121	18.0	178	26.5	237	35.3	111	16.5
I think that my supervisor prejudices my abilities based on their perception of my identity/background.	28	4.2	72	10.7	178	26.4	250	37.1	146	21.7
I think that faculty prejudice my abilities based on their perception of my identity/background.	31	4.6	114	17.1	256	38.3	169	25.3	98	14.7
I believe that my department encourages free and open discussion of difficult topics.	127	18.9	240	35.7	161	24.0	98	14.6	46	6.8
I feel that my skills are valued.	162	24.0	320	47.5	89	13.2	85	12.6	18	2.7
I feel that my work is valued.	167	24.8	328	48.7	83	12.3	78	11.6	17	2.5

Note: Table includes responses only from those respondents who indicated that they were Staff/Sr. Administrators without Faculty Rank in Question 1 (*n* = 678).

Table B109. As a person who identifies with a disability, have you experienced a barrier in any of the following areas at Michigan Tech in the past year? (Question 99)

	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Facilities						
Athletic and recreational facilities	21	8.0	132	50.6	108	41.4
Classroom buildings	30	11.6	134	52.7	95	36.7
Classrooms, labs (including computer labs)	34	13.1	127	49.0	98	37.8
Residence Halls/on-campus housing	24	9.3	117	45.2	118	45.6
Dining facilities	20	7.8	129	50.0	109	42.2
Doors	10	3.9	148	57.1	101	39.0
Elevators/lifts	15	5.8	146	56.4	98	37.8
Emergency preparedness	9	3.5	149	57.8	100	38.8
Office/classroom furniture (e.g., chair, desk)	19	7.4	140	54.3	99	38.4
Campus transportation/parking	30	11.7	126	49.0	101	39.3
Other campus buildings	10	3.9	146	56.6	102	39.5
Podiums	3	1.2	143	55.9	110	43.0
Restrooms	8	3.1	152	59.1	97	37.7
Signage	8	3.1	148	58.0	99	38.8
Studios/performing arts spaces	2	0.8	143	55.9	111	43.4
Temporary barriers due to construction or maintenance	16	6.3	136	53.8	101	39.9
Temporary barriers due to snow and ice	22	8.6	131	51.4	102	40.0
Walkways, pedestrian paths, crosswalks	14	5.5	141	55.5	99	39.0
Technology/Online Environment						
Accessible electronic format	14	5.6	147	58.6	90	35.9
Clickers	7	2.8	135	53.8	109	43.4
Computer equipment (e.g., screens, mouse, keyboard)	16	6.4	149	59.6	85	34.0
Electronic forms	6	2.4	155	62.8	90	35.9
Electronic signage	5	2.0	156	62.4	89	35.6
Electronic surveys (including this one)	7	2.8	155	62.0	88	35.2
Kiosks	1	0.4	146	58.6	102	41.0
Library databases	1	0.4	151	60.6	97	39.0
Canvas	12	4.8	144	57.8	93	37.3
Phone/phone equipment	4	1.6	154	61.8	91	36.5
Software (e.g., voice recognition/audiobooks)	12	4.8	139	55.8	98	39.4

	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Video/video audio description	3	1.2	154	61.8	92	36.9
Website	8	3.2	155	62.8	84	34.0
Identity						
Electronic databases (e.g., MyMichiganTech, Banner)	12	4.8	160	64.0	78	31.2
Email account/user profile	6	2.4	166	66.4	78	31.2
Intake forms (e.g., Counseling Services)	7	2.8	151	60.6	91	36.5
Learning technology	13	5.2	145	58.0	92	36.8
Surveys	9	3.6	160	64.5	79	31.9
Instructional/Campus Materials						
Brochures	3	1.2	155	61.8	93	37.1
Food menu	15	6.0	139	55.4	97	38.6
Forms	5	2.0	152	60.6	94	37.5
Journal articles	2	0.8	150	60.0	98	39.2
Library books	2	0.8	150	60.0	98	39.2
Other publications	1	0.4	151	60.8	97	38.8
Syllabi	7	2.8	143	57.7	98	39.5
Textbooks	17	6.9	135	54.7	95	38.5
Video-closed captioning and text description	7	2.8	137	55.2	104	41.9

Note: Table includes responses only from those respondents who indicated that they have a disability ($n = 276$).

Table B110. As a person who identifies as transgender, genderqueer, or gender nonbinary, have you experienced a barrier in any of the following areas at Michigan Tech in the past year? (Question 101)

	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Facilities						
Athletic and recreational facilities	3	11.5	17	65.4	6	23.1
Changing rooms/locker rooms	4	15.4	16	61.5	6	23.1
Residence Halls/on-campus housing	3	11.5	15	57.7	8	30.8
Restrooms	7	26.9	16	61.5	3	11.5
Signage	7	26.9	15	57.7	4	15.4
Identity accuracy						
Michigan Tech ID card	4	15.4	18	69.2	4	15.4
Electronic databases (e.g., MyMichiganTech, Banner)	8	30.8	14	53.8	4	15.4
Email account	4	15.4	18	69.2	4	15.4
Intake forms (e.g., Counseling Services)	1	3.8	19	73.1	6	23.1
Learning technology	1	3.8	19	73.1	6	23.1
Marketing & Communications	3	11.5	18	69.2	5	19.2
Surveys	5	20.0	16	64.0	4	16.0

Note: Table includes responses only from those respondents who indicated that they were genderqueer, nonbinary, transgender, or a gender not listed in Question 46 and did not indicate that they have a disability (*n* = 26).

Table B111. 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 Michigan Tech. (Question 103)

Institutional initiatives	If this initiative available at Michigan Tech								If this initiative NOT available at Michigan Tech							
	Positively influences climate				Has no influence on climate				Negatively influences climate				Total Faculty respondents who believe initiative is available			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing flexibility for calculating the tenure-clock	100	69.4	40	27.8	4	2.8	144	73.8	31	60.8	12	23.5	8	15.7	51	26.2
Providing recognition and rewards for including diversity issues in courses across the curriculum	48	46.2	45	43.3	11	10.6	104	52.8	56	60.2	23	24.7	14	15.1	93	47.2
Providing diversity and inclusivity training for faculty	94	54.7	59	34.3	19	11.0	172	87.8	11	45.8	8	33.3	5	20.8	24	12.2
Providing faculty with toolkits to create an inclusive classroom environment	67	55.4	44	36.4	10	8.3	121	61.7	51	68.0	19	25.3	5	6.7	75	38.3
Providing faculty with supervisory training	64	60.4	36	34.0	6	5.7	106	55.2	63	73.3	16	18.6	7	8.1	86	44.8
Providing access to counseling for people who have experienced harassment	139	86.9	21	13.1	0	0.0	160	81.6	24	66.7	4	11.1	8	22.2	36	18.4
Providing mentorship for new faculty	142	85.5	24	14.5	0	0.0	166	84.3	26	83.9	1	3.2	4	12.9	31	15.7
Providing a clear process to resolve conflicts	117	86.0	17	12.5	2	1.5	136	69.4	50	83.3	3	5.0	7	11.7	60	30.6
Providing a fair process to resolve conflicts	119	85.6	18	12.9	2	1.4	139	70.9	47	82.5	3	5.3	7	12.3	57	29.1
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	59	50.0	33	28.0	26	22.0	118	61.1	42	56.0	21	28.0	12	16.0	75	38.9

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 221).

Table B112. 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 Michigan Tech. (Question 105)

Institutional initiatives	If this initiative available at Michigan Tech								If this initiative NOT available at Michigan Tech							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity and inclusivity training for employees	434	78.8	93	16.9	24	4.4	551	88.9	36	52.2	22	31.9	11	15.9	69	11.1
Providing access to counseling for people who have experienced harassment	475	88.1	62	11.5	2	0.4	539	88.1	47	64.4	9	12.3	17	23.3	73	11.9
Providing supervisors with supervisory training	386	82.3	80	17.1	3	0.6	469	76.5	115	79.9	15	10.4	14	9.7	144	23.5
Providing faculty supervisors with supervisory training	359	83.3	72	16.7	0	0.0	431	73.3	129	82.2	18	11.5	10	6.4	157	26.7
Providing mentorship for new employees	387	84.5	67	14.6	4	0.9	458	75.1	124	81.6	18	11.8	10	6.6	152	24.9
Providing a clear process to resolve conflicts	385	85.2	64	14.2	3	0.7	452	75.3	122	82.4	11	7.4	15	10.1	148	24.7
Providing a fair process to resolve conflicts	392	87.1	56	12.4	2	0.4	450	74.8	128	84.2	8	5.3	16	10.5	152	25.2
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	258	61.7	120	28.7	40	9.6	418	71.7	85	51.5	47	28.5	33	20.0	165	28.3
Providing career development opportunities for staff	456	92.5	34	6.9	3	0.6	493	80.8	101	86.3	3	2.6	13	11.1	117	19.2
Providing affordable child care	350	82.4	70	16.5	5	1.2	425	71.1	146	84.4	18	10.4	9	5.2	173	28.9
Providing support/resources for spouse/partner employment	380	78.7	75	15.5	28	5.8	483	80.1	88	73.3	19	15.8	13	10.8	120	19.9

Note: Table includes responses only from those respondents who indicated that they were Staff/Sr. Administrators without Faculty Rank in Question 1 (*n* = 678).

Table B113. 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 Michigan Tech. (Question 107)

Institutional initiatives	If this initiative available at Michigan Tech								If this initiative NOT available at Michigan Tech							
	Positively influences climate				Has no influence on climate				Negatively influences climate				Total Student respondents who believe initiative is available			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity and inclusivity training for students	676	63.9	293	27.7	89	8.4	1,058	78.7	150	52.4	103	36.0	33	11.5	286	21.3
Providing diversity and inclusivity training for staff	781	72.0	244	22.5	60	5.5	1,085	82.2	134	57.0	74	31.5	27	11.5	235	17.8
Providing diversity and inclusivity training for faculty	760	71.2	247	23.1	60	3.6	1,067	81.8	138	58.0	73	30.7	27	11.3	238	18.2
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs)	691	73.7	209	22.3	38	4.1	938	72.5	259	72.8	64	18.0	33	9.3	356	27.5
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, labs)	658	70.4	226	24.2	51	5.5	935	72.4	217	60.8	102	28.6	38	10.6	357	27.6
Increasing opportunities for cross-cultural dialogue among students	711	75.2	200	21.2	34	3.6	945	72.9	246	70.1	85	24.2	20	5.7	351	27.1
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students	671	73.8	199	21.9	39	4.3	909	70.2	278	72.0	88	22.8	20	5.2	386	29.8
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	555	60.7	250	27.3	110	12.0	915	70.9	219	58.4	108	28.8	48	12.8	375	29.1
Providing effective faculty mentorship of students	844	83.5	147	14.5	20	2.0	1,011	77.9	221	77.0	51	17.8	15	5.2	287	22.1

	If this initiative available at Michigan Tech								If this initiative NOT available at Michigan Tech							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believe initiative is not available	
Institutional initiatives	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing effective academic advising	1,000	87.3	129	11.3	17	1.5	1,146	88.2	119	77.3	20	13.0	15	9.7	154	11.8
Providing diversity training for student staff (e.g., student union, resident assistants)	737	70.4	242	23.1	68	6.5	1,047	81.3	138	57.3	74	30.7	29	12.0	241	18.7

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 ($n = 1,480$).

Appendix C

Comment Analyses (Questions #109, #110, and #111)

Among the 2,413 surveys submitted for Michigan Technological University's climate assessment, 1,461 respondents offered remarks to at least one open-ended question throughout the survey. The follow-up questions allowed respondents to provide more detail in relation to their answers to previous survey questions. The follow-up questions were included in the body of the report. This section of the report summarizes the comments submitted for the final three open-ended survey questions and provides thematic analysis of the remarks that were shared by multiple respondents.

Q109. Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?

Eight hundred thirty-five respondents discussed if and how their experiences on campus were different from those they experienced in the community surrounding campus. Four themes emerged: community experiences as hostile or unwelcoming, same experiences on campus and off campus (both positive), better experiences on campus, and no difference or n/a.

Community Experiences as Hostile or Unwelcoming. In the first theme, respondents described the community surrounding Michigan Technological University (MTU) as hostile or unwelcoming to international students, women, racial minorities, and sexual minorities. Respondents who expressed that the community was a hostile environment for minority students specifically wrote, "The community outside of Michigan Tech can be more racist and less open-minded," "The community, pretty typical of small rural community, tends to be more racist and/or homophobic," and "There is more racism and sexism in the community." Respondents also commented, "Yes, as a local, I would say that the community of Houghton can be a little more racist, sexist, etc. then the campus proper" and "The surrounding community is in general not as inclusive as the campus community. I think there is a definite perception of racial and religious bias towards members of our international community." Other respondents noted the community's hostilities, particularly toward racial minority students and international students. The respondents commented, "Yes, I was born and raised here and the locals do have many

misconceptions about the international students and students of color, and many of the locals are wary of people of different races” and “Yes, the surrounding community (not all, but some) is more racist and exclusive of different cultures and nationality.” Respondents also remarked, “Yes, the surrounding community has a more difficult time accepting international students and students of color.”

Same Experiences on Campus and in the Surrounding Community, Both Positive. In the second theme, respondents reported that their experiences on campus and in the community were not different and that experiences in both settings were positive. To this point, respondents commented, “No, I find the community just as welcoming as campus,” “Not really. Tech is a very small, friendly community as is Houghton,” and “No really, Houghton and MTU are both full of friendly people.” The word “friendly” was used repeatedly to describe individuals’ positive experiences both on campus and in the community. For example, respondents wrote, “Not really, both are friendly,” “No. I really like the area. Most people are super friendly and pleasant,” and “Not really. Everyone I have met in the surrounding area of Houghton is very friendly and welcoming.”

Better Experiences on Campus. In the third theme, respondents described their experiences on campus as better than their experiences in the surrounding community. Respondents who stated that their campus experiences were better, used the words “welcoming,” “inclusive,” and “accepting” to describe the MTU campus community. Respondents specifically wrote, “The campus community appears more inclusive and welcoming than the community surrounding campus” and “I do feel that Michigan Tech provides a more inclusive environment than the surrounding community.” In describing MTU as a more “accepting” environment than the surrounding community, respondents offered, “Tech is more accepting of differences between people than the Houghton/Hancock area,” “Campus is more accepting than the community,” and “I feel the campus is much more open, accepting, and respectful of people of all backgrounds than the community as a whole.” Some respondents specified that in contrast to the surrounding community, MTU was more welcoming or accepting of specific minority populations. According to respondents, “The diversity and acceptance of different races, sexualities, genders, religions, etc is MUCH higher on campus than in the surrounding community” and “Campus is

more diverse and tolerant than the local community. The local community is a lot more sexist, racist, xenophobic, etc.” Another respondent offered, “I do feel that the university in general is more welcoming of individuals of diverse backgrounds, especially along ethnic and nationality lines.”

No Difference or N/A. In the fourth theme, respondents reported that their experiences on campus were no different than their experiences in the community. Respondents simply stated “no,” “no, not really,” “no difference,” and “n/a.”

Q110. Do you have any specific recommendations for improving the climate at Michigan Tech?

Eight hundred fifty-three respondents provided recommendations for improving the climate at Michigan Tech University. Six themes emerged from respondents: campus climate fine as is, changes needed within MTU administration, increase diversity through admissions and hiring, reduce or cease diversity efforts, no or n/a, and training needs and expectations.

Campus Climate Fine as Is. In the first theme, respondents explained that they had no additional suggestions because the campus climate at MTU is “fine as is.” Respondents offered, “The climate here is quite fine,” “No. The climate is great as-is,” and “No, the ‘climate’ is fine.” Other remarks included, “No. Climate is perfectly fine,” “Stop trying so hard, the climate is just fine,” and “I think everything is fine as is. I have not seen any issues that are prevalent or need immediate attention.” Respondents also used the words “perfect” and “great” to describe the current campus climate at MTU. Respondents noted that diversity and inclusion were a “non-issue” at the institution. According to one respondent, “I think it's fine the way it is. I just came here to study engineering. As long as I am capable of doing so, the climate is fine as far as I'm concerned.”

Changes Needed Within MTU Administration. In the second theme, respondents identified a need for changes in personnel and practices of the MTU administration. Regarding personnel, respondents wrote, “Better senior leadership (hire leaders),” “You need a shakeup of upper management,” and “We need new leadership.” According to one respondent, “As long as certain

administrators are in place, there will be no change and no chance of improvement.”

Respondents also called for the end of cronyism and nepotism within MTU’s administrative ranks. Respondents specifically commented, “Root out nepotism and ineffective administrators” and “We need a performance assessment and complete overhaul of central administration due to perceived and real cronyism and nepotism over many years, leading to some questionable hires and managerial decision-making.” Another respondent offered, “Stop the insularity, nepotism, and lack of diversity in the ranks of the administration.”

Increase Diversity Through Admissions and Hiring. In the third theme, respondents called for increased diversity within MTU faculty, staff, and students. Respondents issued calls to increase diversity through faculty and staff hiring and student admissions. Respondents specifically wrote, “Hire more diverse faculty/staff and recruit more diverse students,” “Hire more diverse employees at all levels and recruit students from all backgrounds and groups,” and “We need to further diversify the faculty and staff.” Respondents specifically called for MTU to hire additional “domestic Black faculty” and women. Regarding the hiring of women faculty, a Student respondent wrote, “Hire more women in the super technical backgrounds. Provide more examples within faculty so we have a good model and know we belong.” Other respondents simply wrote, “more females,” “increasing enrollment for women,” and “Get more women.” In their call for MTU to increase faculty and student diversity, one respondent wrote, “Increase racial/ethnic diversity, specifically more African American and Hispanic faculty and students. MTU’s goal should be to reflect U.S. demographics.”

Reduce or Cease Diversity Efforts. In the fourth theme, respondents recommended that MTU cease its diversity and inclusion efforts. Respondents commented that MTU was currently too engaged in diversity and inclusion initiatives. Respondents called for MTU to either reduce on-campus diversity and inclusion efforts or to stop diversity and inclusion efforts entirely. Respondents who called on MTU to stop engaging in diversity and inclusion initiatives wrote, “Stop trying so hard and do less to change the climate. It’s a waste of money to try to change peoples opinions by making them take online tests” and “Stop trying so hard to fix problems that are a normal part of the university experience. While nobody should feel harassed or excluded, a certain amount of discomfort is necessary for growth.” Respondents also wrote, “stop with all the sexual identification things and safe space” and “Stop trying to silence anything that tech does

not agree with to create a 'safe space.' No such thing exists in the real world and people need to stop having their hands held." One respondent simply wrote, "stop pushing for diversity." In their call for MTU to reduce its focus on diversity and inclusion, respondents characterized diversity and inclusion efforts as "pandering" to minorities or as part of the "leftist agenda." One respondent wrote, "Stop with the P.C. bullshit and pandering to the few. It's disgusting." Respondents also expressed that MTU should stop diversity efforts that, from their perspective, inappropriately forced certain beliefs or perspectives on individuals. For example, respondents wrote, "I don't want the homosexual agenda crammed down my throat all the time. Let's call it what it is... 'EVIL'" and "I do not agree with the administration forcing transgender beliefs on the entire student body."

No or N/A. In the fifth theme, respondents responded to the question regarding additional recommendations with "no," "none," or "n/a." Respondents also offered, "no comment," "no specific suggestions," "no recommendations," and "not at this time."

Training Needs and Expectations. In the sixth theme, respondents described a need for additional on-campus training opportunities. In particular, respondents called for additional diversity training opportunities for faculty and staff and for leadership training for supervisors. Regarding diversity training opportunities for faculty and staff, a respondent wrote, "The university should put more effort on training faculty and staff to help create positive climate on campus." Respondents also offered, "Training should not only be for students. All personnel should be trained for addressing and avoiding harassing behavior" and "Diversity and sensitivity training for all." According to one respondent, "There is currently a required and fairly lengthy diversity training for faculty. I think it would be very helpful to add a similar training for staff. Staff are often the first people that our new students and faculty interact with - it would benefit our overall campus climate and community if staff had access to the same levels of training." Respondents encouraged MTU to expand trainings to include topics "beyond sensitivity to sexual orientation" including "autism education," "anti-racism," and methods for "addressing xenophobia and related issues." If additional diversity trainings were developed, one respondent recommended that MTU keep the trainings "short and on line."

In addition to recommendations for additional diversity trainings for faculty and staff, respondents also recommended additional trainings for supervisors. Regarding supervisor trainings, one respondent offered, “Require anyone in a managerial role to have yearly training and create some metrics to determine their effectiveness.” Respondents also recommended “Supervisor training for handling personal matters” and “Ongoing training of supervisors on how to properly supervise and motivate employees.”

Q111. Using a multiple-choice format, this survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate. If you wish to elaborate upon any of your survey responses or further describe your experiences, you are encouraged to do so in the space provided below.

Three hundred thirty-one respondents elaborated on their experiences related to campus climate. Four themes emerged: criticism of MTU’s diversity and inclusion efforts, MTU as a hostile environment for specific populations, no or n/a, and survey instrument and efforts.

Criticism of MTU’s Diversity and Inclusion Efforts. In the first theme, respondents criticized MTU’s focus on topics of diversity and inclusion. One respondent wrote, “Trying to force ‘inclusion’ down peoples throat is ridiculous. The only diversity that matters is diversity of thought.” A second respondent simply commented, “stop pushing for diversity.” According to respondents, MTU’s focus on diversity created a culture where every student is catered to in a manner that is inconsistent with the world outside of MTU. Respondents specifically wrote, “The climate here seems to be too safety orientated. Whether that’s through hosting events or dialogue from orgs in a satirical way it’s very clear that MTU is against anything that might cause the slightest negative feelings” and “Y’all need to stop trying to cater to every single person, because it isn’t going to happen. You’re teaching us that it’s okay to be little snowflakes that get what we want when that isn’t the case irl.” Some respondents’ remarks centered on the idea that diversity should not be the goal, rather, MTU should focus on individuals’ similarities in order to bring individuals together. For example, one respondent wrote, “I think that we are focusing on diversity too much. I think we should focus on inclusion-how we are alike, and compassionate to each other, respect for all people.”

Generally, respondents criticized MTU's diversity efforts in broad terms without indicating specific MTU diversity or inclusion efforts that the respondent opposed. Respondents who did critique MTU diversity initiatives on behalf of specific communities of identities most often critiqued MTU's acts of inclusion toward LGBT and/or transspectrum individuals. For example, one respondent offered, "I feel as though the world is becoming too accepting of aspects such as LGBT. This is encouraging students to join the 'wave' of LGBT, and become trans, bi, homo, etc, even if in reality, they are not." Another respondent wrote, "There is no need for the LGBT community to be constantly looking for validation from others, most people honestly don't care." Respondents also expressed the sense that they were being "forced" to accept or participate in MTU's initiatives related to transspectrum identities. For example, one respondent shared, "I get and agree that we should include all students/staff/faculty no matter what. I just don't think that we should force students to participate in things regarding to this; an example being gender fluid bathrooms having more than one stall." One respondent wrote more directly about the potential dangers of MTU providing support for transspectrum individuals. The respondent wrote, "Supporting transgenderism and the devolution of the modern definition of 'gender' into a plethora of special-snowflake identities is not only unhealthy, but extremely harmful to both the health of developing children and the health of the transgendered individual. It is called gender dysphoria, it is a mental illness, and you do the medical field no help by validating and encouraging these individuals."

MTU as a Hostile Environment for Specific Populations. In the second theme, respondents described MTU as a hostile environment for particular minority groups. Respondents described MTU's campus climate as racist, sexist, and xenophobic. One respondent explained, "Sexism, religious discrimination, and national origin are what I see as some of the climate issues." The respondent also noted, "I hear comments about religion (Apostolics, Muslims, etc) and national origin." Another respondent remarked, "I have never met so many racist and homophobia people in my life." Describing a similar sentiment, a respondent wrote, "Living in big cities all of my life, this place seems pretty racist, homophobic and anything else you can throw and -ist after." One respondent self-identified as a resident assistant (RA) before stating, "many of the people enjoy stuff like racist, sexist, or any of the other -ist jokes." Other respondents offered, "it really just has to do with the extreme racism here" and "Sexism is a major problem." Describing the

treatment of women on campus, a respondent wrote, “Some men on campus seem to make offensive comments toward women and sometimes to myself specifically. It has never effected my ability to learn but it has made me uncomfortable under certain circumstances.”

No or N/A. In the third theme, respondents noted that they had nothing to share in addition to what they had already reported. Respondents simply stated, “no,” “n/a,” “nope,” or “no comment.”

Survey Instrument and Efforts. In the fourth theme, respondents provided feedback related to the survey instrument. Respondents’ comments varied from critiques of the survey length and content to positive remarks regarding the comprehensive nature of the survey. Critiques of the survey primarily centered on the length of the survey. In particular, respondents wrote, “It was too long,” “I think less questions would be better. I almost gave up,” and “No short answers. This is already long enough.” One respondent wrote, “Wish now I wouldn't have wasted my time with this survey. Way to[o] long and collecting way to[o] much metadata that will not help our climate.” Other respondents offered positive remarks about the survey. In particular, respondents described the survey as “comprehensive,” “effective,” and “well designed.” Respondents also offered comments including, “This survey is quite comprehensive and its results will be valuable to fine tune initiatives in progress” and “I think this survey is thoughtfully designed and I appreciate the initiative of the people who designed it and people who want to further improve the climate in Michigan Tech.”

Michigan Technological University
Assessment of Working, Living, and Learning
(Administered by Rankin & Associates Consulting)

This survey is accessible in alternative formats. If you need any accommodations in order to fully participate in this survey, please contact:

Students

Christy Oslund
Student Disability Services
487-2212
cmoslund@mtu.edu

Faculty/Staff

Susan Sullivan
Institutional Equity and Inclusion
487-3310
susulliv@mtu.edu

Purpose

You are invited to participate in a survey of students, faculty, staff, and administrators regarding the environment for learning, living, and working at Michigan Tech. 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 Michigan Tech and provide us with specific information about how the environment for learning, living, and working at Michigan Tech 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. 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 type the below website link into an internet browser to contact an appropriate resource:

<http://mtu.edu/worklivelearn/resources>

Benefits

The results of the survey will provide important information about our campus climate and will help us in our efforts to ensure that the environment at Michigan Tech is conducive to learning, living, and working.

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 analyses will include only aggregate data). Please note that you can choose to withdraw your responses at any time before you submit your answers. Refusal to take part in this assessment will involve no penalty or loss of student or employee benefits.

Statement of Confidentiality for Participation

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. The external consultants (Rankin & Associates) will not report any group data for groups of fewer than 5 individuals that may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential for demographic information to be identifiable. Please also remember that you do not have to answer any question or questions about which you are uncomfortable. The survey has been approved by the Michigan Tech Institutional Review Board (IRB).

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. 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:

Emil L. Cunningham, PhD
Senior Research Associate
Rankin & Associates Consulting
emil@rankin-consulting.com
(814) 625-2780

Susan R. Rankin, PhD
Principal & CEO
Rankin & Associates Consulting
sue@rankin-consulting.com
(814) 625-2780

Questions regarding the survey process may also be directed to:

Jill Hodges
Executive Director, Institutional Equity and Inclusion
jhodges@mtu.edu
(906) 487-3310

Questions concerning the rights of participants:

Research at Michigan Tech that involves human participants is carried out under the oversight of an Institutional Review Board (IRB). Questions or problems regarding these activities should be addressed to:

Office of Compliance, Integrity, and Safety
(906) 487-2902
irb@mtu.edu

PLEASE MAKE A COPY OF THIS CONSENT DOCUMENT FOR YOUR RECORDS, OR IF YOU DO NOT HAVE COPYING CAPABILITIES, YOU MAY CONTACT THE CONSULTANT TO OBTAIN A COPY

By submitting this survey, you are agreeing to take part in this assessment, as described in detail in the preceding paragraphs.

Following are several terms and definitions that are in the survey. These will be hyperlinked when they appear in the survey.

Ableist: Someone who practices discrimination or prejudice against an individual or group with a disability.

Ageist: Someone who practices discrimination or prejudice against an individual or group on the basis of their age.

American Indian (Native American): A person having origin in any of the original tribes of North America who maintains cultural identification through tribal affiliation or community recognition.

Androgynous: A person appearing and/or identifying as neither man nor woman, presenting a gender either mixed or neutral.

Asexual: A person who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic part of an individual.

Assigned Birth Sex: The biological sex assigned (named) an individual baby at birth.

Biphobia: An irrational dislike or fear of bisexual people.

Bisexual: A person who may be attracted, romantically and/or sexually, to people of more than one gender, not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree.

Bullied: Being subjected to unwanted offensive and malicious behavior that undermines, patronizes, intimidates, or demeans.

Classist: Someone who practices discrimination or prejudice against an individual or group based on social or economic class.

Climate: Current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

Cronyism: The hiring or promoting of friends or associates to positions without proper regard to their qualifications.

Disability: A physical or mental impairment that limits one or more major life activities.

Discrimination: Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which that person belongs rather than on individual merit. Discrimination can be the effect of some law or established practice that confers privilege or liability based on race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual identity, citizenship, or service in the uniformed services.

Ethnocentrism: A practice of discrimination or prejudice against an individual or group's culture based solely by the values and standards of one's own culture. Ethnocentric individuals judge other groups relative to their own ethnic group or culture, especially with concern for language, behavior, customs, and religion.

Experiential Learning: Experiential learning refers to a pedagogical philosophy and methodology concerned with learning activities outside of the traditional classroom environment, with objectives which are planned and articulated prior to the experience (e.g., internship, service learning, co-operative education, field experience, practicum, cross-cultural experiences, apprenticeships, etc.).

Family Leave: The Family and Medical Leave Act is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due to situations such as the following: serious health conditions that makes employees unable to perform their jobs; caring for a sick family member; caring for a new child (including birth, adoption or foster care). For more information: <http://www.dol.gov/whd/fmla/>

Gender Identity: A person's inner sense of being man, woman, both, or neither. Gender identity may or may not be expressed outwardly and may or may not correspond to one's physical characteristics.

Gender Expression: The manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as male or female.

Genderqueer: A person whose gender identity is outside of, not included within, or beyond the binary of female and male or whose is gender non-conforming through expression, behavior, social roles, and/or identity.

Harassment: Unwelcomed behavior that demeans, threatens, or offends another person or group of people and results in a hostile environment for the targeted person/group.

Heterosexist: Someone who practices discrimination or prejudice against an individual or group based on a sexual orientation that is not heterosexual.

Homophobia: An irrational fear of, aversion to, or discrimination against homosexuality and individuals who identify as or are perceived as homosexual.

Intersex: Any one of a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male.

Nepotism: The hiring or promoting of family members to positions without proper regard to their qualifications.

Non-binary: Any gender, or lack of gender, or mix of genders, that is not strictly man or woman.

Non-Native English Speakers: People for whom English is not their first language.

People of Color: People who self-identify as other than White.

Physical Characteristics: Term that refers to one's appearance.

Pansexual: Fluid in sexual identity and is attracted to others regardless of their sexual identity or gender.

Position: The status one holds by virtue of her/his role/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator).

Queer: A term used by some individuals to challenge static notions of gender and sexuality. The term is used to explain a complex set of sexual behaviors and desires. "Queer" is also used as an umbrella term to refer to all lesbian, gay, bisexual, and transgender people.

Racial Identity: A socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

Sexual Identity: A personal characteristic based on the sex of people one tends to be emotionally, physically, and sexually attracted to; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

Sexual Assault: Unwanted sexual assault is as any actual or attempted nonconsensual sexual activity including, but not limited to: sexual intercourse, or sexual touching, committed with coercion, threat, or intimidation (actual or implied) with or without physical force; exhibitionism or sexual language of a threatening nature by a person(s) known or unknown to the victim. Forcible touching, a form of sexual assault, which is defined as intentionally, and for no legitimate purpose, forcibly touching the sexual or other intimate parts of another person for the purpose of degrading or abusing such person or for gratifying sexual desires.

Socioeconomic Status: The status one holds in society based on one's level of income, wealth, education, and familial background.

Transgender: An umbrella term referring to those whose gender identity or gender expression is different from that associated with their sex assigned at birth.

Transphobia: An irrational dislike or fear of transgender, transsexual, and other gender non-traditional individuals because of their perceived gender identity or gender expression.

Unwanted Sexual Contact: Unwelcome touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal, or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact.

Xenophobic: Unreasonably fearful or hostile toward people from other countries.

Please read and answer each question carefully. For each answer, darken the appropriate oval completely. If you want to change an answer, erase your first answer completely and darken the oval of your new answer. You may decline to answer specific questions.

Completing this survey typically takes an average of 20-30 minutes, but it could take longer depending on your responses. You must answer at least 50% of the questions for your responses to be included in the final analyses.

1. What is your **primary** position at Michigan Tech?

- ☐ Undergraduate Student
 - ☐ Started at Michigan Tech as a first-year student
 - ☐ Transferred to Michigan Tech from another institution
- ☐ Graduate Student
- ☐ Post-doctoral Scholars
- ☐ Tenure-Track Faculty - Tenured
 - ☐ Associate Professor
 - ☐ Professor
- ☐ Tenure-Track Faculty – Pre-Tenure
 - ☐ Assistant Professor
 - ☐ Associate Professor
- ☐ Non-Tenure-Track Faculty
 - ☐ Adjunct
 - ☐ Instructor
 - ☐ Lecturer
 - ☐ Principal Lecturer
 - ☐ Professor of Practice
 - ☐ Research
 - ☐ Visiting
 - ☐ Senior Lecturer
- ☐ Academic Administrator with Faculty Rank (e.g., Provost, Dean, Associate Dean, Department Chair)
- ☐ Senior Administrator without Faculty Rank (e.g., VP, AVP)
- ☐ Research Engineer/Research Associate/Research Assistant/Research Scientist
 - ☐ Non-exempt (Hourly)
 - ☐ Exempt (Salary)
- ☐ Staff -Non-Union
 - ☐ Non-exempt (Hourly)
 - ☐ Exempt (Salary)
 - ☐ Salaried Non-exempt
- ☐ Staff - Union
 - ☐ AFSCME
 - ☐ POA
 - ☐ UAW

2. Are you full-time or part-time in that **primary** position?

- ☐ Full-time
- ☐ Part-time

Part 1: Personal Experiences

When responding to the following questions, think about your experiences during the past year at Michigan Tech.

3. Overall, how comfortable are you with the climate at Michigan Tech?
- ☐ Very comfortable
 - ☐ Comfortable
 - ☐ Neither comfortable nor uncomfortable
 - ☐ Uncomfortable
 - ☐ Very uncomfortable
4. **Faculty/Staff only:** Overall, how comfortable are you with the climate in your department/school or work unit at Michigan Tech?
- ☐ Very comfortable
 - ☐ Comfortable
 - ☐ Neither comfortable nor uncomfortable
 - ☐ Uncomfortable
 - ☐ Very uncomfortable
5. **Students/Faculty only:** Overall, how comfortable are you with the climate in your classes at Michigan Tech?
- ☐ Very comfortable
 - ☐ Comfortable
 - ☐ Neither comfortable nor uncomfortable
 - ☐ Uncomfortable
 - ☐ Very uncomfortable
6. Have you ever **seriously considered** leaving Michigan Tech?
- ☐ No **[Skip to Question #11]**
 - ☐ Yes
7. **Students only:** When did you seriously consider leaving Michigan Tech? **(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
8. **Students only:** Why did you seriously consider leaving Michigan Tech? **(Mark all that apply.)**
- ☐ Campus climate was not welcoming
 - ☐ Coursework was too difficult
 - ☐ Coursework not challenging enough
 - ☐ Didn't like major
 - ☐ Didn't have my major
 - ☐ Didn't meet the selection criteria for a major
 - ☐ Financial reasons
 - ☐ Homesick
 - ☐ Lack of a sense of belonging
 - ☐ Lack of social life at Michigan Tech
 - ☐ Lack of support group
 - ☐ Lack of support services
 - ☐ My marital/relationship status
 - ☐ Personal reasons (e.g., medical, mental health, family emergencies)
 - ☐ A reason not listed above (Please specify.)_____

9. Faculty/Staff only: Why did you seriously consider leaving Michigan Tech? **(Mark all that apply.)**

- ☐ Campus climate was unwelcoming
- ☐ Family responsibilities
- ☐ Institutional support (e.g., tech support, lab space/equipment)
- ☐ Increased workload
- ☐ Interested in a position at another institution/organization
- ☐ Lack of benefits
- ☐ Lack of a sense of belonging
- ☐ Limited opportunities for advancement
- ☐ Local community did not meet my (my family) needs
- ☐ Local community climate was not welcoming
- ☐ Personal reasons (e.g., medical, mental health, family emergencies)
- ☐ Lack of professional development opportunities
- ☐ Recruited or offered a position at another institution/organization
- ☐ Relocation
- ☐ Retirement
- ☐ Low salary/pay rate
- ☐ Spouse or partner relocated
- ☐ Spouse or partner unable to find suitable employment
- ☐ Tension with supervisor/manager
- ☐ Tension with coworkers
- ☐ A reason not listed above (Please specify.) _____

10. We are interested in knowing more about your experiences. If you would like to elaborate on why you seriously considered leaving, please do so here.

11. **Students only:** Please indicate the extent to which you agree with each of the following statements regarding your academic experience at Michigan Tech.

	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"/>
Few 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 Michigan Tech.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the extent of my intellectual development since enrolling at Michigan Tech.	<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 Michigan Tech.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to graduate from Michigan Tech.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking ahead, it is likely that I will leave Michigan Tech before I graduate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work, learn, or live at Michigan Tech?
- ☐ No [**Skip to Question #21**]
 - ☐ Yes
13. What do you believe was the basis of the conduct? (**Mark all that apply.**)
- ☐ Academic performance
 - ☐ Age
 - ☐ Educational credentials (e.g., BS, MS, PhD, MD)
 - ☐ English language proficiency/accent
 - ☐ Ethnicity
 - ☐ Gender/gender identity
 - ☐ Gender expression
 - ☐ Immigrant/citizen status
 - ☐ International status/national origin
 - ☐ Learning disability/condition
 - ☐ Length of service at Michigan Tech
 - ☐ Major field of study
 - ☐ Marital status (e.g., single, married, partnered)
 - ☐ Mental health/psychological disability/condition
 - ☐ Medical disability/condition
 - ☐ Military/veteran status
 - ☐ Parental status (e.g., having children)
 - ☐ Participation in an organization/team (Please specify.) _____
 - ☐ Physical characteristics
 - ☐ Physical disability/condition
 - ☐ Philosophical views
 - ☐ Political views
 - ☐ Position (e.g., staff, faculty, student)
 - ☐ Pregnancy
 - ☐ Racial identity
 - ☐ Religious/spiritual views
 - ☐ Sexual identity
 - ☐ Socioeconomic status
 - ☐ Do not know
 - ☐ A reason not listed above (Please specify.) _____

14. How would you describe what happened? **(Mark all that apply.)**

- ☐ I was ignored or excluded.
- ☐ I was intimidated/bullied.
- ☐ I was isolated or left out.
- ☐ I felt others staring at me.
- ☐ I experienced a hostile classroom environment.
- ☐ The conduct made me fear that I would get a poor grade.
- ☐ I experienced a hostile work environment.
- ☐ I was the target of workplace incivility.
- ☐ I was the target of derogatory verbal remarks.
- ☐ I received derogatory written comments.
- ☐ I received derogatory phone calls/text messages/email.
- ☐ I received derogatory/unsolicited messages through social media (e.g., Facebook, Twitter).
- ☐ I was singled out as the spokesperson for my identity group.
- ☐ I received a low or unfair performance evaluation.
- ☐ I was not fairly evaluated in the promotion and tenure process.
- ☐ Someone assumed I was admitted/hired/promoted due to my identity group.
- ☐ Someone assumed I was not admitted/hired/promoted due to my identity group.
- ☐ I was the target of graffiti/vandalism.
- ☐ I was the target of racial/ethnic profiling.
- ☐ I was the target of stalking.
- ☐ The conduct threatened my physical safety.
- ☐ The conduct threatened my family's safety.
- ☐ I received threats of physical violence.
- ☐ I was the target of physical violence.
- ☐ An experience not listed above (Please specify.) _____

15. Where did the conduct occur? **(Mark all that apply.)**

- ☐ At a Michigan Tech event/program
- ☐ In a class/lab
- ☐ In a faculty office
- ☐ In a religious center
- ☐ In Greek housing
- ☐ In a learning center
- ☐ In a meeting with one other person
- ☐ In a meeting with a group of people
- ☐ In a Michigan Tech administrative office
- ☐ In a Michigan Tech dining facility
- ☐ In a Michigan Tech library (e.g., Van Pelt & Opie, Petersen)
- ☐ In an experiential learning environment (e.g., community-based learning, externship, internship)
- ☐ In athletic facilities (e.g., SDC, ski hill, golf course)
- ☐ In other public spaces at Michigan Tech
- ☐ In campus housing
- ☐ In Counseling Services
- ☐ In off-campus housing
- ☐ Off campus
- ☐ On a campus shuttle
- ☐ On phone calls/text messages/email
- ☐ On social media sites (e.g., Facebook, Twitter)
- ☐ While walking on campus
- ☐ While working at a Michigan Tech job
- ☐ A venue not listed above (Please specify.) _____

16. Who/what was the source of the conduct? (Mark all that apply.)

- ☐ Academic advisor
- ☐ Alumnus/a
- ☐ Athletic coach/trainer
- ☐ Michigan Tech media (e.g., posters, brochures, flyers, handouts, websites)
- ☐ Michigan Tech Public Safety/Police Services
- ☐ Coworker/colleague
- ☐ Department/school chair
- ☐ Direct report (e.g., person who reports to me)
- ☐ Donor
- ☐ Faculty member/other instructional staff
- ☐ Friend
- ☐ Off-campus community member
- ☐ Senior administrator (e.g., dean, vice president, provost)
- ☐ Social networking site (e.g., Facebook, Twitter)
- ☐ Staff member
- ☐ Stranger
- ☐ Student
- ☐ Student staff
- ☐ Student organization (Please specify.) _____
- ☐ Supervisor or manager
- ☐ Student teaching assistant/student lab assistant/learning center coach/research assistant
- ☐ Team member in a class/lab project
- ☐ Do not know source
- ☐ A source not listed above (Please specify.) _____

17. How did you feel after experiencing the conduct? (Mark all that apply.)

- ☐ I felt embarrassed.
- ☐ I felt somehow responsible.
- ☐ I felt less confident.
- ☐ I was afraid.
- ☐ I was angry.
- ☐ I ignored it.
- ☐ A feeling not listed above (Please specify.) _____

18. What did you do in response to experiencing the conduct? (Mark all that apply.)

- ☐ I did not do anything.
- ☐ I avoided the person/venue.
- ☐ I contacted a local law enforcement official.
- ☐ I confronted the person(s) at the time.
- ☐ I confronted the person(s) later.
- ☐ I did not know who to go to.
- ☐ I sought information online.
- ☐ I sought support from off campus hotline/advocacy services.
- ☐ I contacted a Michigan Tech resource.
 - ☐ Center for Diversity and Inclusion
 - ☐ Counseling Services
 - ☐ Employee Assistance Program
 - ☐ Faculty member
 - ☐ Michigan Tech Public Safety and Police Services
 - ☐ Office of Academic and Community Conduct
 - ☐ Office of Human Resources
 - ☐ Office of Institutional Equity and Inclusion
 - ☐ Ombudsperson
 - ☐ Senior administrator (e.g., dean, vice president, provost)
 - ☐ Staff person
 - ☐ Student staff (e.g., resident assistant, RLC, building managers, event staff)
 - ☐ Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - ☐ Supervisor/Department Chair
 - ☐ Title IX Coordinator
 - ☐ Union Representative
- ☐ I told a family member.
- ☐ I told a friend.
- ☐ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ☐ I submitted a report online
 - ☐ Anonymous Tip Line
 - ☐ Dean of Students Office Concern/Complaint Form
 - ☐ Harassment Reporting Form
 - ☐ Lighthouse Services
- ☐ A response not listed above (Please specify.) _____

19. Did you officially report the conduct?

- ☐ No, I did not report it.
- ☐ Yes, I reported it.
 - ☐ Yes, I reported the incident and was satisfied with the outcome.
 - ☐ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
 - ☐ Yes, I reported the incident, but felt that it was not responded to appropriately.

20. We are interested in knowing more about your experience. If you would like to elaborate on your experiences, please do so here.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

<http://mtu.edu/worklivelearn/resources>

Incidents involving forced or unwanted sexual acts are often difficult to talk about. The following questions are related to any incidents of unwanted physical sexual contact/conduct you have experienced. If you have had this experience, the questions may invoke an emotional response. If you experience any difficulty, please take care of yourself and seek support from campus or community resources offered at the end of this section, by copying and pasting the link into a new browser.

21. **While a member of the Michigan Tech community**, have you experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy)?

- ☐ No **[Skip to Question #32]**
- ☐ Yes – relationship violence (e.g., ridiculed, controlling, hitting)
[Please complete questions 22rv – 31rv]
- ☐ Yes – stalking (e.g., following me, on social media, texting, phone calls)
[Please complete questions 22stlk – 31stlk]
- ☐ Yes – unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)
[Please complete questions 22si – 31si]
- ☐ Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)
[Please complete questions 22sc – 31sc]

22rv. **Students only.** Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculed, controlling, hitting)?

- ☐ No
- ☐ Yes
 - ☐ Alcohol only
 - ☐ Drugs only
 - ☐ Both alcohol and drugs

23rv. When did the relationship violence (e.g., ridiculed, controlling, hitting) occur?

- ☐ Less than 6 months ago
- ☐ 6 - 12 months ago
- ☐ 13 - 23 months ago
- ☐ 2 - 4 years ago
- ☐ 5 - 10 years ago
- ☐ 11 - 20 years ago
- ☐ More than 20 years ago

24rv. **Students only:** What semester were you in when you experienced the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**

- ☐ During my time as a graduate student at Michigan Tech
 - ☐ First year
 - ☐ Second year
 - ☐ Third year or after
- ☐ Undergraduate first year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate second year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate third year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate fourth year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ After my fourth year as an undergraduate

25rv. Who did this to you? **(Mark all that apply.)**

- ☐ Acquaintance/friend
- ☐ Family member
- ☐ Michigan Tech faculty member
- ☐ Michigan Tech staff member
- ☐ Stranger
- ☐ Michigan Tech student
- ☐ Current or former dating/intimate partner
- ☐ Other role/relationship not listed above

26rv. Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? **(Mark all that apply.)**

- ☐ Off-campus (Please specify location.) _____
- ☐ On-campus (Please specify location.) _____

27rv. How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**

- ☐ I felt embarrassed.
- ☐ I felt somehow responsible.
- ☐ I felt less confident.
- ☐ I felt afraid.
- ☐ I felt angry.
- ☐ I ignored it.
- ☐ A feeling not listed above (Please specify.) _____

28rv. What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**

- ☐ I did not do anything.
- ☐ I avoided the person(s)/venue.
- ☐ I contacted a local law enforcement official.
- ☐ I confronted the person(s) at the time.
- ☐ I confronted the person(s) later.
- ☐ I did not know who to go to.
- ☐ I sought information online.
- ☐ I sought support from off-campus hotline/advocacy services.
- ☐ I contacted a Michigan Tech resource.
 - ☐ Center for Diversity and Inclusion
 - ☐ Counseling Services
 - ☐ Employee Assistance Program
 - ☐ Faculty member
 - ☐ Michigan Tech Public Safety and Police Services
 - ☐ Office of Academic and Community Conduct
 - ☐ Office of Human Resources
 - ☐ Office of Institutional Equity and Inclusion
 - ☐ Ombudsperson
 - ☐ Senior administrator (e.g., dean, vice president, provost)
 - ☐ Staff person
 - ☐ Student staff (e.g., resident assistant, RLC, building managers, event staff)
 - ☐ Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - ☐ Supervisor/Department Chair
 - ☐ Title IX Coordinator
 - ☐ Union Representative
- ☐ I told a family member.
- ☐ I told a friend.
- ☐ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ☐ I submitted a report online
 - ☐ Anonymous Tip Line
 - ☐ Dean of Students Office Concern/Complaint Form
 - ☐ Harassment Reporting Form
 - ☐ Lighthouse Services
- ☐ A response not listed above (Please specify.) _____

29rv. Did you officially report the relationship violence (e.g., ridiculed, controlling, hitting)?

- ☐ No, I did not report it.
- ☐ Yes, I reported the incident.
 - ☐ Yes, I reported the incident and was satisfied with the outcome.
 - ☐ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
 - ☐ Yes, I reported the incident, but felt that it was not responded to appropriately.

30rv. You indicated that you **DID NOT** report the relationship violence (e.g., ridiculed, controlling, hitting) to a campus official or staff member. Please explain why you did not.

31rv. You indicated that you **DID** report the relationship violence (e.g., ridiculed, controlling, hitting), but that it was not responded to appropriately. Please explain why you felt that it was not.

22stlk. **Students only.** Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls)?

- ☐ No
- ☐ Yes
 - ☐ Alcohol only
 - ☐ Drugs only
 - ☐ Both alcohol and drugs

23stlk. When did the stalking (e.g., following me, on social media, texting, phone calls) occur?

- ☐ Less than 6 months ago
- ☐ 6 - 12 months ago
- ☐ 13 - 23 months ago
- ☐ 2 - 4 years ago
- ☐ 5 - 10 years ago
- ☐ 11 - 20 years ago
- ☐ More than 20 years ago

24stlk. **Students only:** What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- ☐ During my time as a graduate student at Michigan Tech
 - ☐ First year
 - ☐ Second year
 - ☐ Third year or after
- ☐ Undergraduate first year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate second year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate third year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate fourth year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ After my fourth year as an undergraduate

25stlk. Who did this to you? **(Mark all that apply.)**

- ☐ Acquaintance/friend
- ☐ Family member
- ☐ Michigan Tech faculty member
- ☐ Michigan Tech staff member
- ☐ Stranger
- ☐ Michigan Tech student
- ☐ Current or former dating/intimate partner
- ☐ Other role/relationship not listed above

26stlk. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? **(Mark all that apply.)**

- ☐ Off-campus (Please specify location.) _____
- ☐ On-campus (Please specify location.) _____

27stlk. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)?

(Mark all that apply.)

- ☐ I felt embarrassed.
- ☐ I felt somehow responsible.
- ☐ I felt less confident.
- ☐ I felt afraid.
- ☐ I felt angry.
- ☐ I ignored it.
- ☐ A feeling not listed above (Please specify.) _____

28stlk. What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- ☐ I did not do anything.
- ☐ I avoided the person(s)/venue.
- ☐ I contacted a local law enforcement official.
- ☐ I confronted the person(s) at the time.
- ☐ I confronted the person(s) later.
- ☐ I did not know who to go to.
- ☐ I sought information online.
- ☐ I sought support from off-campus hotline/advocacy services.
- ☐ I contacted a Michigan Tech resource.
 - ☐ Center for Diversity and Inclusion
 - ☐ Counseling Services
 - ☐ Employee Assistance Program
 - ☐ Faculty member
 - ☐ Michigan Tech Public Safety and Police Services
 - ☐ Office of Academic and Community Conduct
 - ☐ Office of Human Resources
 - ☐ Office of Institutional Equity and Inclusion
 - ☐ Ombudsperson
 - ☐ Senior administrator (e.g., dean, vice president, provost)
 - ☐ Staff person
 - ☐ Student staff (e.g., resident assistant, RLC, building managers, event staff)
 - ☐ Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - ☐ Supervisor/Department Chair
 - ☐ Title IX Coordinator
 - ☐ Union Representative
- ☐ I told a family member.
- ☐ I told a friend.
- ☐ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ☐ I submitted a report online
 - ☐ Anonymous Tip Line
 - ☐ Dean of Students Office Concern/Complaint Form
 - ☐ Harassment Reporting Form
 - ☐ Lighthouse Services
- ☐ A response not listed above (Please specify.) _____

29stlk. Did you officially report the stalking (e.g., following me, on social media, texting, phone calls)?

- ☐ No, I did not report it.
- ☐ Yes, I reported the incident.
 - ☐ Yes, I reported the incident and was satisfied with the outcome.
 - ☐ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
 - ☐ Yes, I reported the incident, but felt that it was not responded to appropriately.

30stlk. You indicated that you **DID NOT** report the stalking (e.g., following me, on social media, texting, phone calls) to a campus official or staff member. Please explain why you did not.

31stlk. You indicated that you **DID** report the stalking (e.g., following me, on social media, texting, phone calls), but that it was not responded to appropriately. Please explain why you felt that it was not.

22si. **Students only.** Were alcohol and/or drugs involved in the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)?

- ☐ No
- ☐ Yes
 - ☐ Alcohol only
 - ☐ Drugs only
 - ☐ Both alcohol and drugs

23si. When did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur?

- ☐ Less than 6 months ago
- ☐ 6 - 12 months ago
- ☐ 13 - 23 months ago
- ☐ 2 - 4 years ago
- ☐ 5 - 10 years ago
- ☐ 11 - 20 years ago
- ☐ More than 20 years ago

24si. **Students only:** What semester were you in when you experienced the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**

- ☐ During my time as a graduate student at Michigan Tech
 - ☐ First year
 - ☐ Second year
 - ☐ Third year or after
- ☐ Undergraduate first year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate second year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate third year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate fourth year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ After my fourth year as an undergraduate

25si. Who did this to you? **(Mark all that apply.)**

- ☐ Acquaintance/friend
- ☐ Family member
- ☐ Michigan Tech faculty member
- ☐ Michigan Tech staff member
- ☐ Stranger
- ☐ Michigan Tech student
- ☐ Current or former dating/intimate partner
- ☐ Other role/relationship not listed above

26si. Where did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? **(Mark all that apply.)**

- ☐ Off-campus (Please specify location.) _____
- ☐ On-campus (Please specify location.) _____

27si. How did you feel after experiencing the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**

- ☐ I felt embarrassed.
- ☐ I felt somehow responsible.
- ☐ I felt less confident.
- ☐ I felt afraid.
- ☐ I felt angry.
- ☐ I ignored it.
- ☐ A feeling not listed above (Please specify.) _____

28si. What did you do in response to experiencing the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**

- ☐ I did not do anything.
- ☐ I avoided the person(s)/venue.
- ☐ I contacted a local law enforcement official.
- ☐ I confronted the person(s) at the time.
- ☐ I confronted the person(s) later.
- ☐ I did not know who to go to.
- ☐ I sought information online.
- ☐ I sought support from off-campus hotline/advocacy services.
- ☐ I contacted a Michigan Tech resource.
 - ☐ Center for Diversity and Inclusion
 - ☐ Counseling Services
 - ☐ Employee Assistance Program
 - ☐ Faculty member
 - ☐ Michigan Tech Public Safety and Police Services
 - ☐ Office of Academic and Community Conduct
 - ☐ Office of Human Resources
 - ☐ Office of Institutional Equity and Inclusion
 - ☐ Ombudsperson
 - ☐ Senior administrator (e.g., dean, vice president, provost)
 - ☐ Staff person
 - ☐ Student staff (e.g., resident assistant, RLC, building managers, event staff)
 - ☐ Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - ☐ Supervisor/Department Chair
 - ☐ Title IX Coordinator
 - ☐ Union Representative
- ☐ I told a family member.
- ☐ I told a friend.
- ☐ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ☐ I submitted a report online
 - ☐ Anonymous Tip Line
 - ☐ Dean of Students Office Concern/Complaint Form
 - ☐ Harassment Reporting Form
 - ☐ Lighthouse Services
- ☐ A response not listed above (Please specify.) _____

29si. Did you officially report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)?

- ☐ No, I did not report it.
- ☐ Yes, I reported the incident.
 - ☐ Yes, I reported the incident and was satisfied with the outcome.
 - ☐ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
 - ☐ Yes, I reported the incident, but felt that it was not responded to appropriately.

30si. You indicated that you **DID NOT** report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) to a campus official or staff member. Please explain why you did not.

31si. You indicated that you **DID** report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), but that it was not responded to appropriately. Please explain why you felt that it was not.

22sc. **Students only.** Were alcohol and/or drugs involved in the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)?

- ☐ No
- ☐ Yes
 - ☐ Alcohol only
 - ☐ Drugs only
 - ☐ Both alcohol and drugs

23sc. When did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur?

- ☐ Less than 6 months ago
- ☐ 6 - 12 months ago
- ☐ 13 - 23 months ago
- ☐ 2 - 4 years ago
- ☐ 5 - 10 years ago
- ☐ 11 - 20 years ago
- ☐ More than 20 years ago

24sc. **Students only:** What semester were you in when you experienced the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- ☐ During my time as a graduate student at Michigan Tech
 - ☐ First year
 - ☐ Second year
 - ☐ Third year or after
- ☐ Undergraduate first year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate second year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate third year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ Undergraduate fourth year
 - ☐ Fall semester
 - ☐ Spring semester
 - ☐ Summer semester
- ☐ After my fourth year as an undergraduate

25sc. Who did this to you? **(Mark all that apply.)**

- ☐ Acquaintance/friend
- ☐ Family member
- ☐ Michigan Tech faculty member
- ☐ Michigan Tech staff member
- ☐ Stranger
- ☐ Michigan Tech student
- ☐ Current or former dating/intimate partner
- ☐ Other role/relationship not listed above

26sc. Where did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? **(Mark all that apply.)**

- ☐ Off-campus (Please specify location.) _____
- ☐ On-campus (Please specify location.) _____

27sc. How did you feel after experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- ☐ I felt embarrassed.
- ☐ I felt somehow responsible.
- ☐ I felt less confident.
- ☐ I felt afraid.
- ☐ I felt angry.
- ☐ I ignored it.
- ☐ A feeling not listed above (Please specify.) _____

28sc. What did you do in response to experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- ☐ I did not do anything.
- ☐ I avoided the person(s)/venue.
- ☐ I contacted a local law enforcement official.
- ☐ I confronted the person(s) at the time.
- ☐ I confronted the person(s) later.
- ☐ I did not know who to go to.
- ☐ I sought information online.
- ☐ I sought support from off-campus hotline/advocacy services.
- ☐ I contacted a Michigan Tech resource.
 - ☐ Center for Diversity and Inclusion
 - ☐ Counseling Services
 - ☐ Employee Assistance Program
 - ☐ Faculty member
 - ☐ Michigan Tech Public Safety and Police Services
 - ☐ Office of Academic and Community Conduct
 - ☐ Office of Human Resources
 - ☐ Office of Institutional Equity and Inclusion
 - ☐ Ombudsperson
 - ☐ Senior administrator (e.g., dean, vice president, provost)
 - ☐ Staff person
 - ☐ Student staff (e.g., resident assistant, RLC, building managers, event staff)
 - ☐ Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - ☐ Supervisor/Department Chair
 - ☐ Title IX Coordinator
 - ☐ Union Representative
- ☐ I told a family member.
- ☐ I told a friend.
- ☐ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ☐ I submitted a report online
 - ☐ Anonymous Tip Line
 - ☐ Dean of Students Office Concern/Complaint Form
 - ☐ Harassment Reporting Form
 - ☐ Lighthouse Services
- ☐ A response not listed above (Please specify.) _____

29sc. Did you officially report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)?

- ☐ No, I did not report it.
- ☐ Yes, I reported the incident.
 - ☐ Yes, I reported the incident and was satisfied with the outcome.
 - ☐ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
 - ☐ Yes, I reported the incident, but felt that it was not responded to appropriately.

30sc. You indicated that you **DID NOT** report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) to a campus official or staff member. Please explain why you did not.

31sc. You indicated that you **DID** report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent), but that it was not responded to appropriately. Please explain why you felt that it was not.

32. Please indicate how much you agree or disagree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am aware of the definition of Consent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am generally aware of the role of Michigan Tech Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how and where to report incidents of unwanted sexual contact/conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am generally aware of the campus resources listed here: http://www.mtu.edu/title-ix/	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a responsibility to report such incidents when I see them occurring on- or off-campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand that Michigan Tech standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in Annual Security and Fire Safety Report.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know that Michigan Tech sends a Safety First Alert to the campus community when a sexual assault occurs on campus or at university controlled property.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

<http://www.mtu.edu/worklivelearn/resources>

Part 2: Workplace Climate

33. **Tenured and Tenure-Track Faculty only:** As a faculty member at Michigan Tech, I feel (or felt)...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria for tenure are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tenure standards/promotion standards are applied equally to faculty in my department/school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported and mentored during the tenure-track years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported and mentored post tenure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michigan Tech faculty who qualify for delaying the tenure-clock feel empowered to do so.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research is valued by Michigan Tech.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is valued by Michigan Tech.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service contributions are valued by Michigan Tech.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/school work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty members in my department/school who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., child care, elder care).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty opinions are valued within Michigan Tech committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like more opportunities to participate in substantive committee assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have opportunities to participate in substantive committee assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. **Tenured and Tenure-Track Faculty only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

35. **Non-Tenure-Track Faculty only:** As an employee with a non-tenure-track appointment at Michigan Tech I feel (or felt)...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria used for contract renewal are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The criteria used for contract renewal are applied equally to all positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported and mentored for promotion/career progression.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are clear expectations of my responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research is valued by Michigan Tech.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service is valued by Michigan Tech.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is valued by Michigan Tech.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/school work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work to help students beyond those of my colleagues with similar performance expectations (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured to do extra work that is uncompensated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-tenure-track faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. **Non-Tenure-Track Faculty only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

37. **All Faculty:** As a faculty member at Michigan Tech, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Salaries for tenure-track faculty positions are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salaries for non-tenure track faculty are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health insurance benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care is accessible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement/supplemental benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michigan Tech provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues include me in opportunities that will help my career as much as they do others in my position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michigan Tech provides me with resources to pursue professional development (e.g., conferences, materials, research, course design).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michigan Tech provides equitable resources to perform my job responsibilities (e.g., lab space, start-up funds).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positively about my career opportunities at Michigan Tech.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend Michigan Tech as good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. **All Faculty:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

39. **Staff only:** As a staff member at Michigan Tech, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I have supervisors who give me job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am included in opportunities that will help my career as much as others in similar positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is productive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides adequate support for me to manage work-life balance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to complete my assigned duties during scheduled hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My workload was increased without additional compensation due to other staff departures (e.g., retirement positions not filled).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured by departmental/school work requirements that occur outside of my normally scheduled hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am given a reasonable time frame to complete assigned responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/school work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups, and activities, providing other support).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a hierarchy within staff positions that allows some voices to be valued more than others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michigan Tech provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. **Staff only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

41. **Staff only:** As a staff member at Michigan Tech I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Michigan Tech provides me with resources to pursue training/professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides me with resources to pursue training/professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michigan Tech is supportive of taking extended leave (e.g., FMLA, parental, education).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff in my department/school who use family accommodation policies (e.g., FMLA) are disadvantaged in promotion or evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michigan Tech policies (e.g., FMLA) are fairly applied across Michigan Tech.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Michigan Tech is supportive of flexible work schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is supportive of flexible work schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff salaries are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vacation and personal time benefits competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health insurance benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff opinions are valued on Michigan Tech committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff opinions are valued by Michigan Tech faculty and administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are clear expectations of my responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are clear procedures on how I can advance at Michigan Tech.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive about my career opportunities at Michigan Tech.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend Michigan Tech as a good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. **Staff only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

43. **Graduate Students only:** As a graduate student I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am satisfied with the quality of advising I have received from my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate access to my advisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor provides clear expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor responds to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are adequate opportunities for me to interact with other university faculty outside of my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive support from my advisor to pursue personal research interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department faculty members encourage me to produce publications and present research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable sharing my professional goals with my advisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured to do work outside of my normal responsibilities/work hours without additional compensation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a hierarchy among graduate students that allows some voices to be valued more than others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

44. **Graduate Student only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than 5 responses that may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified. You may also skip questions.

45. What is your birth sex (assigned)?

- ☐ Female
- ☐ Intersex
- ☐ Male

46. What is your gender/gender identity?

- ☐ Genderqueer
- ☐ Man
- ☐ Non-binary
- ☐ Transgender
- ☐ Woman
- ☐ A gender not listed here (Please specify.) _____

47. What is your current gender expression?

- ☐ Androgynous
- ☐ Feminine
- ☐ Masculine
- ☐ A gender expression not listed here (Please specify.) _____

48. What is your citizenship status in U.S.?

- ☐ A visa holder (such as F-1, J-1, H1-B, and U)
- ☐ Currently under a withholding of removal status
- ☐ DACA (Deferred Action for Childhood Arrival)
- ☐ DAPA (Deferred Action for Parental Accountability)
- ☐ Other legally documented status
- ☐ Permanent Resident
- ☐ Refugee status
- ☐ Undocumented resident
- ☐ U.S. citizen, birth
- ☐ U.S. citizen, naturalized

49. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. **(If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.)**

- ☐ Alaska Native (If you wish, Please specify your enrolled or principal corporation.) _____
- ☐ American Indian/Native American/First Nation (If you wish, please specify your enrolled or principal tribe.) _____
- ☐ Asian/Asian American (If you wish, please specify.) _____
- ☐ Black/African American (If you wish, please specify.) _____
- ☐ Hispanic/Latin@/Chican@ (If you wish, please specify.) _____
- ☐ Middle Eastern/South Asian (If you wish, please specify.) _____
- ☐ Native Hawaiian (If you wish, please specify.) _____
- ☐ Pacific Islander (If you wish, please specify.) _____
- ☐ White/European American (If you wish, please specify.) _____
- ☐ A racial/ethnic identity not listed here (If you wish, please specify.) _____

50. What is your age?

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> 18 | <input type="radio"/> 39 | <input type="radio"/> 60 | <input type="radio"/> 81 |
| <input type="radio"/> 19 | <input type="radio"/> 40 | <input type="radio"/> 61 | <input type="radio"/> 82 |
| <input type="radio"/> 20 | <input type="radio"/> 41 | <input type="radio"/> 62 | <input type="radio"/> 83 |
| <input type="radio"/> 21 | <input type="radio"/> 42 | <input type="radio"/> 63 | <input type="radio"/> 84 |
| <input type="radio"/> 22 | <input type="radio"/> 43 | <input type="radio"/> 64 | <input type="radio"/> 85 |
| <input type="radio"/> 23 | <input type="radio"/> 44 | <input type="radio"/> 65 | <input type="radio"/> 86 |
| <input type="radio"/> 24 | <input type="radio"/> 45 | <input type="radio"/> 66 | <input type="radio"/> 87 |
| <input type="radio"/> 25 | <input type="radio"/> 46 | <input type="radio"/> 67 | <input type="radio"/> 88 |
| <input type="radio"/> 26 | <input type="radio"/> 47 | <input type="radio"/> 68 | <input type="radio"/> 89 |
| <input type="radio"/> 27 | <input type="radio"/> 48 | <input type="radio"/> 69 | <input type="radio"/> 90 |
| <input type="radio"/> 28 | <input type="radio"/> 49 | <input type="radio"/> 70 | <input type="radio"/> 91 |
| <input type="radio"/> 29 | <input type="radio"/> 50 | <input type="radio"/> 71 | <input type="radio"/> 92 |
| <input type="radio"/> 30 | <input type="radio"/> 51 | <input type="radio"/> 72 | <input type="radio"/> 93 |
| <input type="radio"/> 31 | <input type="radio"/> 52 | <input type="radio"/> 73 | <input type="radio"/> 94 |
| <input type="radio"/> 32 | <input type="radio"/> 53 | <input type="radio"/> 74 | <input type="radio"/> 95 |
| <input type="radio"/> 33 | <input type="radio"/> 54 | <input type="radio"/> 75 | <input type="radio"/> 96 |
| <input type="radio"/> 34 | <input type="radio"/> 55 | <input type="radio"/> 76 | <input type="radio"/> 97 |
| <input type="radio"/> 35 | <input type="radio"/> 56 | <input type="radio"/> 77 | <input type="radio"/> 98 |
| <input type="radio"/> 36 | <input type="radio"/> 57 | <input type="radio"/> 78 | <input type="radio"/> 99 |
| <input type="radio"/> 37 | <input type="radio"/> 58 | <input type="radio"/> 79 | |
| <input type="radio"/> 38 | <input type="radio"/> 59 | <input type="radio"/> 80 | |

51. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity?

- ☐ Bisexual
- ☐ Gay
- ☐ Heterosexual
- ☐ Lesbian
- ☐ Pansexual
- ☐ Queer
- ☐ Questioning
- ☐ A sexual identity not listed here (Please specify.) _____

52. Do you have substantial parenting or caregiving responsibility?

- ☐ No
- ☐ Yes **(Mark all that apply.)**
 - ☐ Children 5 years or under
 - ☐ Children 6-18 years
 - ☐ Children over 18 years of age, but still legally dependent (e.g., in college, disabled)
 - ☐ Independent adult children over 18 years of age
 - ☐ Sick partner or partner who has a disability
 - ☐ Senior or other family member
 - ☐ A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending, child who has a disability) (Please specify:) _____

53. Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard?

- ☐ Never served in the military
- ☐ Now on active duty (including Reserves or National Guard)
- ☐ On active duty in the past, but not now
- ☐ ROTC

54. What is the highest level of education achieved by your primary parent(s)/guardian(s)?

Parent/Guardian 1:

- ☐ No high school
- ☐ Some high school
- ☐ Completed high school/GED
- ☐ Some college
- ☐ Business/Technical certificate/degree
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Some graduate work
- ☐ Master's degree (e.g., MA, MS, MBA)
- ☐ Specialist degree (e.g., EdS)
- ☐ Doctoral degree (e.g., PhD, EdD)
- ☐ Professional degree (e.g., MD, JD, RN)
- ☐ Unknown
- ☐ Not applicable

Parent/Guardian 2:

- ☐ No high school
- ☐ Some high school
- ☐ Completed high school/GED
- ☐ Some college
- ☐ Business/Technical certificate/degree
- ☐ Associate's degree
- ☐ Bachelor's degree
- ☐ Some graduate work
- ☐ Master's degree (e.g., MA, MS, MBA)
- ☐ Specialist degree (e.g., EdS)
- ☐ Doctoral degree (e.g., PhD, EdD)
- ☐ Professional degree (e.g., MD, JD, RN)
- ☐ Unknown
- ☐ Not applicable

55. **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 (e.g., MA, MS, MBA, MLS)
- ☐ Specialist degree (e.g., EdS)
- ☐ Doctoral degree (e.g., PhD, EdD, RN)
- ☐ Professional degree (e.g., MD, JD)

56. **Faculty/Staff only:** How long have you been employed at Michigan Tech?

- ☐ Less than 1 year
- ☐ 1-5 years
- ☐ 6-10 years
- ☐ 11-15 years
- ☐ 16-20 years
- ☐ More than 20 years

57. **Undergraduate Students only:** Where are you in your **college career** at Michigan Tech?

- ☐ First year
- ☐ Second year
- ☐ Third year
- ☐ Fourth year
- ☐ Fifth year
- ☐ Sixth year (or more)

58. **Graduate Students only:** Where are you in your graduate studies program?

- ☐ Certificate student
- ☐ Accelerated Master's degree student
 - ☐ First year
 - ☐ Two or more years
- ☐ Coursework Master's degree student
 - ☐ First year
 - ☐ Second year
 - ☐ Third year or more
- ☐ Report Master's degree student
 - ☐ First year
 - ☐ Second year
 - ☐ Third year or more
- ☐ Thesis Master's degree student
 - ☐ First year
 - ☐ Second year
 - ☐ Third year or more
- ☐ Doctoral Student
 - ☐ First year
 - ☐ Second year
 - ☐ Third year
 - ☐ Fourth year
 - ☐ Fifth year
 - ☐ Sixth year or more

59. **Faculty only:** With which academic division are you **primarily affiliated** at this time?

- ☐ School of Business and Economics
- ☐ College of Engineering
- ☐ School of Forest Resources and Environmental Science
- ☐ College of Sciences and Arts
- ☐ School of Technology
- ☐ Pavlis Honor's College

60. **Staff only:** With which academic division/work unit are you **primarily affiliated** at this time?

- ☐ President's Office
 - ☐ Office of Institutional Equity and Inclusion
 - ☐ Internal Audit
- ☐ Vice President for Administration
 - ☐ AE Seaman Mineral Museum
 - ☐ Auxiliary Services Operations
 - ☐ Business Operations
 - ☐ Continuous Improvement
 - ☐ Dining Services (including retail and residential)
 - ☐ Facilities Management
 - ☐ Human Resources
 - ☐ Memorial Union
 - ☐ Merchandising Operations
 - ☐ Mont Ripley
 - ☐ Portage Lake Golf Course
 - ☐ Public Safety and Police Services
 - ☐ Transportation Services
 - ☐ University Images
- ☐ Vice President for Finance
 - ☐ Financial Services and Operations
- ☐ Vice President for Research
 - ☐ Budget Office
 - ☐ Compliance, Integrity, and Safety
 - ☐ Industry Relations
 - ☐ Great Lakes Research Center
 - ☐ Innovation and Industry Engagement
 - ☐ Institutional Analysis
 - ☐ Keweenaw Research Center

- Michigan Tech Research Institute
- Occupational Safety & Health Services
- Vice President for Student Affairs and Advancement
 - Admissions
 - Alumni Relations
 - Career Services
 - Center for Diversity and Inclusion
 - Counseling Services
 - Dean of Students
 - Enrollment Services
 - Financial Aid Administration
 - General Athletics
 - Housing and Residential Life
 - International Programs and Services
 - Office of Development
 - Registrar's
 - Residence Life
 - SDC Building Operations
 - Student Activities
 - Student Conduct Services
 - Summer Athletic Camps
 - University Marketing and Communications
 - Waino Wahtera Center for Student Success
 - Youth Programs
- Provost and Vice President for Academic Affairs
 - Air Force/Army ROTC
 - College of Engineering
 - College of Sciences and Arts
 - Center for Teaching and Technology
 - Ford Center
 - Graduate School
 - Information Technology
 - Intensive English as a Second Language Program
 - Jackson Center for Teaching and Learning
 - Pavlis Honors College
 - Michigan Tech Transportation Institute
 - Rozsa Center for Performing Arts
 - School of Business and Economics
 - School of Forest Resources and Environmental Science
 - School of Technology
 - Van Pelt and Opie Library

61. Undergraduate Students only: What is your major? (Mark all that apply.)

- ☐ Accounting
- ☐ Actuarial Science – Certificate Program
- ☐ Anthropology
- ☐ Applied Ecology and Environmental Sciences
- ☐ Applied Geophysics
- ☐ Applied Physics
- ☐ Audio Production and Technology
- ☐ Biochemistry and Molecular Biology
- ☐ Bioinformatics
- ☐ Biological Sciences
- ☐ Biomedical Engineering
- ☐ Business Analytics – Certificate Program
- ☐ Chemical Engineering
- ☐ Cheminformatics
- ☐ Chemistry
- ☐ Civil Engineering
- ☐ Coaching Endorsement – Certificate Program
- ☐ Communication, Culture, and Media
- ☐ Computer Engineering

- ☐ Computer Network and System Administration
- ☐ Computer Science
- ☐ Computer Systems Science
- ☐ Construction Management
- ☐ Economics
- ☐ Electric Power Engineering – Certificate Program
- ☐ Electrical Engineering
- ☐ Electrical Engineering Technology
- ☐ Engineering
- ☐ Engineering Management
- ☐ Engineering Physics
- ☐ Engineering Technology
- ☐ English
- ☐ Environmental Engineering
- ☐ Exercise Science
- ☐ Finance
- ☐ Forestry
- ☐ General Business
- ☐ General Engineering
- ☐ General Sciences and Arts
- ☐ General Technology
- ☐ Geographic Information Systems – Certificate Program
- ☐ Geological Engineering
- ☐ Geology
- ☐ History
- ☐ Humanities
- ☐ Industrial Forestry – Certificate Program
- ☐ Liberal Arts
- ☐ Management
- ☐ Management Information Systems
- ☐ Marketing
- ☐ Materials Science and Engineering
- ☐ Mathematics
- ☐ Mechanical Engineering
- ☐ Mechanical Engineering Technology
- ☐ Media – Certificate Program
- ☐ Medical Laboratory Science
- ☐ Natural Resources Management
- ☐ Pharmaceutical Chemistry
- ☐ Physics
- ☐ Psychology
- ☐ Scientific and Technical Communication
- ☐ Social Sciences
- ☐ Software Engineering
- ☐ Sound Design
- ☐ Sports and Fitness Management
- ☐ State Teaching Certificate – Certificate Program
- ☐ Statistics
- ☐ Surveying Engineering
- ☐ Teaching English to Speakers of Other Languages – Certificate Program
- ☐ Theatre and Electronic Media Performance
- ☐ Theatre and Entertainment Technology
- ☐ Wildlife Ecology and Management
- ☐ Undecided
- ☐ Undeclared
- ☐ Non-Degree Seeking

62. Graduate Students only: What is your academic program? (Mark all that apply.)**Non-Degree Seeking**

- ☐ Non-Degree Seeking

Masters

- ☐ Accounting
- ☐ Applied Cognitive Science and Human Factors
- ☐ Applied Ecology
- ☐ Applied Natural Resource Economics
- ☐ Applied Physics
- ☐ Applied Science Education
- ☐ Biological Sciences
- ☐ Biomedical Engineering
- ☐ Business Administration, (MBA)
- ☐ Chemical Engineering
- ☐ Chemistry
- ☐ Civil Engineering
- ☐ Computer Engineering
- ☐ Computer Science
- ☐ Cybersecurity
- ☐ Data Science
- ☐ Electrical Engineering
- ☐ Engineering, (MEG)
- ☐ Engineering Mechanics
- ☐ Engineering Physics
- ☐ Environmental & Energy Policy
- ☐ Environmental Engineering
- ☐ Environmental Engineering Science
- ☐ Forest Ecology and Management
- ☐ Forest Molecular Genetics and Biotechnology
- ☐ Forestry
- ☐ Forestry, (MF)
- ☐ Geographic Information Science, (MGIS)
- ☐ Geological Engineering
- ☐ Geology
- ☐ Geophysics
- ☐ Industrial Archaeology
- ☐ Integrated Geospatial Technology
- ☐ Kinesiology
- ☐ Materials Science and Engineering
- ☐ Mathematical Sciences
- ☐ Mechanical Engineering
- ☐ Medical Informatics
- ☐ Mining Engineering
- ☐ Physics
- ☐ Rhetoric, Theory and Culture

Graduate Certificates

- ☐ Advanced Electric Power Engineering
- ☐ Automotive Systems and Controls
- ☐ Data Science
- ☐ Hybrid Electric Drive Vehicle Engineering
- ☐ International Profile
- ☐ Nanotechnology
- ☐ Post-Secondary STEM Education
- ☐ Sustainability
- ☐ Sustainable Water Resources Systems

Doctoral

- ☐ Applied Cognitive Science and Human Factors
- ☐ Applied Physics

- ☐ Atmospheric Sciences
- ☐ Biochemistry/Molecular Biology
- ☐ Biological Sciences
- ☐ Biomedical Engineering
- ☐ Chemical Engineering
- ☐ Chemistry
- ☐ Civil Engineering
- ☐ Computer Engineering
- ☐ Computer Science
- ☐ Electrical Engineering
- ☐ Engineering - Computational Science & Engineering
- ☐ Engineering - Environmental Engineering
- ☐ Engineering Physics
- ☐ Environmental & Energy Policy
- ☐ Forest Molecular Genetics and Biotechnology
- ☐ Forest Science
- ☐ Geological Engineering
- ☐ Geology
- ☐ Geophysics
- ☐ Industrial Heritage & Archaeology
- ☐ Integrative Physiology
- ☐ Materials Science and Engineering
- ☐ Mathematical Sciences
- ☐ Mechanical Engineering - Engineering Mechanics
- ☐ Mining Engineering
- ☐ Physics
- ☐ Rhetoric, Theory and Culture

63. Do you have a condition/disability that influences your learning, working, or living activities?

- ☐ No **[Skip to Question #65]**
- ☐ Yes

64. Which, if any, of the conditions listed below impact your learning, working, or living activities? **(Mark all that apply.)**

- ☐ Acquired/Traumatic Brain Injury
- ☐ Autoimmune Disorder (e.g., Arthritis, fibromyalgia, lupus, MS)
- ☐ Chronic medical condition (e.g., Asthma, Diabetes, Cancer, Chron's disease, IBS)
- ☐ Hard of hearing or Deaf
- ☐ Learning difference/language processing disorder (e.g., Attention Deficit/Hyperactivity Disorder, Cognitive/Language-based, Dyslexia, Dysgraphia)
- ☐ Low vision or Blind
- ☐ Mental health/psychological condition (e.g., anxiety, depression, bipolar, schizophrenia)
- ☐ Neurodiversity (e.g., Autism Spectrum, Asperger's)
- ☐ Physical/mobility condition that affects walking
- ☐ Physical/mobility condition that does not affect walking
- ☐ Speech/communication condition
- ☐ A disability/condition not listed here (Please specify.) _____

65. Is English your primary language?

- ☐ Yes
- ☐ No (Please specify your primary language.) _____

66. What is your religious or spiritual identity? **(Mark all that apply.)**

- ☐ Agnostic
- ☐ Atheist
- ☐ Baha'i
- ☐ Buddhist
- ☐ Christian
 - ☐ African Methodist Episcopal
 - ☐ African Methodist Episcopal Zion
 - ☐ Apostolic Lutheran
 - ☐ Assembly of God

- ☐ Baptist
- ☐ Catholic/Roman Catholic
- ☐ Church of Christ
- ☐ Church of God in Christ
- ☐ Christian Orthodox
- ☐ Christian Methodist Episcopal
- ☐ Christian Reformed Church (CRC)
- ☐ Episcopalian
- ☐ Evangelical
- ☐ Greek Orthodox
- ☐ Lutheran
- ☐ Mennonite
- ☐ Moravian
- ☐ Nondenominational Christian
- ☐ Pentecostal
- ☐ Presbyterian
- ☐ Protestant
- ☐ Protestant Reformed Church (PR)
- ☐ Quaker
- ☐ Reformed Church of America (RCA)
- ☐ Russian Orthodox
- ☐ Seventh Day Adventist
- ☐ The Church of Jesus Christ of Latter-day Saints
- ☐ United Methodist
- ☐ United Church of Christ
- ☐ A Christian affiliation not listed here (Please specify.) _____
- ☐ Confucianist
- ☐ Druid
- ☐ Hindu
- ☐ Jain
- ☐ Jehovah's Witness
- ☐ Jewish
 - ☐ Conservative
 - ☐ Orthodox
 - ☐ Reform
 - ☐ A Jewish affiliation not listed here (Please specify.) _____
- ☐ Muslim
 - ☐ Ahmadi
 - ☐ Shi'ite
 - ☐ Sufi
 - ☐ Sunni
 - ☐ A Muslim affiliation not listed here (Please specify.) _____
- ☐ Native American Traditional Practitioner or Ceremonial
- ☐ Pagan
- ☐ Rastafarian
- ☐ Scientologist
- ☐ Secular Humanist
- ☐ Shinto
- ☐ Sikh
- ☐ Taoist
- ☐ Tenrikyo
- ☐ Unitarian Universalist
- ☐ Wiccan
- ☐ Spiritual, but no religious affiliation
- ☐ No affiliation
- ☐ A religious affiliation or spiritual identity not listed above (Please specify.) _____

67. **Students only:** Do you receive financial support from a family member or guardian to assist with your living/educational expenses?
- ☐ I receive no support for living/educational expenses from family/guardian.
 - ☐ I receive support for living/educational expenses from family/guardian.

68. **Students only:** What is your **best estimate** of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?
- ☐ \$29,999 and below
 - ☐ \$30,000 - \$49,999
 - ☐ \$50,000 - \$69,999
 - ☐ \$70,000 - \$99,999
 - ☐ \$100,000 - \$149,999
 - ☐ \$150,000 - \$199,999
 - ☐ \$200,000 - \$249,999
 - ☐ \$250,000 - \$499,999
 - ☐ \$500,000 or more
69. **Students only:** Where do you live?
- ☐ Campus housing
 - ☐ Douglass Houghton Hall
 - ☐ McNair Hall
 - ☐ Wadsworth Hall
 - ☐ Hillside Place
 - ☐ Daniell Heights
 - ☐ Non-campus housing
 - ☐ College-operated housing (e.g., East Street, Magnuson Hotel)
 - ☐ Independently in an apartment/house in Houghton/Hancock
 - ☐ Independently in an apartment/house not in Houghton/Hancock
 - ☐ Living with family member/guardian
 - ☐ Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)
70. **Students only:** Since having been a student at Michigan Tech, have you been a member or participated in any of the following? (**Mark all that apply.**)
- ☐ I do not participate in any clubs or organizations at Michigan Tech.
 - ☐ Academic and academic honorary organizations (e.g., Economics Club, Blue Key National Honor Society)
 - ☐ Club sport
 - ☐ Arts (e.g., Swing Club, Photography Club)
 - ☐ Cultural-specific organization (e.g. Indian Students Association, NOSOTROS)
 - ☐ Awareness (e.g., Habitat for Humanity, Spectrum Connection)
 - ☐ Faith or spirituality-based organization
 - ☐ Governance organization
 - ☐ Greek letter organization
 - ☐ Housing and Residential Life (e.g., McNair Hall Association, Inter-Residence Housing Council)
 - ☐ Intercollegiate athletic team
 - ☐ Political or issue-oriented organization
 - ☐ Professional or pre-professional organization (e.g., NSBE, SWE, ASME)
 - ☐ Programming (e.g., Film Board, MUB Board)
 - ☐ Publication/media organization (e.g., Michigan Tech Lode, Houghton Area Writer's Club)
 - ☐ Service or philanthropic organization (e.g., MedLife, Rotaract Club of Houghton-Hancock)
 - ☐ Social (e.g., Mitch's Misfits. Fishing, Gaming)
 - ☐ A student organization not listed above (Please specify.) _____
71. **Students only:** At the end of your last semester, what was your cumulative grade point average?
- ☐ No GPA at this time – first semester at Michigan Tech
 - ☐ 3.75 – 4.00
 - ☐ 3.50 – 3.74
 - ☐ 3.25 – 3.49
 - ☐ 3.00 – 3.24
 - ☐ 2.75 – 2.99
 - ☐ 2.50 – 2.74
 - ☐ 2.25 – 2.49
 - ☐ 2.00 - 2.24
 - ☐ Below 2.00

72. **Students only:** Have you experienced financial hardship while attending Michigan Tech?

- ☐ No [**Skip to Question #74**]
- ☐ Yes

73. **Students only:** How have you experienced the financial hardship? (**Mark all that apply.**)

- ☐ Difficulty affording tuition
- ☐ Difficulty affording books/course materials
- ☐ Difficulty affording social or recreational events/activities
- ☐ Difficulty affording food
- ☐ Difficulty affording co-curricular events and activities
- ☐ Difficulty affording unpaid internships/co-ops/research opportunities
- ☐ Difficulty affording alternative spring breaks
- ☐ Difficulty affording travel to and from Michigan Tech (e.g., returning home from break)
- ☐ Difficulty affording daily commuting to campus
- ☐ Difficulty affording housing
- ☐ Difficulty affording health care
- ☐ Difficulty affording child care
- ☐ Difficulty affording other campus fees
- ☐ Difficulty affording study abroad
- ☐ Difficulty affording clothing (e.g., winter clothing, professional clothing)
- ☐ Difficulty affording campus parking
- ☐ A financial hardship not listed above (Please specify.) _____

74. **Students only:** How are you currently paying for your education at Michigan Tech? (**Mark all that apply.**)

- ☐ Campus employment
- ☐ Credit card
- ☐ Family contribution
- ☐ GI Bill
- ☐ Graduate/research/teaching assistantship
- ☐ Loans
- ☐ Need-based scholarship (e.g., TIP, Gates)
- ☐ Non-need based scholarship (e.g., Michigan merit scholarship, ROTC)
- ☐ Grant (e.g., Pell)
- ☐ Personal contribution/job
- ☐ Resident assistant
- ☐ A method of payment not listed here (Please specify.) _____

75. **Students only:** Are you employed on-campus, off-campus, or both during the academic year? (**Mark all that apply.**)

- ☐ No
- ☐ Yes, I am currently on co-op
 - ☐ 1-10 hours/week
 - ☐ 11-20 hours/week
 - ☐ 21-30 hours/week
 - ☐ 31-40 hours/week
 - ☐ More than 40 hours/week
- ☐ 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
 - ☐ More than 40 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
 - ☐ More than 40 hours/week

Part 4: Perceptions of Campus Climate

76. **Within the past year, have you OBSERVED** any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) working or learning environment at Michigan Tech?

- ☐ No [**Skip to Question #**]
- ☐ Yes

77. Who/what was the **target** of the conduct? (**Mark all that apply.**)

- ☐ Academic advisor
- ☐ Alumnus/a
- ☐ Athletic coach/trainer
- ☐ Michigan Tech media (e.g., posters, brochures, flyers, handouts, websites)
- ☐ Michigan Tech Public Safety/Police Services
- ☐ Coworker/colleague
- ☐ Department/ school chair
- ☐ Direct report (e.g., person who reports to me)
- ☐ Donor
- ☐ Faculty member/other instructional staff
- ☐ Friend
- ☐ Off-campus community member
- ☐ Senior administrator (e.g., dean, vice president, provost)
- ☐ Social networking site (e.g., Facebook, Twitter)
- ☐ Staff member
- ☐ Stranger
- ☐ Student
- ☐ Student staff
- ☐ Student organization (Please specify.) _____
- ☐ Supervisor or manager
- ☐ Student teaching assistant/student lab assistant/learning center coach/research assistant
- ☐ Team member in a class/lab project
- ☐ Do not know source
- ☐ A source not listed above (Please specify.) _____

78. Who/what was the **source** of the conduct? (**Mark all that apply.**)

- ☐ Academic advisor
- ☐ Alumnus/a
- ☐ Athletic coach/trainer
- ☐ Michigan Tech media (e.g., posters, brochures, flyers, handouts, websites)
- ☐ Michigan Tech Public Safety/Police Services
- ☐ Coworker/colleague
- ☐ Department/ school chair
- ☐ Direct report (e.g., person who reports to me)
- ☐ Donor
- ☐ Faculty member/other instructional staff
- ☐ Friend
- ☐ Off-campus community member
- ☐ Senior administrator (e.g., dean, vice president, provost)
- ☐ Social networking site (e.g., Facebook, Twitter)
- ☐ Staff member
- ☐ Stranger
- ☐ Student
- ☐ Student staff
- ☐ Student organization (Please specify.) _____
- ☐ Supervisor or manager
- ☐ Student teaching assistant/student lab assistant/learning center coach/research assistant
- ☐ Team member in a class/lab project
- ☐ Do not know source
- ☐ A source not listed above (Please specify.) _____

79. Which of the target's characteristics do you believe was/were the basis for the conduct? (Mark all that apply.)

- ☐ Academic performance
- ☐ Age
- ☐ Educational credentials (e.g., BS, MS, PhD)
- ☐ English language proficiency/accent
- ☐ Ethnicity
- ☐ Gender/gender identity
- ☐ Gender expression
- ☐ Immigrant/citizen status
- ☐ International status/national origin
- ☐ Learning disability/condition
- ☐ Length of service at Michigan Tech
- ☐ Major field of study
- ☐ Marital status (e.g., single, married, partnered)
- ☐ Mental health/psychological disability/condition
- ☐ Medical disability/condition
- ☐ Military/veteran status
- ☐ Parental status (e.g., having children)
- ☐ Participation in an organization/team (Please specify.) _____
- ☐ Physical characteristics
- ☐ Physical disability/condition
- ☐ Philosophical views
- ☐ Political views
- ☐ Position (e.g., staff, faculty, student)
- ☐ Pregnancy
- ☐ Racial identity
- ☐ Religious/spiritual views
- ☐ Sexual identity
- ☐ Socioeconomic status
- ☐ Do not know
- ☐ A reason not listed above (Please specify.) _____

80. Which of the following did you observe because of the target's identity? (Mark all that apply.)

- ☐ Assumption that someone was admitted/hired/promoted based on his/her identity
- ☐ Assumption that someone was not admitted/hired/promoted based on his/her identity
- ☐ Derogatory phone calls
- ☐ Derogatory phone calls/text messages/email
- ☐ Derogatory verbal remarks
- ☐ Derogatory written comments
- ☐ Derogatory/unsolicited messages through social networking site (e.g., Facebook, Twitter)
- ☐ Graffiti/vandalism
- ☐ Person experienced a hostile classroom environment
- ☐ Person experienced a hostile work environment
- ☐ Person received a low or unfair performance evaluation
- ☐ Person received a poor grade
- ☐ Person received threats of physical violence
- ☐ Person was being stared at
- ☐ Person was ignored or excluded
- ☐ Person was intimidated/bullied
- ☐ Person was isolated or left out
- ☐ Person was stalked
- ☐ Person was the target of physical violence
- ☐ Person was the target of workplace incivility
- ☐ Person was unfairly evaluated in the promotion and tenure process
- ☐ Racial/ethnic profiling
- ☐ Singled out as the spokesperson for their identity group
- ☐ Something not listed above (Please specify.) _____

81. Where did this conduct occur? (Mark all that apply.)

- ☐ At a Michigan Tech event/program
- ☐ In a class/lab
- ☐ In a faculty office
- ☐ In a religious center
- ☐ In Greek housing
- ☐ In a learning center
- ☐ In a meeting with one other person
- ☐ In a meeting with a group of people
- ☐ In a Michigan Tech administrative office
- ☐ In a Michigan Tech dining facility
- ☐ In a Michigan Tech library (e.g., Van Pelt & Opie, Petersen)
- ☐ In an experiential learning environment (e.g., community-based learning, externship, internship)
- ☐ In athletic facilities (e.g., SDC, ski hill, golf course)
- ☐ In other public spaces at Michigan Tech
- ☐ In campus housing
- ☐ In Counseling Services
- ☐ In off-campus housing
- ☐ Off campus
- ☐ On a campus shuttle
- ☐ On phone calls/text messages/email
- ☐ On social media sites (e.g., Facebook, Twitter)
- ☐ While walking on campus
- ☐ While working at a Michigan Tech job
- ☐ A venue not listed above (Please specify.) _____

82. What was your response to observing this conduct? (Mark all that apply.)

- ☐ I did not do anything.
- ☐ I avoided the person/venue.
- ☐ I contacted a local law enforcement official.
- ☐ I confronted the person(s) at the time.
- ☐ I confronted the person(s) later.
- ☐ I did not know who to go to.
- ☐ I sought information online.
- ☐ I sought support from off campus hotline/advocacy services.
- ☐ I contacted a Michigan Tech resource.
 - ☐ Center for Diversity and Inclusion
 - ☐ Counseling Services
 - ☐ Employee Assistance Program
 - ☐ Faculty member
 - ☐ Michigan Tech Public Safety and Police Services
 - ☐ Office of Academic and Community Conduct
 - ☐ Office of Human Resources
 - ☐ Office of Institutional Equity and Inclusion
 - ☐ Ombudsperson
 - ☐ Senior administrator (e.g., dean, vice president, provost)
 - ☐ Staff person
 - ☐ Student staff (e.g., resident assistant, RLC, building managers, event staff)
 - ☐ Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - ☐ Supervisor/Department Chair
 - ☐ Title IX Coordinator
 - ☐ Union Representative
- ☐ I told a family member.
- ☐ I told a friend.
- ☐ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- ☐ I submitted a report online
 - ☐ Anonymous Tip Line
 - ☐ Dean of Students Office Concern/Complaint Form
 - ☐ Harassment Reporting Form
 - ☐ Lighthouse Services
- ☐ A response not listed above (Please specify.) _____

83. Did you officially report the conduct?

- ☐ No, I did not report it.
- ☐ Yes, I reported it.
 - ☐ Yes, I reported the incident and was satisfied with the outcome.
 - ☐ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.
 - ☐ Yes, I reported the incident, but felt that it was not responded to appropriately.

84. We are interested in knowing more about your experiences. If you wish to elaborate on your observations of conduct directed toward a person or group of people on campus that you believe created an exclusionary, intimidating, offensive, and/or hostile working or learning environment, please do so here.

85. **Faculty/Staff only:** Have you observed hiring practices at Michigan Tech that you perceive to be unjust (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool)?

- ☐ No [**Skip to Question #88**]
- ☐ Yes

86. **Faculty/Staff only:** I believe that the unjust hiring practices were based upon...(Mark all that apply.).

- ☐ Age
- ☐ Educational credentials (e.g., BS, MS, PhD)
- ☐ English language proficiency/accent
- ☐ Ethnicity
- ☐ Gender/gender identity
- ☐ Gender expression
- ☐ Immigrant/citizen status
- ☐ International status
- ☐ Learning disability/condition
- ☐ Length of service at Michigan Tech
- ☐ Major field of study
- ☐ Marital status (e.g., single, married, partnered)
- ☐ Mental health/psychological disability/condition
- ☐ Medical disability/condition
- ☐ Military/veteran status
- ☐ Nepotism/cronyism
- ☐ Parental status (e.g., having children)
- ☐ Participation in an organization/team (Please specify.) _____
- ☐ Physical characteristics
- ☐ Physical disability/condition
- ☐ Philosophical views
- ☐ Political views
- ☐ Position (e.g., staff, faculty, student)
- ☐ Pregnancy
- ☐ Racial identity
- ☐ Religious/spiritual views
- ☐ Sexual identity
- ☐ Socioeconomic status
- ☐ Do not know
- ☐ A reason not listed above (Please specify.) _____

87. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust hiring practices, please do so here.

88. **Faculty/Staff only:** Have you observed **promotion/tenure/reappointment/reclassification** practices at Michigan Tech that you perceive to be unjust?

- ☐ No [**Skip to Question #91**]
- ☐ Yes

89. **Faculty/Staff only:** I believe the unjust behavior, procedures, or employment practices related to **promotion/tenure/reappointment/reclassification** were based upon... **(Mark all that apply.)**

- ☐ Age
- ☐ Educational credentials (e.g., MS, PhD)
- ☐ English language proficiency/accent
- ☐ Ethnicity
- ☐ Gender/gender identity
- ☐ Gender expression
- ☐ Immigrant/citizen status
- ☐ International status
- ☐ Learning disability/condition
- ☐ Length of service at Michigan Tech
- ☐ Major field of study
- ☐ Marital status (e.g., single, married, partnered)
- ☐ Mental health/psychological disability/condition
- ☐ Medical disability/condition
- ☐ Military/veteran status
- ☐ Nepotism/cronyism
- ☐ Parental status (e.g., having children)
- ☐ Participation in an organization/team (Please specify.) _____
- ☐ Physical characteristics
- ☐ Physical disability/condition
- ☐ Philosophical views
- ☐ Political views
- ☐ Position (e.g., staff, faculty, student)
- ☐ Pregnancy
- ☐ Racial identity
- ☐ Religious/spiritual views
- ☐ Sexual identity
- ☐ Socioeconomic status
- ☐ Do not know
- ☐ A reason not listed above (Please specify.) _____

90. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification, please do so here.

91. **Faculty/ Staff only:** Have you observed employment-related discipline or action, up to and including dismissal, at Michigan Tech that you perceive to be unjust?

- ☐ No [Skip to Question #94]
- ☐ Yes

92. **Faculty/Staff only:** I believe that the unjust employment-related disciplinary actions were based upon... (Mark all that apply.)

- ☐ Age
- ☐ Educational credentials (e.g., MS, PhD)
- ☐ English language proficiency/accent
- ☐ Ethnicity
- ☐ Gender/gender identity
- ☐ Gender expression
- ☐ Immigrant/citizen status
- ☐ International status
- ☐ Job duties
- ☐ Learning disability/condition
- ☐ Length of service at Michigan Tech
- ☐ Major field of study
- ☐ Marital status (e.g., single, married, partnered)
- ☐ Mental health/psychological disability/condition
- ☐ Medical disability/condition
- ☐ Military/veteran status
- ☐ Parental status (e.g., having children)
- ☐ Participation in an organization/team (Please specify.) _____
- ☐ Physical characteristics
- ☐ Physical disability/condition
- ☐ Philosophical views
- ☐ Political views
- ☐ Position (e.g., staff, faculty, student)
- ☐ Pregnancy
- ☐ Racial identity
- ☐ Religious/spiritual views
- ☐ Sexual identity
- ☐ Socioeconomic status
- ☐ Do not know
- ☐ A reason not listed above (Please specify.) _____

93. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of employment-related discipline or action, up to and including dismissal practices, please do so here.

94. Using a scale of 1–5, please rate the overall campus climate at Michigan Tech 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hostile
Inclusive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exclusive
Improving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Regressing
Positive for persons with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for persons with disabilities
Positive for people who identify as lesbian, gay, bisexual, queer, or transgender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who identify as lesbian, gay, bisexual, queer, or transgender
Positive for people of various spiritual/religious backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of various spiritual/religious backgrounds
Positive for People of Color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for People of Color
Positive for men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for men
Positive for women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for women
Positive for non-native English speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for non-native English speakers
Positive for people who are not U.S. citizens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who are not U.S. citizens
Welcoming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not welcoming
Respectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Disrespectful
Positive for people of high socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of high socioeconomic status
Positive for people of low socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of low socioeconomic status
Positive for people of various political affiliations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of various political affiliations
Positive for people in active military/veterans status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people in active military/veterans status
Positive for people from the Upper Peninsula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people from the Upper Peninsula

95. Using a scale of 1–5, please rate the overall campus climate on the following dimensions:

(Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism)

	1	2	3	4	5	
Not racist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Racist
Not sexist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sexist
Not homophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Homophobic
Not biphobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Biphobic
Not transphobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Transphobic
Not ageist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ageist
Not classist (socioeconomic status)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Classist (socioeconomic status)
Not classist (position: faculty, staff, student)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Classist (position: faculty, staff, student)
Disability friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not disability friendly
Not xenophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Xenophobic
Not ethnocentric	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ethnocentric

96. **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 Michigan Tech faculty .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Michigan Tech department chairs .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Michigan Tech staff .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Michigan Tech senior administrators (e.g., dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by faculty in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other students outside of the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty prejudice my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that 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"/>

97. **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/school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my department chair/school dean.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other faculty at Michigan Tech.	<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 feel valued by Michigan Tech senior administrators (e.g., dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty in my department/school prejudice my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my department chair/school dean prejudices 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 Michigan Tech 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/scholarship 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"/>

98. **Staff 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 coworkers in my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by coworkers outside my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Michigan Tech students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Michigan Tech faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Michigan Tech senior administrators (e.g., dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that coworkers in my department prejudge 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 prejudices my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty prejudge 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 department encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my skills are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my work is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

99. As a person who identifies with a disability, have you experienced a barrier in any of the following areas at Michigan Tech in the past year?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classrooms, labs (including computer labs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residence Halls/on-campus housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining facilities	<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"/>
Office/Classroom furniture (e.g., chair, desk)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus transportation/parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Podiums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studios/performing arts spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temporary barriers due to construction or maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temporary barriers due to snow and ice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walkways, pedestrian paths, crosswalks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology/Online Environment			
Accessible electronic format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clickers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer equipment (e.g., screens, mouse, keyboard)	<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"/>
Canvas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone/phone equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Software (e.g., voice recognition/audiobooks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video /video audio description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identity			
Electronic databases (e.g., MyMichiganTech, Banner)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email account/User Profile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intake forms (e.g., Counseling Services)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional/Campus Materials			
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"/>
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"/>
Syllabi	<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"/>

100. We are interested in knowing more about your experiences. If you would like to elaborate on your responses regarding accessibility, please do so here.

101. As a person who identifies as transgender, genderqueer, or gender non-binary, have you experienced a barrier in any of the following areas at Michigan Tech in the past year?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changing rooms/locker rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residence Halls/on-campus housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identity Accuracy			
Michigan Tech ID Card	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic databases (e.g., MyMichiganTech, Banner)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email account/User Profile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intake forms (e.g., Counseling Services)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing and Communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

102. We are interested in knowing more about your experiences. If you would like to elaborate on your responses, please do so here.

Part 5: Institutional Actions Relative to Climate Issues

103. **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 Michigan Tech.

	If This Initiative IS Available at Michigan Tech			If This Initiative IS NOT Available at Michigan Tech		
	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 calculating the tenure clock	<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 and inclusivity training for faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty with toolkits to create an inclusive classroom environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty with supervisory training	<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 process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a 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"/>

104. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

105. **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 Michigan Tech.

	If This Initiative IS Available at Michigan Tech			If This Initiative IS NOT Available at Michigan Tech		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity and inclusivity 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 supervisors with supervisory training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty supervisors with supervisory training	<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 process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a 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 development opportunities for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing affordable child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support/resources for spouse/partner employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

106. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

107. **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 Michigan Tech.

	If This Initiative IS Available at Michigan Tech			If This Initiative IS NOT Available at Michigan Tech		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity and inclusivity training for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and inclusivity training for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and inclusivity 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 bias by faculty/staff in learning environments (e.g., classrooms, labs)	<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 bias by other students in learning environments (e.g., classrooms, labs)	<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 advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity training for student staff (e.g., student union, resident assistants)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

108. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

Part 6: Your Additional Comments

109. Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?

110. Do you have any specific recommendations for improving the climate at Michigan Tech?

111. Using a multiple-choice format, this survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate. If you wish to elaborate upon any of your survey responses or further describe your experiences, you are encouraged to do so in the space provided below.

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

To thank all members of the Michigan Tech community for their participation in this survey, you have an opportunity to win an award.

Submitting your contact information for a survey award is optional. ***Survey information is NOT connected to entering this information.***

To be eligible to win a survey award, please follow the instructions below. Please submit only one entry per person; duplicate entries will be discarded. A random drawing will be held for the following survey awards:

Undergraduate, Graduate Students

- Parking Pass for one semester starting January 2018
- \$50 Gift Card to the Michigan Tech Campus Store
- \$50 Gift Card to the Michigan Tech Campus Store
- \$50 Gift Card to the Michigan Tech Campus Store
- \$50 Gift Card to the Michigan Tech Campus Store
- 2 Free Admission tickets to any sporting event (Other than Winter Carnival Games)

Staff

- Parking Pass for one year starting January 2018
- \$50 Gift Card to the Michigan Tech Campus Store
- \$50 Gift Card to the Michigan Tech Campus Store
- \$50 Gift Card to the Michigan Tech Campus Store
- \$50 Gift Card to the Michigan Tech Campus Store
- 2 Free Admission tickets to any sporting event (Other than Winter Carnival Games)

Faculty

- Parking Pass for one year starting January 2018
- \$50 Gift Card to the Michigan Tech Campus Store
- \$50 Gift Card to the Michigan Tech Campus Store
- \$50 Gift Card to the Michigan Tech Campus Store
- 2 Free Admission tickets to any sporting event (Other than Winter Carnival Games)
- Pair of Rozsa tickets for event of choice

By providing your information below, your information will be entered for an opportunity to win one of the aforementioned awards. Please know that in providing your information you are in no way linked or identified with the survey information collected here. The separation between the survey and this drawing ensures your confidentiality.

- ☐ 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 type the below website link into an internet browser to contact an appropriate resource:

<http://mtu.edu/worklivelearn/resources>