

Faculty

2017 Oakland University Climate Survey

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Methods

This report summarizes the results of the climate survey conducted by the Office of the Senior Advisor to the President for Diversity, Equity, and Inclusion and the Office of Inclusion at Oakland University under the direction of the Office of the President. The survey aimed to assess perceptions of the work and academic climate at Oakland University among faculty, staff, and students. The University of Illinois Survey Research Laboratory (SRL) assisted with the survey. A previous survey of the work and academic climate at Oakland University was conducted in 2013 by SRL.

SRL personnel assisted in questionnaire development, programmed the Web survey instruments, managed the online data collection process, and conducted data analysis. Three separate questionnaires were prepared, one for each stratum of respondents: faculty, staff, and students. All questionnaires were designed to collect feedback about participants' perceptions of the work and academic climate at the university, including inclusiveness, friendliness, cooperation, professionalism, recognition, support, and opportunities for career advancement/academic success. Respondents also answered a few questions about themselves. The final faculty questionnaire is presented in Appendix D.

Approval for the study protocol was sought from the University at Illinois at Urbana-Champaign (UIUC) IRB, who approved it (under exempt protocol #17196) on September 28, 2016.

Data were collected primarily by means of an online questionnaire. All faculty, staff, and students on the main campus and at other locations of Oakland University were sent an e-mail inviting them to participate in the survey (see Appendix C for text of the e-mail invitation). Initial e-mail invitations were sent by SRL on February 28, and March 1, 2017. Three e-mails reminding non-respondents to take part in the study were sent on March 7, 15, and 23, respectively. The survey was closed to responses on March 30, 2017.

E-mails were sent out to 22,022 potential respondents including 1,605 faculty, 1,793 staff, and 18,624 students. Of these, 2,666 completed the questionnaire, broken out by category as follows: 407 faculty, 525 staff, and 1,734 students. Table 1 presents the response rate for the respondents who completed the questionnaire. Based on the numbers available for the total number of respondents to whom the initial emails were sent, the overall response rate is 12.1%. The response rate varied from a low of 9.3% among students to a high of 29.3% among staff (see Table 1).

Table 1. Sample Frame, Completed Interviews, & Response Rate, by Sample Stratum

	Estimated sample frame size	Completed interviews	Response rate
Faculty	1,605	407	25.4%
Staff	1,793	525	29.3%
Students	18,624	1,734	9.3%
TOTAL	22,022	2,666	12.1%

Organization of the Reports

The Oakland University Climate Survey gathered information from faculty, staff, and students on the main campus and at other Oakland locations. The analysis and reports are stratified by University role (faculty, staff, and student): (1) all faculty, (2) all staff, and (3) all students.

The reports provide background information on the method used to collect data, the overall approach to data analysis, computation of the measures, how to interpret the means, how to assess statistical significance,

and charts and tables of results. Each report also includes appendices containing the survey instrument used, text of invitation and reminder e-mails, and detailed tables on individual questions in the questionnaire.

Overall Approach to the Analysis of the Data

The climate survey collected data from 2,666 faculty, students, and staff. Each of the three questionnaires included over 50 questions, resulting in over 200 total variables in the data file. Presenting tables or graphs of all items in the questionnaire would result in an unwieldy amount of information from which it would be difficult to discern key findings. One of the challenges in analyzing the data was to organize the results in a way that included as much information as possible without overwhelming the reader with data. Our strategy for meeting this challenge is as follows: construct a measure that captures the perception of faculty on the overall work climate at Oakland University, conduct principal components analysis to group the other questionnaire items into groups known as *principal components*, conduct regression analysis to understand how these components relate to or explain variation in perceptions of overall climate, prioritize components based on their relationship with overall climate and the mean ratings given to them by faculty, and assess whether there are any variations in these components based on faculty demographics.

Computing the Outcome Variable: Overall Climate

First, we computed a measure that would capture the perception of faculty on the overall work climate at Oakland University; this is the outcome variable of interest. It was created based on our judgment about which questions best capture respondent opinion of the overall university climate. For faculty, the items that best capture overall outcome are ones that ask about overall climate, satisfaction with the university as a good place to work, and recommending Oakland to others:

- Overall, how would you rate the climate on the campus where you are primarily located?
- Overall, how would you rate the climate in your primary department/unit?
- If your department/unit is part of a school/college/major administrative office, overall, how would you rate the climate in that school/college/major administrative office?
- Overall, how strongly would you recommend Oakland University to others as a good place to work?
- How satisfied are you, in general, with your job at the university?

We averaged the ratings given by faculty to these five items to create a single outcome variable that we will call “overall climate.”

Principal Components Analysis

Next, we turned our attention to the questionnaire items asking about various aspects of the work climate for faculty, including perceptions of diversity, fairness of policies and procedures, and physical safety on campus, among others. To reduce the number of explanatory variables while retaining as much information as possible, we employed a standard data reduction technique known as *principal components analysis*: individual items are sorted into groups known as *principal components*, based on their correlations with each other. Items grouped into one component will have higher correlations with each other than with items not included in that component. While there is no specific theory guiding the procedure—that is, there is no prior expectation about

which items should group together—the resulting components are usually substantively meaningful. In other words, we would expect two items related to physical safety to be part of the same component; we would not expect items regarding issues as disparate as safety, academics, and friendliness to all belong to the same component.

Computing Explanatory Variables

In the 2013 Oakland Climate Survey, our approach to creating the explanatory components for these reports included four steps:

- Conducting principal components analysis for the five-point rating scale items.
- Inspecting the output to determine whether the results are substantively meaningful.
- If necessary, making adjustments to the components (based on component “loadings”—the strength of the relationship between the overall component and the individual items in that component).
- Once the final components were identified, computing a score for each component, which is the mean of all items belonging to that component.

For the 2017 Oakland Climate Survey, we are using the same components as in 2013, with some minor changes to take into account changes in the questionnaire between the two years. The score for each component is the mean of all items in the component.

Regression Analysis

After computing the components, we conducted a regression analysis in which the outcome variable—overall climate—was regressed on the explanatory components. Regression analysis helps to understand the relationship between the outcome variable—overall climate—and the explanatory variables—specific aspects of climate. The relationship can be expressed in terms of a standardized regression coefficient, which can range from -1.0 to 1.0 . The sign of the coefficient indicates the direction of the relationship: a negative coefficient indicates that the outcome variable and the explanatory variable are inversely related—as one increases, the other decreases; a positive coefficient means that as one variable increases so does the other. The size of the coefficient indicates the strength of the relationship, while controlling for all other variables in the regression: the closer the correlation is to -1.0 or 1.0 , the stronger the relationship.

Prioritizing Explanatory Variables

Thereafter, we used the following procedures to determine the order of relevance for the explanatory variables:

- Examine the regression coefficient between the explanatory variables and the outcome variable (i.e., overall climate).
- Present the results in order of the explanatory variables’ association with the outcome variable in order of decreasing strength of association.

The data in this report are presented as a series of grids and, for specific components, analyzed by background characteristics of the respondents. Appendices E to H include frequencies for all closed-ended items in the questionnaire, cross-tabulated by respondent demographics.

Interpretation of the Means

All the items used in the construction of the explanatory and outcome variables are questions with five-point scales as response options. Some of the response scales used were unipolar; others were bipolar.

Below is an example of a unipolar scale.

Not at all comfortable	Not very comfortable	Moderately comfortable	Very comfortable	Extremely comfortable
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As the example indicates, a unipolar scale measures the degree to which an attribute or quality is present (“degree of comfort,” in this example). It has a zero-point at one end, indicating a complete absence of the attribute (“not at all”) with the other end indicating the largest amount or presence of the attribute (“extremely”). Unipolar scales were coded such that a value of 1 was assigned to the zero-point and a value of 5 was assigned to the largest amount/presence point, with values of 2, 3, and 4 being assigned to the intermediate points. In the example above, “not very” was coded 2, the center of the scale point indicating a moderate amount or presence was coded 3, and “very” was coded 4. Thus, a score close to 1 indicates an absence of the attribute being asked about, a score close to 3 indicates a moderate presence, and a score close to 5 indicates a strong presence.

Below is an example of a bipolar scale. A bipolar scale has two opposing and mutually exclusive poles (“beneficial” and “detrimental,” in the example below) and a zero or neutral point in the middle.

Extremely detrimental	Quite detrimental	Neither beneficial nor detrimental	Quite beneficial	Extremely beneficial
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Bipolar scales were coded such that a value of 1 was assigned to the pole anchored with a label indicating a negative attribute (“detrimental,” in this example), while a value of 5 was assigned to the opposite pole indicating a positive attribute (“beneficial,” in this example). A value of 3 was assigned to the zero or neutral point (“neither beneficial nor detrimental,” in this example). Thus, the closer the score is to 5, the more positive the response; the closer it is to 1, the more negative the response.

Individual items belonging to the same component are all scored in the same direction. For example, in the faculty data, one of the explanatory variables reflects work environment. It is the mean of 17 individual items. Two of these items were originally written such that a value of 5 indicates a negative perception or experience: the degree to which the respondent feels socially isolated and the frequency with which he/she experienced excluding or intimidating conduct. Prior to computing a component mean, these items were reverse coded so that a high value indicates “not at all isolated” or “not at all frequent” and a low value means “extremely isolated” or “often”.

In general, throughout the reports, a value close to 5 indicates a positive attitude, experience, or perception, while a value of 1 indicates a negative response. The few exceptions to this are clearly identified in the reports.

Significance Tests

The climate survey report includes several graphs and tables that display mean differences in items and components by characteristics of the respondents (e.g., mean overall climate by number of years at Oakland). To calculate the means by respondent characteristic, we used the Analysis of Variance procedure (ANOVA). The procedure includes options for conducting significance tests for both for the overall model and for specific categories of the explanatory variables. For example, one significance test might tell us that there are statistically significant differences in overall climate by numbers of years employed. If we want to know which differences between these categories (e.g., tenure at Oakland for 1 to 3 years compared to 5 to 10 years) are statistically significant, we need to look at a different significance test (referred to as a post hoc test).

While we could display the overall significance test for each model with the tables and graphs in the report and appendices, this would provide no information about the statistical significance of specific differences in the categories of the independent variables. Displaying the information from the post hoc tests would provide this information but would produce messy and difficult-to-read graphs and tables with multiple subscripts and footnotes. Instead, we are providing general information about the margins of error for each stratum of analysis, which readers can use to guide their understanding of the significance of differences evident in the reports.

Although public opinion polls routinely report margins of error for an overall poll (e.g., “this poll has a margin of error of $\pm 3\%$ ”), margins of error are specific to individual items, not entire surveys, and depend on both the variation in the item and the sample size. For example, the margin of error of a yes/no question in which 50% said yes and 50% said no would differ from one in which 90% said yes and 10% said no, holding sample size constant. In order to simplify the reporting, public opinion polls generally report the margin of error that they would get with their sample size if they had a yes/no question in which 50% of the respondents said yes and 50% said no. This provides a conservative estimate of the margin of error without having to report on each specific item.

Table 2 employs the same strategy. The margin of error is what we would get for a yes/no question with a 50/50 split, assuming the sample sizes provided. The larger the sample size, the smaller the margin of error. In the overall faculty stratum, with 407 cases, the margin of error is 4.9%. This means that if a variable measured on a five-point scale has a mean of 3.0, the true value of that variable is $3.0 \pm 4.9\%$. On a five-point scale, that translates to a 3.0 ± 0.24 . If two means in that stratum differ by .24 points or more, then those differences are statistically significant. For example, if male faculty rated the climate as a 3.0 and female faculty rated it as a 3.25, that difference would be statistically significant.

Table 2 demonstrates, for each of the three strata, the statistically significant effect size detectable with the attained sample sizes. However, a difference that is statistically significant is not necessarily substantively meaningful. Table 2 shows that the sample size among Oakland faculty is large enough to state that a difference between a mean of 3.0 and 3.25 is statistically significant, but whether this difference is substantively meaningful is subjective. In general though, if a finding presented in these results is large enough to be substantively interesting, it is also most likely statistically significant.

Table 2. Margins of Error & Scale Point Equivalents, by Stratum

Stratum	Sample Size	Margin of Error	Equivalent Scale Point Difference	Example	
Faculty	407	4.9%	0.24	3.0	3.25
Staff	525	4.3%	0.21	3.0	3.22
Students	1,734	2.4%	0.12	3.0	3.13

Small Cell Sizes

In analyzing the climate data by campus and respondent background characteristics, we encountered some instances in which the sample sizes on a particular cross-tabulation were too small to present without potentially identifying the respondent. If a category of a demographic variable (e.g., transgender or worked at the university for more than 20 years) included fewer than 15 respondents, we either suppressed the results for that group or combined it with another, if appropriate. For instance, there were only five respondents who selected the “other” gender category. We did not want to eliminate their views from the analysis, but it was also not appropriate to combine them with men or women; therefore, we combined them with respondents who were missing responses to the question on gender into an “other/missing” category.¹ Note, however, that though we will only report results for categories of a demographic that has 15 or more respondents overall, non-response to specific items might reduce this number to less than 15.

Sample Weights

Sample weights are generally constructed for two reasons: to adjust for differential probability of selection of respondents and to correct for minor differences in nonresponse by respondent stratum. Because all faculty, staff, and students on all campuses were invited to participate in the climate survey, they all have the same probability of selection—1.0—and no adjustment for selection is necessary.

On the other hand, the response rates among the different strata varied considerably, from a low of 9.3% among students to a high of 29.3% among staff. If the analysis included all respondents regardless of role, we would need to weight the data to adjust for differential nonresponse. However, in each report, we are presenting data on each respondent stratum (i.e., faculty, staff, students) separately and therefore do not need to calculate a weight for this variable because we never combine these strata in the analysis.

Appendices

Appendix A presents the mean ratings on explanatory components not significantly related to overall climate, by various demographic variables. Appendix B presents the reasons to which respondents attribute any unfair or inequitable treatment they might have experienced.

As already indicated, Appendix C contains the text of the initial e-mail invitation and reminder messages, and Appendix D contains the questionnaire administered to all faculty.

¹ The 15-respondent cutoff is arbitrary. We chose that number because it is large enough to protect the identity of individual respondents but small enough to minimize the number of categories we collapsed or omitted.

Appendixes E through H contain each closed-ended item in the questionnaire cross-tabulated by respondent demographics. The items are presented as follows: items making up the outcome variable are presented first, followed by items making up the explanatory components, in order of the component's strength of association with the outcome variable. Closed-ended items that are not scale questions—and thus are not part of a component—are presented last.

Results

At the start of the questionnaire, respondents were asked, “So that we can direct you to the appropriate set of questions, from the list below, please select your current position(s)/role at Oakland University?” with the response options being staff, faculty, academic professional, and student. Overall, 407 respondents who completed the questionnaire selected “faculty” as the response to this question.

Later in the questionnaire, respondents were asked to “please select the main location out of which you work” from a list. The vast majority of faculty—94.0%— indicated that they work out of the main campus location, while the rest indicated that they work out of a different location. When asked to specify the other location, the following were named:

- Macomb University Center
- Mount Clemens
- Online
- Clinical faculty at Hospital/hospital

As the number of faculty who indicated that they work out of a location other than the main campus is only 24, for the analysis described in this report, we have not split out the analysis by campus location.

Demographic Profile of Faculty Respondents

Toward the end of the questionnaire, respondents were asked several questions about their employment and personal profile, such as campus on which the faculty member works, job title, the number of years the faculty member had worked at Oakland University, gender, race/ethnicity, year of birth, level of education, sexual orientation, citizenship status, number of children, disability status, and religion. Table 3 below presents the profile of the faculty respondents with respect to these demographic variables.

Table 3. Employment & Personal Profile for Faculty Respondents

CHARACTERISTIC	%	CHARACTERISTIC	%
Main campus of work (n = 400)		Race/Ethnicity (n = 407)	
Main campus/Rochester	94.0	Not specified	9.8
Other	6.0	White, non-Hispanic	77.6
Academic Status (n = 397)		African American, non-Hispanic	3.7
Full time faculty	65.7	Asian	6.6
Part-time faculty	14.4	Hispanic	1.7
Special lecturer	19.9	Other/Multiracial	<1.0
Tenure Status (n = 397)		Age (n = 407)	
Tenure track, tenured	41.6	Not specified	19.7
Tenure track, not tenured	17.4	Less than 39 years old	17.9
Not tenure track	41.1	39 to 49 years old	21.9
Number of years worked at Oakland University (n = 398)		50 years to 59 years	20.4
Less than 1 year	6.0	60 years and above	20.1
1 year to less than 3 years	13.3	Highest level of education completed (n = 395)	
3 years to less than 5 years	14.6	4-year college degree (e.g., BA, BS)	3.3
5 years to less than 10 years	24.1	Master's degree (e.g., MA, MS, MBA)	26.6
10 years or more	42.0	Professional degree (e.g., JD, MD)	1.5
Number of years worked in current position (n = 392)		Doctoral degree (e.g., PhD, EdD)	68.6
Less than 1 year	6.4	Sexual orientation (n = 407)	
1 year to less than 3 years	14.0	Straight/Heterosexual	84.3
3 years to less than 5 years	14.5	Gay/Lesbian/Bisexual/Other	10.6
5 years to less than 10 years	25.3	Not specified	5.2
10 years or more	39.8	Citizenship status (n = 389)	
Gender (n = 407)		U.S. citizen	90.5
Female	56.5	Permanent resident	6.7
Male	38.3	Nonresident alien/Visa holder	2.1
Other	1.2	Other	<1.0
Not specified	3.9	Dependent children (n = 407)	
Religion (n = 407)		Has	51.6
Christianity	50.6	Does not have	48.4
Other, named ²	7.6	Disability status (n = 393)	
Other, unnamed	27.5	Has some type of disability	4.1
Missing	14.3	Does not have any type of disability	95.9

Outcome Variable Index and Items

Among faculty respondents, the outcome variable is the mean of five items that best capture overall climate: (1) overall rating of climate on the campus where respondent is located, (2) overall rating of climate in the respondent's primary unit, (3) overall rating of climate in the respondent's school/college/major administrative unit, (4) recommendation of the university as a good place to work, and (5) overall satisfaction with job at the university. Responses to these five items were averaged to create the outcome variable index.

² Respondents in the "other, named" group selected one of the religions specified in the questionnaire, but because of small sample sizes, they were collapsed into one group. Respondents in the "other, unnamed" group selected the category labeled "other" in the questionnaire.

Table 4 presents the mean rating on the index and on the individual items comprising the index. Throughout the rest of the report, the outcome variable index will be referred to as **overall climate**.

The mean overall climate rating is 3.7, indicating that faculty generally have a moderately positive perception of the university. The means for the three individual items asking about climate at the campus, department, and college level are all 3.8, with a value of 3 translating to a “fair” rating and a value of 4 translating to “good.” The two items asking about satisfaction and recommending Oakland University to others have means of 3.7 and 3.5, respectively.

Table 4. Overall Climate Index & Constituent Items with Mean Ratings: Faculty

	Mean	n
Overall Climate	3.7	406
Overall, how would you rate the climate on the campus where you are primarily located?	3.8	407
If your department/unit is part of a college/major administrative office, overall, how would you rate the climate in that college/major administrative office?	3.8	372
Overall, how would you rate the climate in your primary department/unit?	3.8	402
Overall, how strongly would you recommend Oakland University to others as a good place to work?	3.5	402
How satisfied are you, in general, with your job at the University?	3.7	406

Figures 1 through 8 show the mean values of overall climate by several respondent demographic characteristics. If differences in mean ratings between categories of a demographic characteristic are statistically significant, it is indicated with an ‘*’ at the end of the figure title, and with the p-value displayed in the lower-left of the chart.

On the faculty questionnaire, the original response options for gender were male, female, transgender, and other. Because of small cell sizes, we recoded gender into female, male, and other/missing. There is little variation in the rating of overall climate by gender, with means ranging from 3.6 to 3.8.

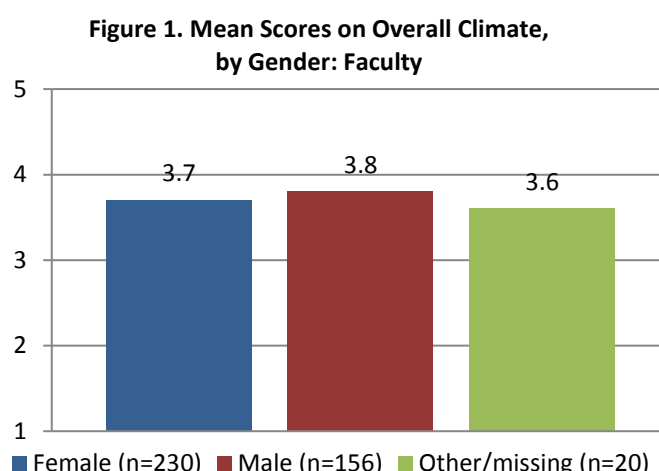


Figure 2. Mean Scores on Overall Climate, by Race/Ethnicity: Faculty

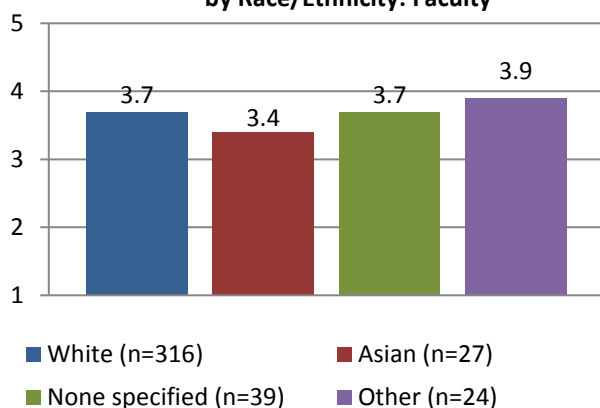
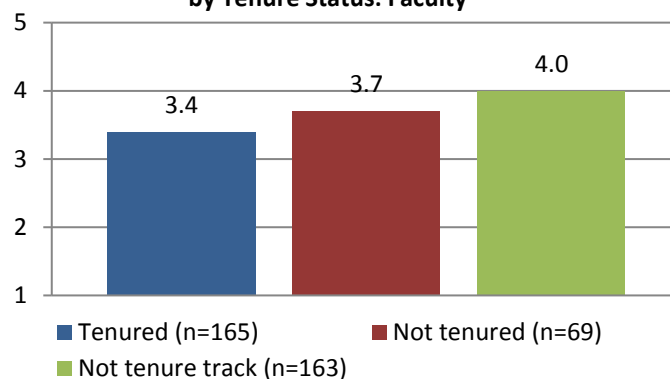
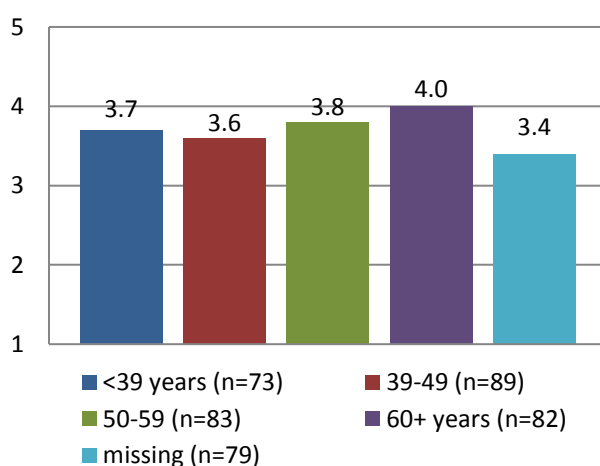


Figure 3. Mean Scores on Overall Climate, by Tenure Status: Faculty*



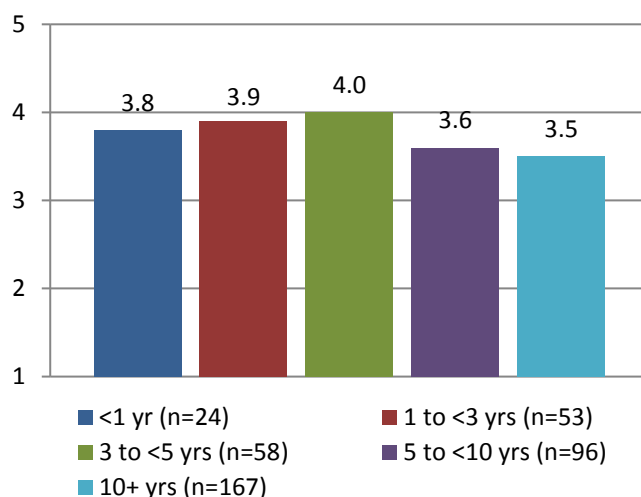
$p < .01$

Figure 4. Mean Scores on Overall Climate, by Age: Faculty*



$p < .01$

Figure 5. Mean Scores on Overall Climate, by Years Employed at the University: Faculty*



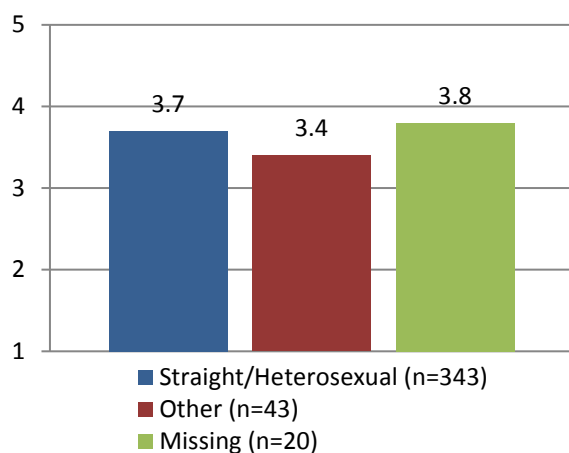
$p < .01$

Figure 2 shows the mean of overall climate by race/ethnicity. Race/ethnicity was computed from two variables on the questionnaire: one asking whether the respondent is Hispanic or Latino and the other asking the respondent's race. The response options for race were American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. In this analysis, those who identified as any race other than White or Asian were combined into a single category termed "other" owing to very small numbers for the individual groups. The mean among those who did not report a race ($n = 24$) is also reported. The evaluation of overall climate is highest among those of other racial groups (3.9). The mean among White respondents and those who did not report a race is only slightly lower (3.7 for both). Asian faculty rated the climate the lowest, with a mean of 3.4; however, these differences are not statistically significant.

Figure 3 shows ratings of overall climate by tenure status. Faculty who are not on a tenure track have the highest score (4.0). Those who are tenured have a significantly lower overall climate score (3.4). Figure 4 shows that scores on overall climate range from 3.4 to 4.0 by age, with faculty age 60 and older having the highest mean score (4.0). Those who did not report their birth year have the lowest score (3.4).

The overall climate index is higher for faculty employed for less than 5 years (mean ratings between 3.8 and 4.0; see Figure 5) and significantly lower for faculty employed five years or more (mean ratings between 3.5 and 3.6).

Figure 6. Mean Scores on Overall Climate, by Sexual Orientation: Faculty*



$p < .05$

Figure 7. Mean Scores on Overall Climate, by Ability/Disability Status: Faculty

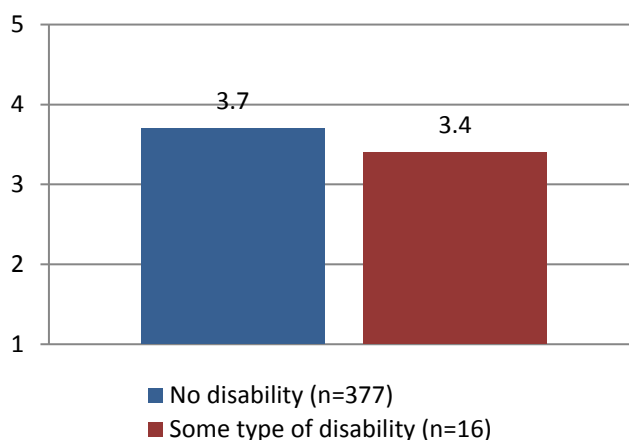
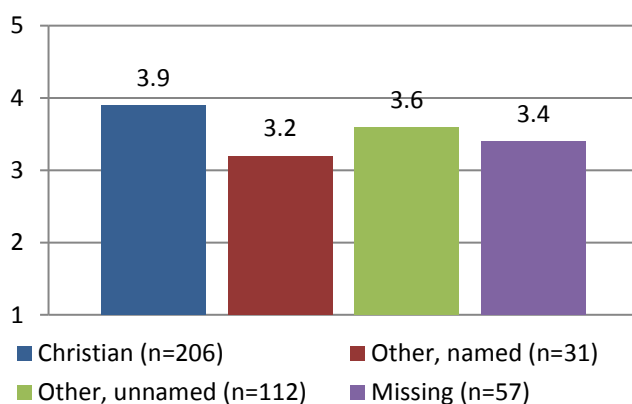


Figure 8. Mean Scores on Overall Climate, by Religion: Faculty*



$p < .01$

Figure 6 shows the mean of overall climate by sexual orientation. The response options on the questionnaire included straight/heterosexual, gay, lesbian, bisexual, queer, and other. Because of low numbers, gay, lesbian, bisexual, queer, and other are included in one category (Other). The mean rating of overall climate is highest among those who did not report sexual orientation (3.8) and significantly lower among those in the “other” category (3.4). Figure 7 shows that the mean rating among respondents with a disability is 3.4, compared to 3.7 among those without a disability, but not significantly different.

Figure 8 shows the mean differences in overall climate by religion. The category “other, named” includes respondents who selected one of the religions listed in the questionnaire. They are collapsed into one category because of small sample sizes. The category “other, unnamed” refers to respondents who selected the category labeled “other” in the questionnaire. The climate rating is highest among those who identify as Christian (3.9) and significantly lower among those who selected one of the other listed religions (3.2).

Explanatory Variables and Items

As described in the introduction, the explanatory components (or themes) were constructed using principal components analysis. Table 5 shows the six components, the individual items that belong to them, and the means for all components and items.

The first component includes 17 individual items, the majority of which ask about aspects of the work environment, recognition for work contributions, and belonging. We named this component **professional work environment**. A component score was constructed by averaging the responses to all items that comprise it. The mean on this component is 3.4; faculty ratings of their professional work environment are slightly above the midpoint.

Of the individual items comprising this component, the highest ratings are evident for experiencing excluding, intimidating conduct. This item is reverse-coded, such that a higher score indicates less frequent occurrence. Thus, the score of 4.3 means this rarely happens. The lowest ratings are evident for recognition for research (2.7), recognition for service (2.8), and confidence that the respondent can file a complaint or grievance without fear of negative consequences (2.9).

The second component is **campus-wide diversity and fair and equitable practices**. It includes questions on how well administration promotes diversity and is committed to recruiting diverse students and staff. It also includes questions on equitable practices regarding access to support staff and access to equipment. The overall mean is 3.4. The items with the highest score are fair and equitable access to support staff and having the tools and resources to do their job well, both with means of 3.8. The lowest mean is 2.8 for “In the past 12 months, how fair and equitable have salary decisions been in your department/unit/school/college/major administrative unit?”

The third component is **professional relationships**, and includes ratings of the degree to which relationships among groups of people (e.g., students and faculty) are courteous and professional. It also includes questions about disparaging comments and equitable recruiting practices. The overall mean is 4.1. The item with the highest score is quality of the relationship between faculty and students, with a mean of 4.6. The lowest score is for fair and equitable recruiting practices, with a mean of 3.6.

The next component is **workload and balance**. It includes three items: one about workload, one about balancing work and family life, and one about workplace assistance with balancing work and family life. For the workload question, respondents could indicate that their workload was too high (coded 1), somewhat high (2), just right (3), somewhat low, (4), and too low (5). The original coding of this scale failed to reflect the relative negative or positive nature of the response categories (e.g., both “too high” and “too low,” coded 1 and 5, respectively, indicate a negative state of affairs). Therefore, the item was recoded such that too high/too low = 1, somewhat high/somewhat low = 3, and just right = 5. The work-life balance question was coded as follows, extremely difficult = 1, very difficult = 2, moderately difficult = 3, slightly difficult = 4, and not at all difficult = 5. The mean rating of 3.1 on the component indicates that faculty ratings on workload and balance are just about moderate, and as such is the lowest of all component scores.

The fifth component is **departmental diversity** and includes three items, all of which ask about some aspect of diversity at the departmental level. It has an overall mean of 3.3. The highest mean is for the item about satisfaction with diversity in the respondent’s primary department or unit (3.4). The other two items have means of 3.2.

The final component is **physical safety** and includes two items. These items ask about safety in the respondent’s immediate work environment and safety on and around campus. The overall mean is 4.1, with the rating for immediate work environment slightly higher than the other item (4.2 compared to 4.0).

Table 5. Explanatory Components & Constituent Items with Mean Ratings: Faculty

	Mean	n
PROFESSIONAL WORK ENVIRONMENT	3.4	406
In the past 12 months, how often have you personally experienced excluding, intimidating, offensive, and/or hostile conduct from anyone at the University? (reverse coded)	4.3	407
To what extent do you feel your colleagues/coworkers treat you with dignity and respect?	4.0	406
How committed is your department/unit head or chair to creating a positive work environment for you?	3.8	406
How courteous and professional are the relationships between faculty and department/unit leadership?	3.7	381
How comfortable do you feel expressing your personal identity in your immediate work environment?	3.7	406
How excluding or inclusive is your primary department/unit?	3.7	406
How beneficial or detrimental are the actions of Your department/unit leadership—that is, your Department /Program Director or Supervisor with respect to promoting diversity at this University?	3.6	385
Overall, how socially isolated do you feel at this University? (reverse coded)	3.6	405
How easy is it for you to get accurate and timely information about the institutional policies and procedures you need to do your job well?	3.5	404
To what extent does your current work environment provide opportunities for you to learn and grow?	3.4	405
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Promotion decisions	3.3	295
How much of a say do you have in shaping your work environment?	3.0	404
How satisfied are you, in general, with your opportunities for career advancement within the University?	3.0	404
How much recognition do you get for your contributions at work? Teaching	3.0	405
If you experience treatment that is not fair and equitable, how confident are you that you can file a complaint or grievance without fear of negative consequences to you?	2.9	401
How much recognition do you get for your contributions at work? Service	2.8	395
How much recognition do you get for your contributions at work? Research	2.7	391
CAMPUS-WIDE DIVERSITY AND FAIR AND EQUITABLE PRACTICES	3.4	348
In the past 12 months, how fair and equitable has access to departmental support staff been in your department/unit/school/college/major administrative unit?	3.8	373
To what extent do you believe you have the tools and resources to do your job well?	3.8	407
How well does your department/unit or school/college/major administrative unit address issues of unfair or inequitable treatment to employees owing to their diversity?	3.5	217
How beneficial or detrimental are the actions of Campus leadership, in general—such as, Vice Presidents/Provosts and Deans with respect to promoting diversity at this University?	3.4	333
How committed is the University and its leadership to promoting practices that help recruit a diverse student body?	3.4	393
In the past 12 months, how fair and equitable has allocation of space/equipment or other resources been in your department/unit/school/college/major administrative unit?	3.4	352
How committed is the University community at large to helping to recruit a diverse student body?	3.4	394
Overall, how well does your campus meet the needs of those with disabilities?	3.3	317
How beneficial or detrimental are the actions of —The University leadership—i.e., the President and the Board of Trustees, with respect to promoting diversity at this institution?	3.3	320
How committed is the University and its leadership to promoting practices that help retain a diverse student body?	3.3	395
How committed is the University community at large to helping to retain a diverse workforce?	3.3	390
In the past 12 months, how fair and equitable has promotion review/annual review been in your department/unit/school/college/major administrative unit?	3.2	310
In the past 12 months, how fair and equitable have salary decisions been in your department/unit/school/college/major administrative unit?	2.8	287

Table 5, continued

	Mean	n
PROFESSIONAL RELATIONSHIPS	4.1	397
How would you rate the overall quality of the relationship between you and students at the University?	4.6	406
In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity? (reverse coded)	4.5	405
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and students	4.1	346
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty and students	4.0	385
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty and staff	4.0	392
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff	4.0	377
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty	3.8	398
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Recruitment policies and practices	3.6	320
WORKLOAD AND BALANCE	3.1	398
Do you feel that the workload in your current job is too low, too high, or just right?	3.7	406
As an employee on this campus, how difficult is it for you to balance your work and family life?	3.3	403
How much help do you get from your workplace with balancing your work and family life?	2.3	400
DEPARTMENTAL DIVERSITY	3.3	394
Overall, how satisfied are you with the diversity in your primary department/unit?	3.4	403
How effective is your department in recruiting a diverse faculty and staff?	3.2	400
How effective is your department in retaining a diverse faculty and staff?	3.2	398
PHYSICAL SAFETY	4.1	394
How would you rate the physical safety of your immediate work environment?	4.2	398
Overall, how would you rate the physical safety on and around campus?	4.0	402

After computing the components, we conducted a regression analysis in which the outcome variable—overall climate—was regressed on the six explanatory components. Table 6 presents the standardized regression coefficients for each statistically significant explanatory variable. As mentioned earlier, coefficients can range from -1.0 to 1.0 . The sign of the coefficient indicates the direction of the relationship: a negative coefficient indicates that the outcome variable and the explanatory variable are inversely related—as one increases, the other decreases; a positive coefficient means that as one variable increases so does the other. All of the coefficients are positive. The size of the coefficient indicates the strength of the relationship: the closer the correlation is to -1.0 or 1.0 , the stronger the relationship. In Table 6, the explanatory variables are presented in order of the strength of their relationship with the outcome variable.

The component labeled **professional work environment** has the highest regression coefficient with overall climate— 0.52 . This indicates that the more positively faculty rate this component, the higher they will rate the overall climate.

The next explanatory component—**campus-wide diversity and fair and equitable practices**—has a coefficient of $.44$. The more positively faculty rate this component, the more highly they will rate the overall climate.

Table 6. Standardized Regression Coefficients Ordered by Strength of Relationship with Overall Climate: Faculty

	Standardized Regression Coefficients
Professional work environment	0.52**
Campus-wide diversity & fair and equitable practices	0.44**
Professional relationships	0.16*
Workload and balance	0.06*
Adjusted R ²	.74
<i>n</i>	331

Note: ** significant at the $p < .01$ level; * significant at the $p < .05$ level

The next two explanatory components—**professional relationships** and **workload and balance**—are both significantly related with overall climate, but less strongly than professional work environment and campus-wide diversity & fair and equitable practices.

The two other explanatory variables—**departmental diversity** and **physical safety**—are not listed in the table above because they are not significantly associated with the outcome variable.

Prioritizing Areas for Action

We have used the results of the regression analysis shown in Table 6 and the mean ratings on the components and the individual items shown in Table 5 to identify primary and secondary areas of strength and primary and secondary areas for action for faculty at Oakland University.

Primary versus Secondary Areas of Focus

The results of the regression analysis can be used to define which issues can be tagged as primary or secondary. The two components that have the strongest relationship with overall climate—**professional work environment** and **campus-wide diversity & fair and equitable practices**—can be tagged as primary areas because affecting scores on these two components will greatly affect scores on overall climate. **Professional relationships** and **workload and balance** are tagged as secondary areas because while they are significantly related to overall climate, changes in the scores on these two components will have a relatively smaller effect on overall climate scores.

Strengths versus Areas for Action

The mean ratings of the components and the individual items can be used to define which issues can be tagged as strengths and which ones as areas for action. Components or items for which the mean rating is at least half a scale point above the mean of 3 on a 5-point scale or higher—that is, at or above 3.5—can be considered as areas of strength; components or items on which the mean rating is below 3.5 can be considered as areas on which action needs to be taken. Please note that this cut-off point has been arbitrarily chosen for the reasons outlined above; the bar can be set higher or lower as desired.

Identifying Strengths and Prioritizing Areas for Action

Table 7 below presents the explanatory components delineated as primary or secondary and as strengths or areas for action. The cells in the top half represent primary areas, and the cells in the bottom half of the table represent secondary areas. The cells on the left represent areas of strength, and the cells on the right represent

areas for action. Thus, components in the top left cell include those that have a strong relationship with overall climate and that faculty rated highly/positively. These are strength areas for Oakland University with respect to faculty. Components in the top right cell include those that have a strong relationship with overall climate and to that faculty rated relatively low/negatively. These are areas on which Oakland University could consider taking action with respect to faculty.

Components in the bottom left are those that have a relatively weaker relationship with overall climate and that faculty rated relatively high/positively. These are strong areas for Oakland University, but not as effectual in altering perceptions of overall climate. Components in the bottom right cell are those that have a relatively weaker relationship with overall climate and that faculty rated relatively low/negatively. These are areas of concern for Oakland University, but perhaps not as critical as ones in the top right cell.

Table 7. Explanatory Components Classified as Primary or Secondary, as Areas of Strength or Action

	High ratings (mean rating ≥ 3.5)	Low ratings (mean rating < 3.5)
Primary		Professional work environment (3.4) Campus-wide diversity & fair and equitable practices (3.4)
Secondary	Professional relationships (4.1)	Workload and balance (3.1)

Tables 8, 12, 13, and 16 provide the same type of analysis, but this time for individual items within each of the components presented in Table 6. Areas of strength and weakness are identified in the same way as for the explanatory components. To classify an item as primary or secondary, we use the correlation of that item with the overall component to which it belongs (these correlations are output during the principal components analysis). Correlations can range from 0 to 1, and the closer it is to 1, the stronger the correlation. Items with correlations of .50 to 1.0 are classified as primary, and those with correlations from 0 to .49 are classified as secondary.

Areas of Strength and Action by Component

Professional Work Environment

This component has the strongest relationship with overall climate (beta coefficient = .52). The average rating of all individual items in this component is 3.4, which makes it an area where Oakland could take action. Table 8 provides the priority-performance grid for individual items within this component. Areas of strength and weakness are identified in the same way as for the overall component.

Table 8. Individual Items on “Professional Work Environment” Component Classified as Primary or Secondary, as Areas of Strength or Action

	High ratings (mean rating ≥ 3.5)	Low ratings (mean rating < 3.5)
Primary	<ul style="list-style-type: none"> In the past 12 months, how often have you personally experienced excluding, bullying, intimidating, offensive, and/or hostile conduct from anyone at the University? (4.3) To what extent do you feel your colleagues/coworkers treat you with dignity and respect? (4.0) How committed is your department/unit head or chair to creating a positive work environment for you? (3.8) How courteous and professional are the relationships between faculty and department/unit leadership? (3.7) How comfortable do you feel expressing your personal identity in your immediate work environment? (3.7) How excluding or inclusive is your primary department/unit (3.7) How beneficial or detrimental are the actions of <i>Your department/unit leadership—that is, your Department /Program Director or Supervisor</i> with respect to promoting diversity at this University (3.6) Overall, how socially isolated do you feel at this University? (3.6) 	<ul style="list-style-type: none"> To what extent does your current work environment provide opportunities for you to learn and grow? (3.4) In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Promotion decisions (3.3) How satisfied are you, in general, with your opportunities for career advancement within the University? (3.0) How much of a say do you have in shaping your work environment? (3.0) How much recognition do you get for your contributions at work: Teaching (3.0) If you experience treatment that is not fair and equitable, how confident are you that you can file a complaint or grievance without fear of negative consequences to you? (2.9) How much recognition do you get for your contributions at work? Service (2.8)
Secondary	<ul style="list-style-type: none"> How easy is it for you to get accurate and timely information about the institutional policies and procedures you need to do your job well? (3.5) 	<ul style="list-style-type: none"> How much recognition do you get for your contributions at work? Research (2.7)

Figures 9 through 16 show the mean scores on professional work environment by demographic characteristics. As earlier, and throughout the main report, if differences in mean ratings between categories of a demographic characteristic are statistically significant, it is indicated with an “*” following the chart title, and with the p-value displayed in the lower-left of the chart.

The statistically significant differences are those shown in Figures 11, 12, 13, 14, and 16, indicated by an asterisk following the chart title and the significance level, or *p*-value, shown below the chart. Professional work environment is rated lowest among tenured faculty (Figure 11), those who are between 39–49 years of age (Figure 12), those who have been at the university for 5 or more years (Figure 13), those in the sexual orientation category other than “straight/heterosexual” (Figure 14), and those who specified a religion other than Christianity (Figure 16). Ratings are highest among older faculty members (age 60+; Figure 12) and faculty employed between 1 to less than 5 years (Figure 13).

Figure 9. Mean Scores on Professional Work Environment, by Gender: Faculty

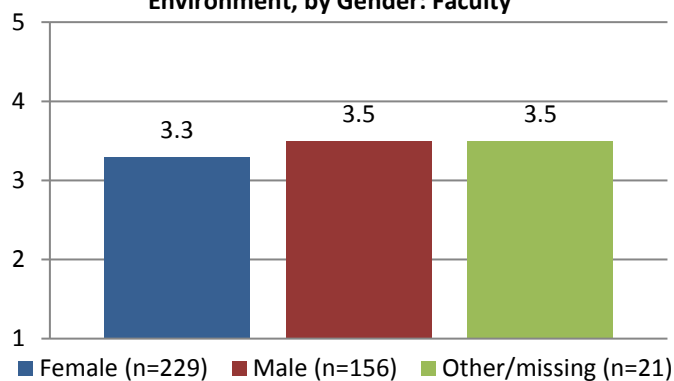


Figure 10. Mean Scores on Professional Work Environment, by Race/Ethnicity: Faculty

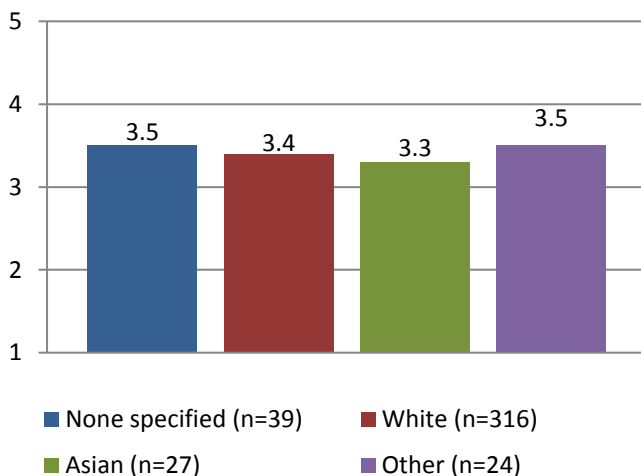
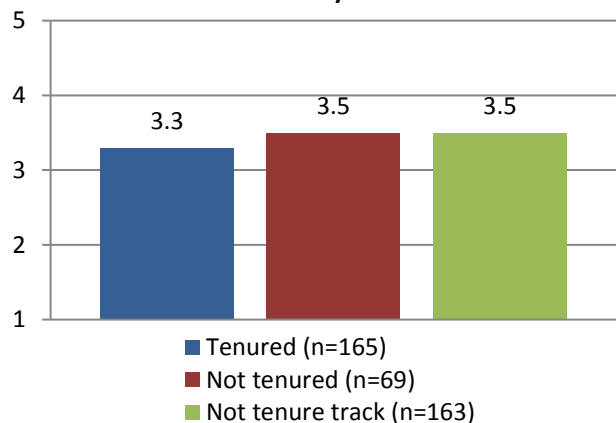
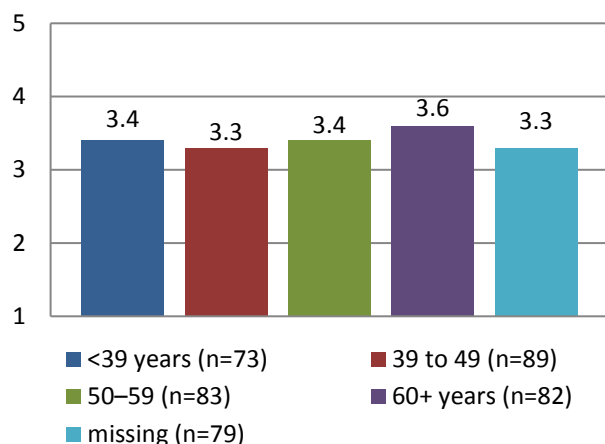


Figure 11. Mean Scores on Professional Work Environment, by Tenure Status: Faculty*



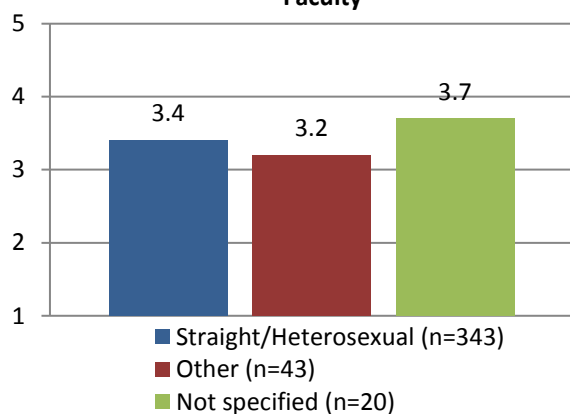
$p < .01$

Figure 12. Mean Scores on Professional Work Environment, by Age: Faculty*



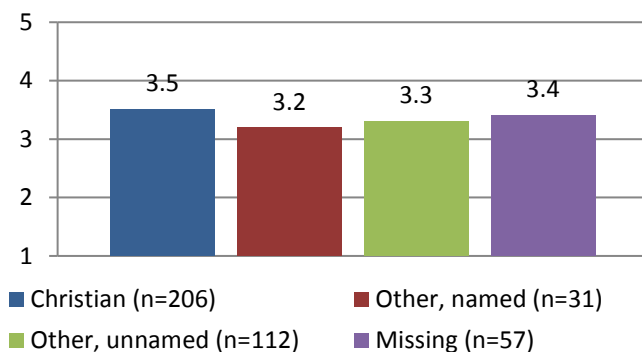
$p < .05$

Figure 14. Mean Scores on Professional Work Environment, by Sexual Orientation: Faculty*



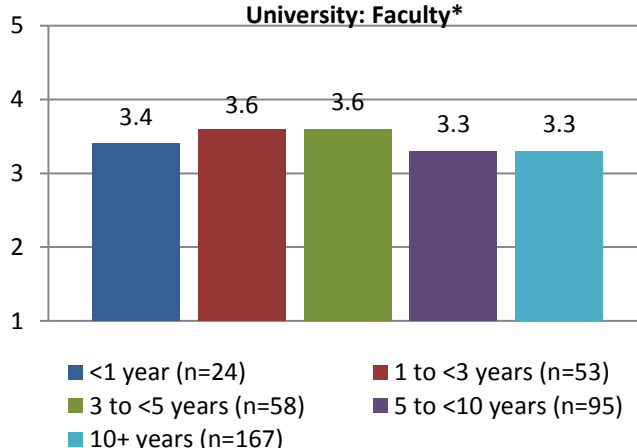
$p < .05$

Figure 16. Mean Scores on Professional Work Environment, by Religion*



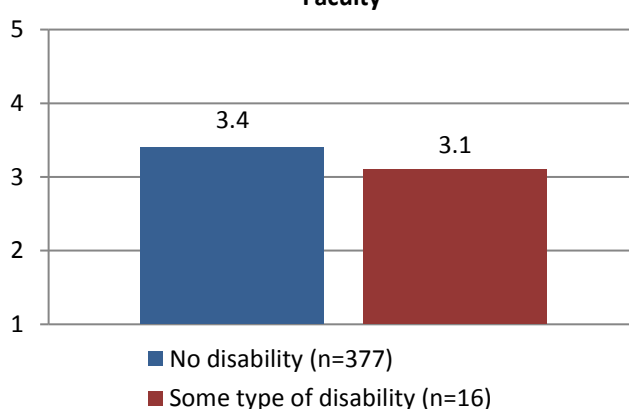
$p < .05$

Figure 13. Mean Scores on Professional Work Environment, by Years Employed at the University: Faculty*



$p < .01$

Figure 15. Mean Scores on Professional Work Environment, by Ability/Disability Status: Faculty



Additional questions not part of the component.

Follow-up questions were asked of two items in this explanatory factor, in an attempt to better understand the reasons for the ratings respondents provided. As a follow up to the question asking about level of comfort with expressing personal identity, the 51 respondents (8%) who indicated that they were "Not very comfortable," or "Not at all comfortable," were asked about the reasons why they felt this way.

Table 8.1 shows the distribution of responses to this follow up question. Note that respondents could

select as many reasons as applicable; therefore, the percentages in the table will sum to greater than 100%. Fear of negative consequences, harassment, or discrimination is the reason endorsed by the highest percentage (76.5%) among the 51 respondents.

Table 8.1. Reasons for feeling “Not very/Not at all comfortable” expressing personal identity in the workplace

	% selecting reason (n = 51)
Fear of negative consequences, harassment, or discrimination	76.5%
Fear of intimidation from an instructor/professor/administrator	19.6%
Fear of intimidation from a peer or peers	39.2%
Some other reason	27.5%

Similarly, as follow ups to the item asking about personal experiences of excluding, bullying, intimidating, offensive, and or hostile conduct, respondents who selected “Moderately often,” “Very often,” or “Extremely often,” were asked about the source of the treatment and their reactions to the treatment. As these are both ‘select all that apply’ items, responses will sum to greater than 100%. As Table 8.2 shows, faculty members were selected most often as the sources of excluding, bullying, intimidating, offensive, and/or hostile conduct. HR facilitators were selected least often.

Table 8.2. Sources of personal experiences of excluding, bullying, etc. treatment

	% selecting (n = 72)
Staff member	9.7%
Supervisor	19.4%
Faculty member	68.1%
Student	15.3%
HR facilitator	1.4%
Other	18.1%
Prefer not to answer	9.7%

Table 8.3. Reaction to personal experiences of excluding, bullying, intimidating, offensive, and/or hostile conduct treatment

	% selecting (n = 71)
I am used to it, so I did nothing	50.7%
I didn’t report it for fear that my complaint would not be taken seriously	19.7%
I did report it but I did not feel the complaint was taken seriously	18.3%
I didn’t know what to do	16.9%
I told someone in HR/union representative	9.9%
I did report and the situation was taken seriously	4.2%
I contacted a local law enforcement official, NOT Oakland University police	1.4%
I contacted Oakland University police	4.2%
Other	21.1%

As Table 8.3 indicates, the most common respondent reactions to experiencing excluding, bullying, intimidating, offensive, and/or hostile conduct was to do nothing. Fifty-one percent indicated that they did nothing because they are used to such treatment and 19.7% indicated that they did nothing, that is, they did not complain, because they feared that their complaint would not be taken seriously.

Two other items on the questionnaire, which are not part of the component, provide additional related information. The

majority of faculty respondents—70.0%—indicated that there was someone at the university who gives them advice and counsel, and/or advocates for them. Further, 80.7% felt that it is *extremely* or *very important* to have someone like this (mean rating of 4.3 on a scale ranging from 1 = not at all important to 5 = extremely important).

Campus-wide Diversity and Fair and Equitable Practices

This component is significantly related to overall climate and is the second of four components in terms of strength of relationship with it. As such, it has been classified as a primary area in terms of priority. The average rating of all individual items in this component is 3.4, which makes it area of concern for Oakland University.

Table 9 provides the priority performance grid for individual items within this component. Areas of strength and weakness are identified in the same way as for the overall component. All of the items are primary, as they all have factor loadings of $>.5$.

Table 9. Individual items on “Campus-wide Diversity and Fair and Equitable Practices” Component Classified as Primary or Secondary, as Areas of Strength or Action

	High ratings (mean rating ≥ 3.5)	Low ratings (mean rating < 3.5)
Primary	<ul style="list-style-type: none"> In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Access to departmental support staff (3.8) To what extent do you believe you have the tools and resources to do your job well? (3.8) How well does your department/unit or school/college/major administrative unit address issues of unfair or inequitable treatment to employees owing to their diversity? (3.5) 	<ul style="list-style-type: none"> How committed is the University and its leadership to promoting practices that help recruit a diverse student body? (3.4) How beneficial or detrimental are the actions of <i>Campus leadership, in general—such as, Vice Presidents/Provosts and Deans</i> with respect to promoting diversity at this University? (3.4) How committed is the University and its leadership to promoting practices that help recruit a diverse student body? (3.4) In the past 12 months, how fair and equitable has allocation of space/equipment or other resources been in your department/unit/school/college/major administrative unit? (3.4) How committed is the University community at large to helping to recruit a diverse student body? (3.4) Overall, how well does your campus meet the needs of those with disabilities? (3.3) How beneficial or detrimental are the actions of —The University leadership—i.e., the President and the Board of Trustees, with respect to promoting diversity at this institution? (3.3) How committed is the University and its leadership to promoting practices that help retain a diverse student body? (3.3) How committed is the University community at large to helping to retain a diverse workforce? (3.3) In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Promotion review/annual review (3.2) In the past 12 months, how fair and equitable do you feel <i>Salary decisions</i> have been in your unit? (2.8)

Figures 17 through 23 show the mean scores on this component by demographic characteristics. The only figures to show statistically significant differences are Figures 19, 20, 21, and 24. Faculty who are not on a tenure track give campus-wide diversity a higher score than tenured or untenured faculty (3.6 compared to 3.4 and 3.1, respectively, Figure 19). Faculty age 60+ years have the highest score on this component (3.5, figure 20), while those age 39–49 and those who do not provide their birth year have the lowest (3.3 and 3.2, respectively). From Figure 24, respondents who selected a specific religion other than Christian have the lowest mean rating (3.0).

Figure 17. Mean Scores on Campus-wide Diversity, by Gender: Faculty

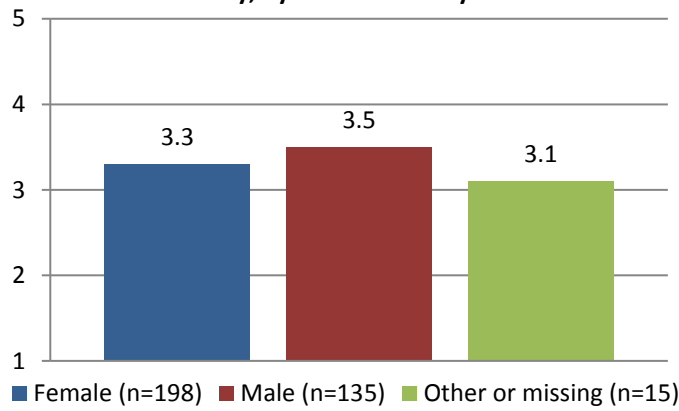


Figure 18. Mean Scores on Campus-wide Diversity, by Race/Ethnicity: Faculty

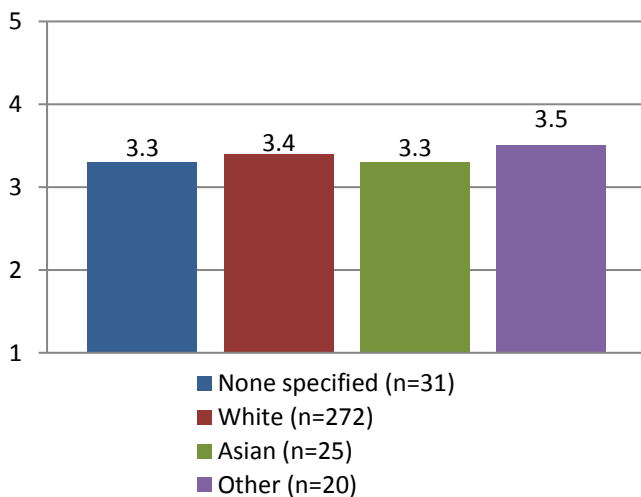
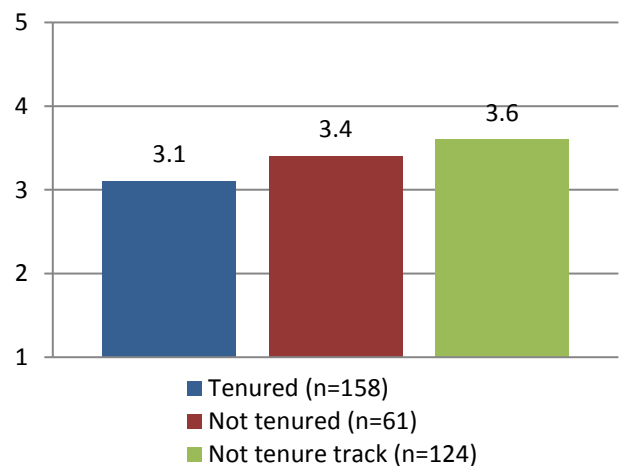
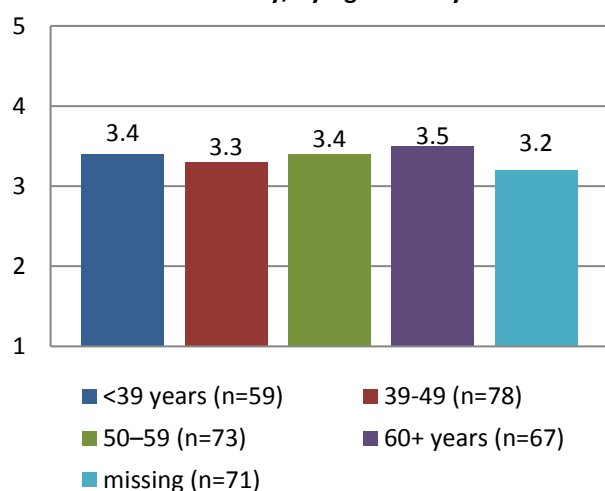


Figure 19. Mean Scores on Campus-wide Diversity, by Tenure Status: Faculty*



$p < .01$

Figure 20. Mean Scores on Campus-wide Diversity, by Age: Faculty*



$p < .05$

Figure 22. Mean Scores on Campus-wide Diversity, by Sexual Orientation: Faculty

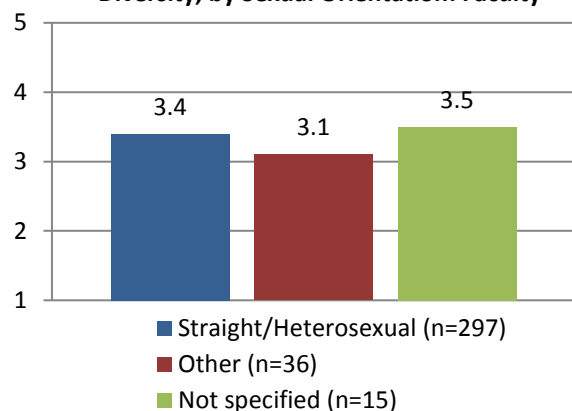
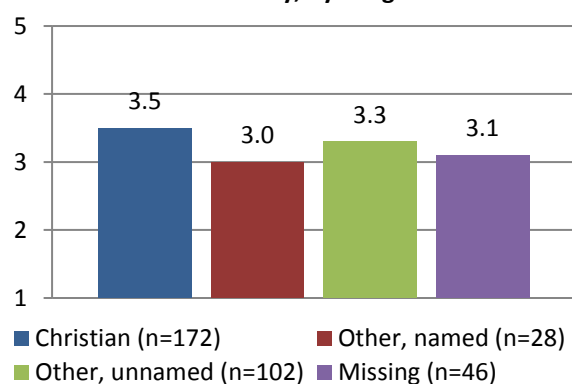
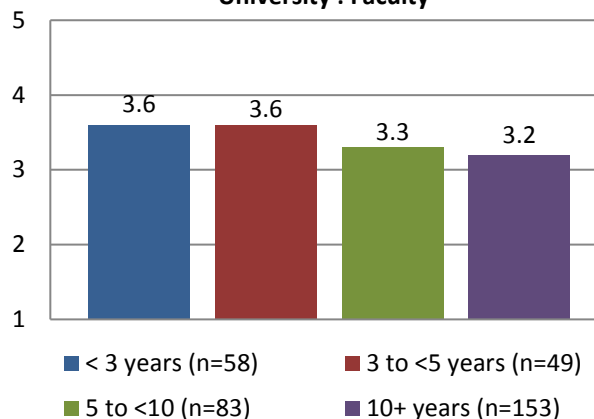


Figure 24. Mean Scores on Campus-wide Diversity, by Religion*



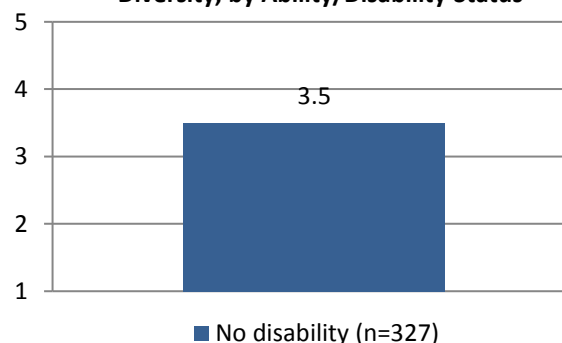
$p < .01$

Figure 21. Mean Scores on Campus-wide Diversity, by Years Employed at the University : Faculty*



$p < .01$

Figure 23. Mean Scores on Campus-wide Diversity, by Ability/Disability Status



Note: The "some disability" category is not presented owing to cell size less than 15.

Additional questions not part of the component.

As a follow-up to each question asking about how fair and equitable a specific process or policy is, respondents who selected *not at all* or *not very fair and equitable* were asked about factors to which they would attribute such treatment. Appendix B presents the percentage of respondents selecting various factors to which they would attribute any unfair or inequitable treatment they might have experienced.

There were also two other items on the questionnaire, which are not part of this component, but

which provide additional information related to this component. When asked, "As far as you know, are there

units or offices to assist employees if they experience any treatment that is not fair and equitable, or are there no such units or offices?," 76.4% (n=305) of respondents indicated that there were such units or office and 23.6% (n=94) indicated that there were no such units or offices.

The 305 respondents who knew of such units or offices were asked, "How effective are these units or offices in addressing issues of treatment that are not fair and equitable?" The majority (51.4%) indicated that they did not have enough information to say. Of the remaining 95, 34.7% selected *extremely* or *very effective*, 32.7% selected *not at all* or *not very effective* (mean rating of 3.0, on a scale ranging from 1=not at all effective to 5=extremely effective).

Professional Relationships

This component has the third strongest relationship with overall climate; as the strength of the relationship is low as compared to the first two components, it has been classified as a secondary area in terms of priority. The average rating of all individual items in this component is 4.1, which makes it area of strength for Oakland University; in fact, the average rating on this component is the highest of all components significantly related to overall climate.

Table 10 provides the priority-performance grid for individual items within this component. Areas of strength and weakness are identified in the same way as for the overall component.

Table 10. Individual Items on "Professional Relationships" Component Classified as Primary or Secondary, as Areas of Strength or Action

		High ratings (mean rating ≥ 3.5)	Low ratings (mean rating < 3.5)
Primary	How courteous and professional are the relationships between staff and students? (4.1)		
	How courteous and professional are the relationships between faculty and students? (4.0)		
	How courteous and professional are the relationships between faculty and staff? (4.0)		
	How courteous and professional are the relationships between staff? (4.0)		
	How courteous and professional are the relationships between faculty? (3.8)		
	In the past 12 months, how fair and equitable do you feel recruitment policies and practices have been in your unit? (3.6)		
Secondary	How would you rate the overall quality of the relationship between you and students at the University? (4.6)		
	In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity? (reverse coded) (4.5)		

Figures 25 to 32 show the mean scores on the professional relationships component by various demographic variables. In spite of small differences between demographic groups, four of the graphs show statistically significant differences—Figures 27, 28, 29, and 32. Faculty who are not on a tenure track have the highest mean on this component—4.3 (see Figure 27). Faculty age 50–60+ (Figure 28) have the highest scores on this component (4.2), while those who did not provide their age have the lowest (3.9). Faculty employed by Oakland University for 5 years or more (Figure 29) have the lowest scores (4.0), while those specify “Christian” as their religion have the highest scores (Figure 32).

Figure 25. Mean Scores on Professional Relationships, by Gender: Faculty

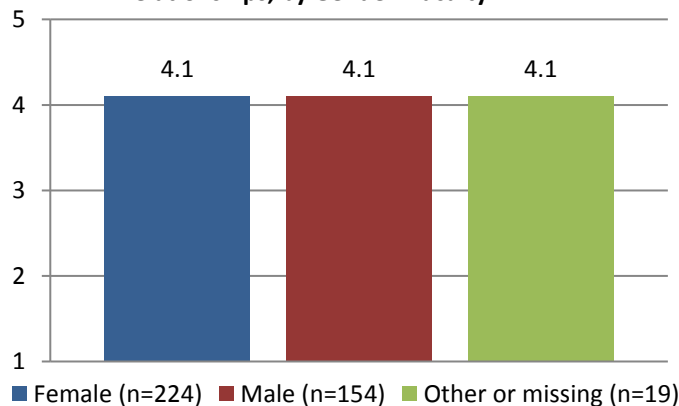


Figure 26. Mean Scores on Professional Relationships, by Race/Ethnicity: Faculty

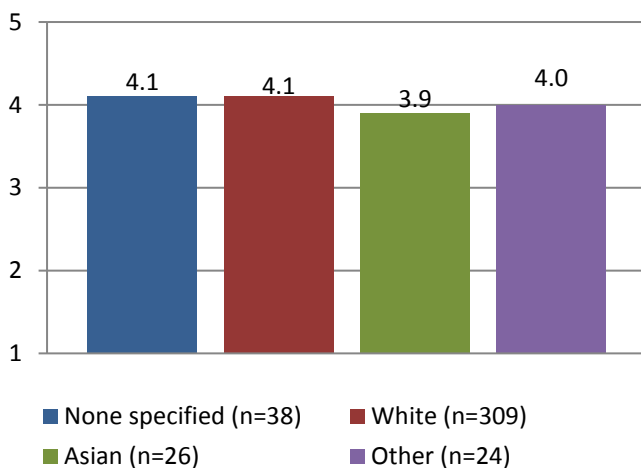
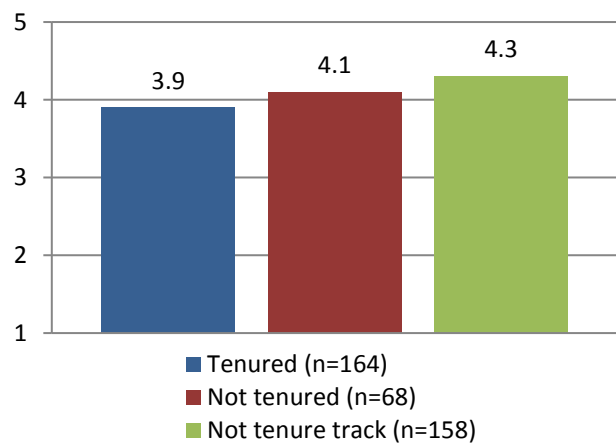
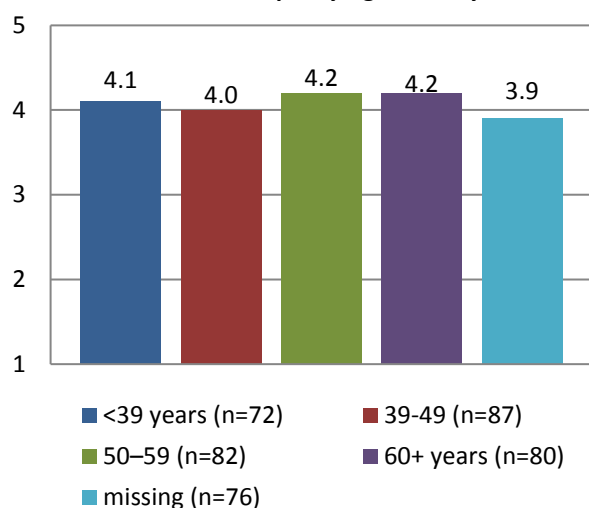


Figure 27. Mean Scores on Professional Relationships, by Tenure Status: Faculty*



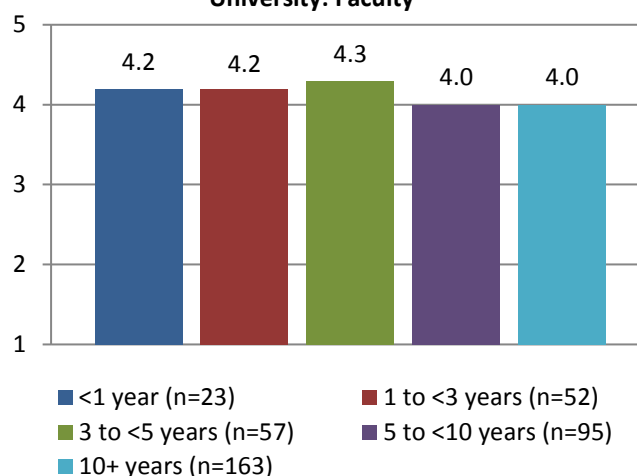
$p < .01$

Figure 28. Mean Scores on Professional Relationships, by Age: Faculty*



$p < .01$

Figure 29. Mean Scores on Professional Relationships, by Years Employed at the University: Faculty*



$p < .01$

Figure 30. Mean Scores on Professional Relationships, by Sexual Orientation: Faculty

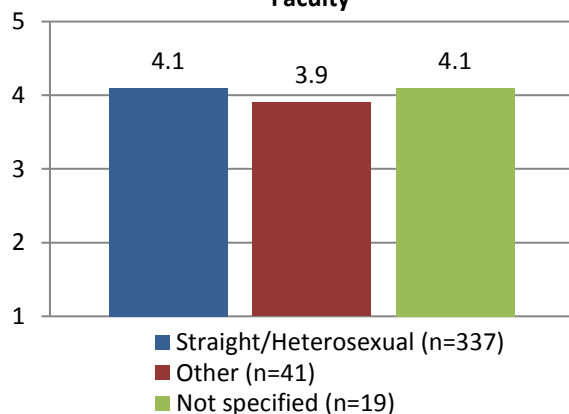


Figure 31. Mean Scores on Professional Relationships, by Ability/Disability Status: Faculty

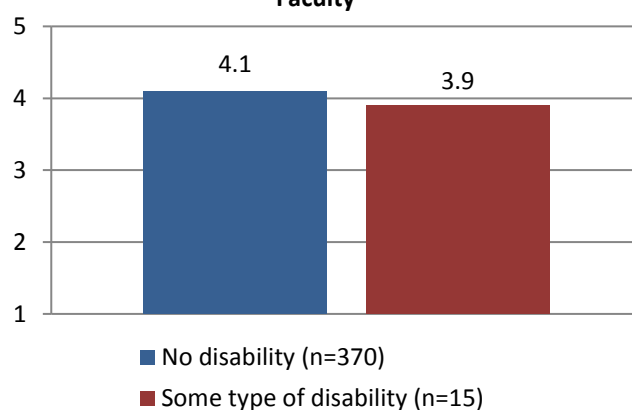
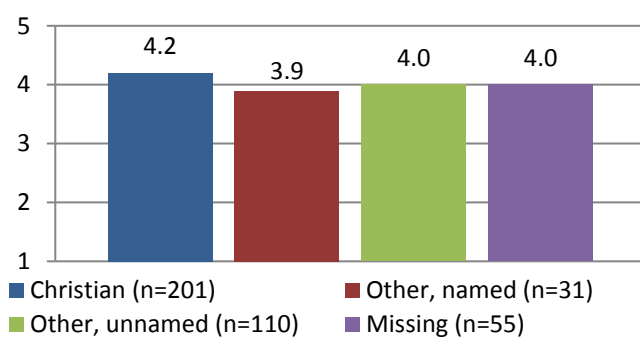


Figure 32. Mean Scores on Professional Relationships, by Religion: Faculty*



$p < .01$

Additional questions not part of the component. As follow ups to the item asking about experiences of hearing others at the University make disparaging remarks about people because of their diversity, respondents who selected "Moderately often," "Very often," or "Extremely often," were asked about the source of the treatment and their reactions to the treatment. As these are both 'select all that apply' items, responses will sum to greater than 100%.

Table 10.1. Sources of disparaging remarks about others owing to their diversity

	% selecting (n = 35)
Faculty member	68.6%
Student	34.3%
Staff member	20.0%
Supervisor	20.0%
HR facilitator	2.9%
Don't know (unidentified individual)	5.7%
Other	14.3%
Prefer not to answer	8.6%

nothing, as Table 10.2 indicates. Forty-seven percent indicated that they did nothing because they are used to such treatment. About 24% indicated that they did not know what to do, and therefore, presumably, did nothing. And while about 18% did report it, they did not feel that their complaint would be taken seriously. Only 3% complained and felt that the situation was taken seriously.

As Table 10.1 shows, faculty members were selected most often—by 68.6% of the 35 respondents who reported hearing such remarks extremely to moderately often—as the source of excluding, bullying, intimidating, offensive, and/or hostile conduct. Students, supervisors and staff were next, but were selected by fewer respondents—34.3%, 20.0% of respondents, respectively. HR facilitators were selected least often.

Once again, as for the items about personal experiences with excluding, bullying, intimidating, offensive, and/or hostile conduct, the most common reaction to hearing disparaging remarks about others owing to their diversity was to do

Table 10.2. Reaction to hearing disparaging remarks about others owing to their diversity

	% selecting (n = 34)
I am used to it, so I did nothing	47.1%
I didn't know what to do	23.5%
I did report it but I did not feel the complaint was taken seriously	17.6%
I didn't report it for fear that my complaint would not be taken seriously	14.7%
I told someone in HR/union representative	5.9%
I did report and the situation was taken seriously	2.9%
Other	17.6%

Workload and Balance

This component has a significant effect on overall climate and the smallest coefficient of all the significant correlates. Thus, it is classified as a secondary area in terms of priority. The average rating of all individual items in this component is 3.1, which makes it area of concern for Oakland University; in fact, the average rating on this component is the lowest of all components significantly related to overall climate.

Table 11 provides the priority performance grid for individual items within this component. Areas of strength and weakness are identified in the same way as for the overall component.

Table 11. Individual Items on “Workload and Balance” Component Classified as Primary or Secondary, as Areas of Strength or Action

	High ratings (mean rating ≥ 3.5)	Low ratings (mean rating < 3.5)
Primary	Do you feel that the work load in your current job is too low, too high, or just right? (3.7)	As an employee on this campus, how difficult is it for you to balance your work and family life? (3.3) How much help do you get from your workplace with balancing your work and family life? (2.3)
Secondary		

Figures 33 to 40 show the mean scores on the component by various demographic variables.

The mean rating on the “workload and balance” component varies significantly by tenure status, age, and religion (Figures 35, 36, and 40). Faculty who are not on a tenure track have the highest score as compared to the other tenure status categories. The youngest faculty members have lower ratings on the component, as do respondents who did not respond to the question about religion, although the differences are small.

Figure 33. Mean Scores on Workload and Balance, by Gender: Faculty

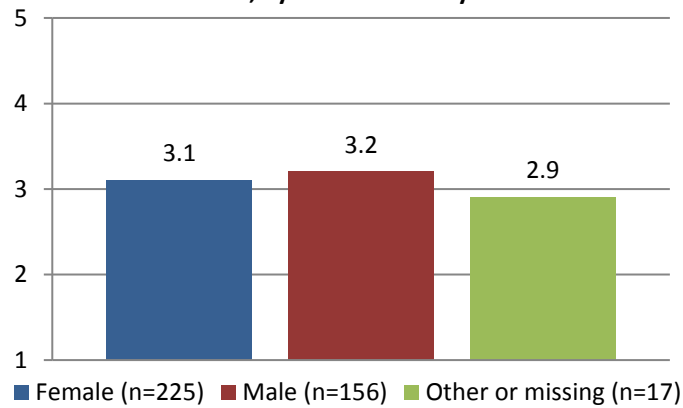


Figure 34. Mean Scores on Workload and Balance, by Race/Ethnicity: Faculty

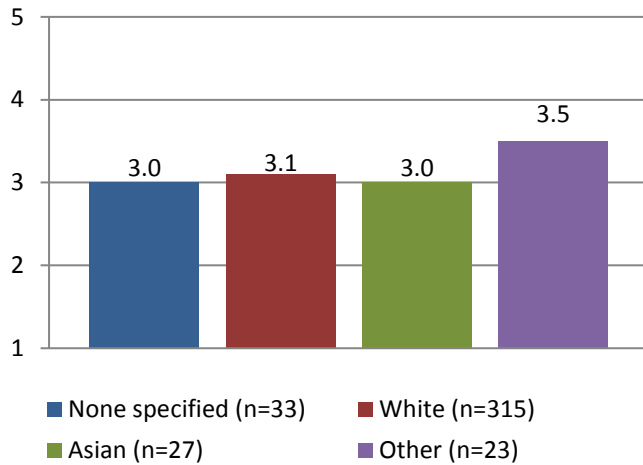
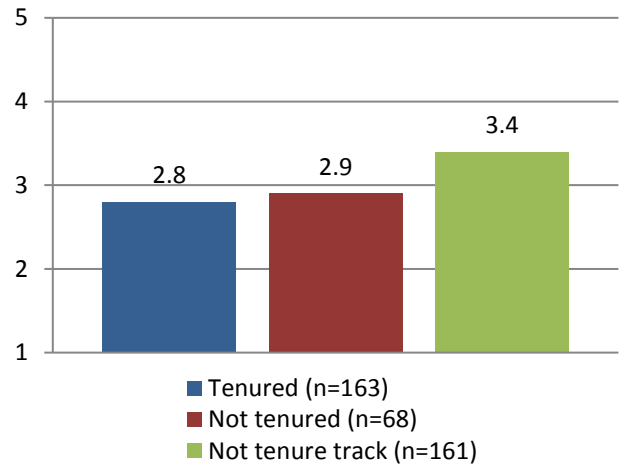


Figure 35. Mean Scores on Workload and Balance, by Tenure Status: Faculty*



p < .01

Figure 36. Mean Scores on Workload and Balance, by Age: Faculty*

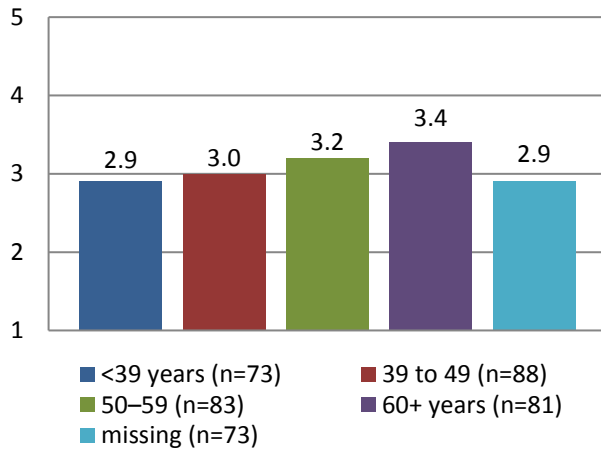
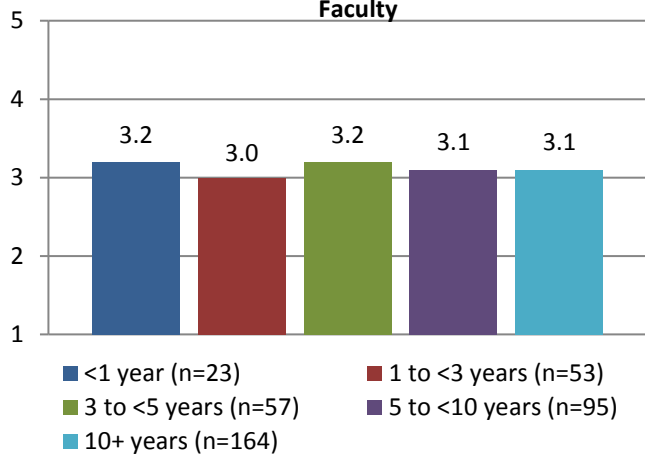


Figure 37. Mean Scores on Workload and Balance, by Years Employed at the University: Faculty



p < .01

Figure 38. Mean Scores on Workload and Balance, by Sexual Orientation: Faculty

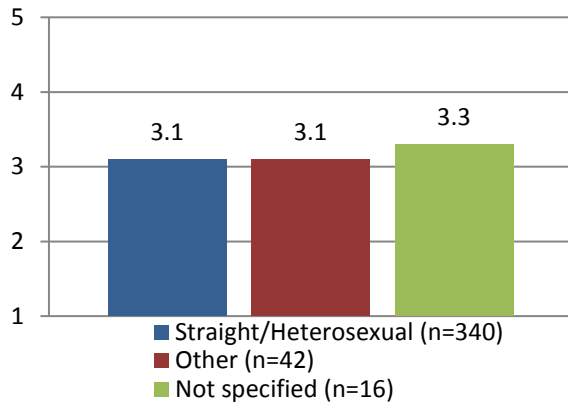


Figure 39. Mean Scores on Workload and Balance, by Ability/Disability Status: Faculty

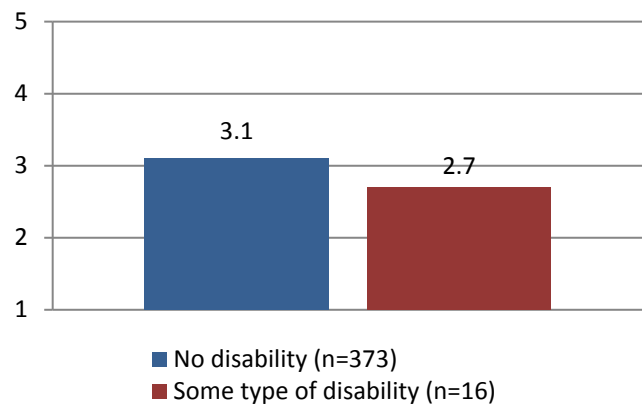
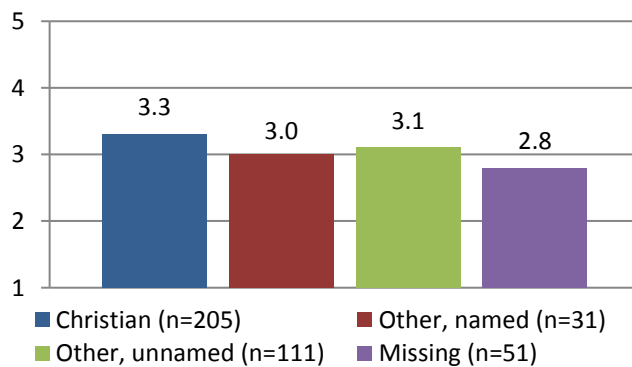


Figure 40. Mean Scores on Workload and Balance, by Religion: Faculty*



p<.01

Comparison with Scores from 2013 Survey

Figure 41. Mean Scores on Overall Climate, Comparison with 2013 Survey: Faculty

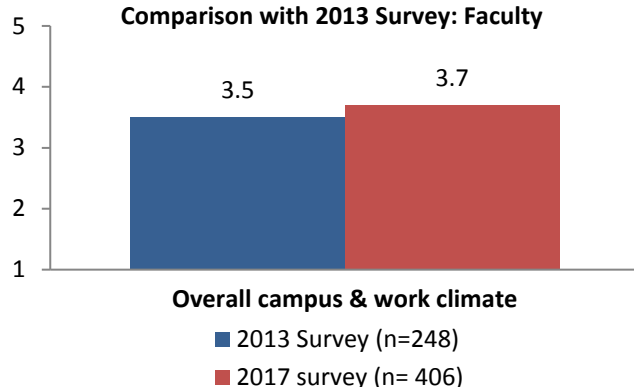


Figure 41 shows the change in overall climate ratings between the survey conducted in 2013 and now. As is evident, the overall climate ratings have gone up slightly (from 3.5 to 3.7) in 2017, as compared to the 2013 survey. The difference between these ratings is significant at the $p < .05$ level.

Figure 42 shows the change in ratings of the overall explanatory components between the survey conducted in 2013 and now. Scores on all but one component have gone up slightly. Workload and balance is the only component for which scores have

not increased in the 2017 survey as compared to the 2013 survey; scores on this component have remained unchanged.

Figure 42. Mean Scores on Explanatory Components, by Year of Survey: Faculty

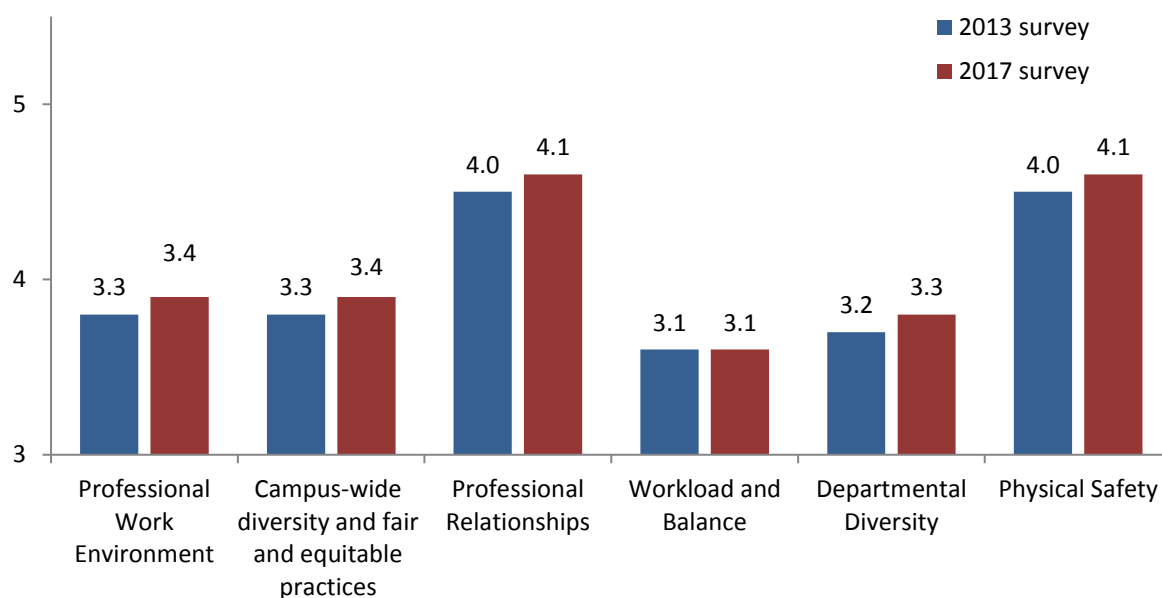


Table 12 shows the explanatory components and their constituent items in the current 2017 survey and compares the mean scores obtained to the scores on the same or similar items in the 2013 survey. Explanatory components and items in green font indicate ones on which mean scores are higher in 2017 as compared to 2013, those in red font indicate components and items on which scores are lower in 2017 as compared to 2013, and those in blue font are ones on which there have been no change in mean scores from 2013 to 2017.

As might be evident from the color coding, mean scores on most items are higher in 2017 as compared to 2013.

Table 12. Explanatory Components & Constituent Items: Comparison of Mean Ratings from 2013 and Current Survey - Faculty

	2017		2013	
	Mean	n	Mean	n
PROFESSIONAL WORK ENVIRONMENT	3.4	406	3.3	258
How comfortable do you feel expressing your personal identity in your immediate work environment?	3.7	406	3.4	258
In the past 12 months, how often have you personally experienced excluding, intimidating, offensive, and/or hostile conduct from members of this University? (reverse coded)	4.3	407	4.0	256
How committed is your department/unit head or chair to creating a positive work environment for you?	3.8	406	3.5	258
If you experience treatment that is not fair and equitable, how confident are you that you can file a complaint or grievance without fear of negative consequences to you?	2.9	401	2.6	255
To what extent do you feel your colleagues/coworkers treat you with respect?	4.0	406	3.8	257
Overall, how (socially) isolated do you feel at this University? (reverse coded)	3.6	405	3.4	258
How satisfied are you, in general, with your opportunities for career advancement within the University?	3.0	404	2.8	257
How much recognition do you get for your contributions at work? Teaching	3.0	405	2.8	256
How much recognition do you get for your contributions at work? Service	2.8	395	2.6	257
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty and department/unit leadership	3.7	381	3.6	251
To what extent does your current work environment provide opportunities for you to learn and grow?	3.4	405	3.3	257
How excluding or inclusive is your primary department/unit?	3.7	406	3.6	253
How easy is it for you to get accurate and timely information about the institutional policies and procedures you need to do your job well? ³	3.5	404	3.5	257
How much of a say do you have in shaping your work environment?	3.0	404	3.0	256
How much recognition do you get for your contributions at work? Research	2.7	391	2.7	253
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? Your department/unit leadership—i.e., your Department/Program Director or Supervisor	3.6	385	3.7	240
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Promotion decisions	3.3	295	3.4	210
CAMPUS-WIDE DIVERSITY AND FAIR AND EQUITABLE PRACTICES	3.4	348	3.3	257
To what extent do you believe you have the tools and resources to do your job well?	3.8	407	3.5	255
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Allocation of space/equipment or other resources	3.4	352	3.1	238
How committed is the University and its leadership to promoting practices that help recruit a diverse student body?	3.4	393	3.2	252
How well does your department/unit or school/college/major administrative unit address issues of unfair or inequitable treatment to employees owing to their diversity?	3.5	217	3.4	165
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? Campus leadership—i.e., Vice Presidents/Provosts and Deans	3.4	333	3.3	202
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Access to departmental support staff	3.8	373	3.7	243

³ Note that in 2013 this question was phrased as, “How much access do you have to accurate and timely information about the institutional policies and procedures you need to do your job well?”

Table 12, continued

	<u>2017</u>		<u>2013</u>	
	Mean	n	Mean	n
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? The University leadership—i.e., the President and the Board of Trustees	3.3	320	3.2	200
How committed is the University community at large to helping to retain a diverse student body?	3.3	395	3.2	249
In the past 12 months, how fair and equitable have salary decisions been in your department/unit/school/college/major administrative unit?	2.8	287	2.8	191
Overall, how well does your campus meet the needs of those with disabilities?	3.3	317	3.3	210
How committed is the University community at large to helping to recruit a diverse student body?	3.4	394	NA	
How committed is the University community at large to helping to retain a diverse workforce?	3.3	390	NA	
In the past 12 months, how fair and equitable has promotion review/annual review been in your department/unit/school/college/major administrative unit?	3.2	310	NA	
PROFESSIONAL RELATIONSHIPS	4.1	397	4.0	253
In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity? (reverse coded)	4.5	405	4.2	256
How would you rate the overall quality of the relationship between you and students at the University?	4.6	406	4.5	258
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and students	4.1	346	4.0	224
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty and staff	4.0	392	4.0	249
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty	3.8	398	3.8	255
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Recruitment policies and practices	3.6	320	3.6	229
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty and students	4.0	385	4.1	248
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff	4.0	377	--	--
DEPARTMENTAL DIVERSITY	3.3	394	3.2	257
Overall, how satisfied are you with the diversity in your primary department/unit?	3.4	403	3.3	255
How effective is your department in recruiting a diverse faculty and staff?	3.2	400	3.1	253
How effective is your department in retaining a diverse faculty and staff?	3.2	398	3.1	255
PHYSICAL SAFETY	4.1	394	4.0	257
How would you rate the physical safety of your immediate work environment?	4.2	398	4.0	254
Overall, how would you rate the physical safety on and around campus? ⁴	4.0	402	--	--
WORKLOAD AND BALANCE	3.1	398	3.1	258
Do you feel that the workload in your current job is too low, too high, or just right?	3.7	406	3.3	258
As an employee on this campus, how difficult is it for you to balance your work and family life?	3.3	403	2.9	257
How much help do you get from your workplace with balancing your work and family life?	2.3	400	--	--

⁴ Note that in 2013 two separate questions were asked on this topic, "Overall, how would you rate the physical safety of the areas close to campus?" and "Overall, how would you rate the physical safety of your campus?"

Summary of Results

In summary, these analyses derived an outcome variable termed “overall climate”—the mean rating on which is 3.7 (on a 5-point scale)—and sought to examine factors or aspects of the climate that influence the overall climate rating. To do so, six explanatory components were identified based on the principal components analyses done for the 2013 study: Professional work environment; Campus-wide diversity & fair and equitable practices; Professional relationships; Workload and Balance; Departmental diversity; and Physical safety. Of these explanatory variables, all but Departmental diversity and Physical safety significantly influence ratings on overall climate.

Professional relationships is the only component that is significantly related to overall climate that has a mean greater than 3.5.

The two components that have the strongest association with overall climate—Professional work environment and Campus-wide diversity & fair and equitable practices—can be considered areas for action for Oakland University among faculty in that their mean ratings are lower than 3.5 (on a scale ranging from 1 to 5 points).

Ratings on professional work environment range from 3.1 to 3.8 across all demographic groups. Professional work environment is rated lowest by tenured faculty, by those between 39–49 years of age, by those who have been at the university for 5 or more years, by those in the sexual orientation category other than “straight/heterosexual,” and by those who specify a religion other than Christian. It has higher ratings among untenured faculty and faculty not on a tenure track, among faculty members aged 60 or older, among those employed between 1 to about 5 years and among who do not specify a sexual orientation.

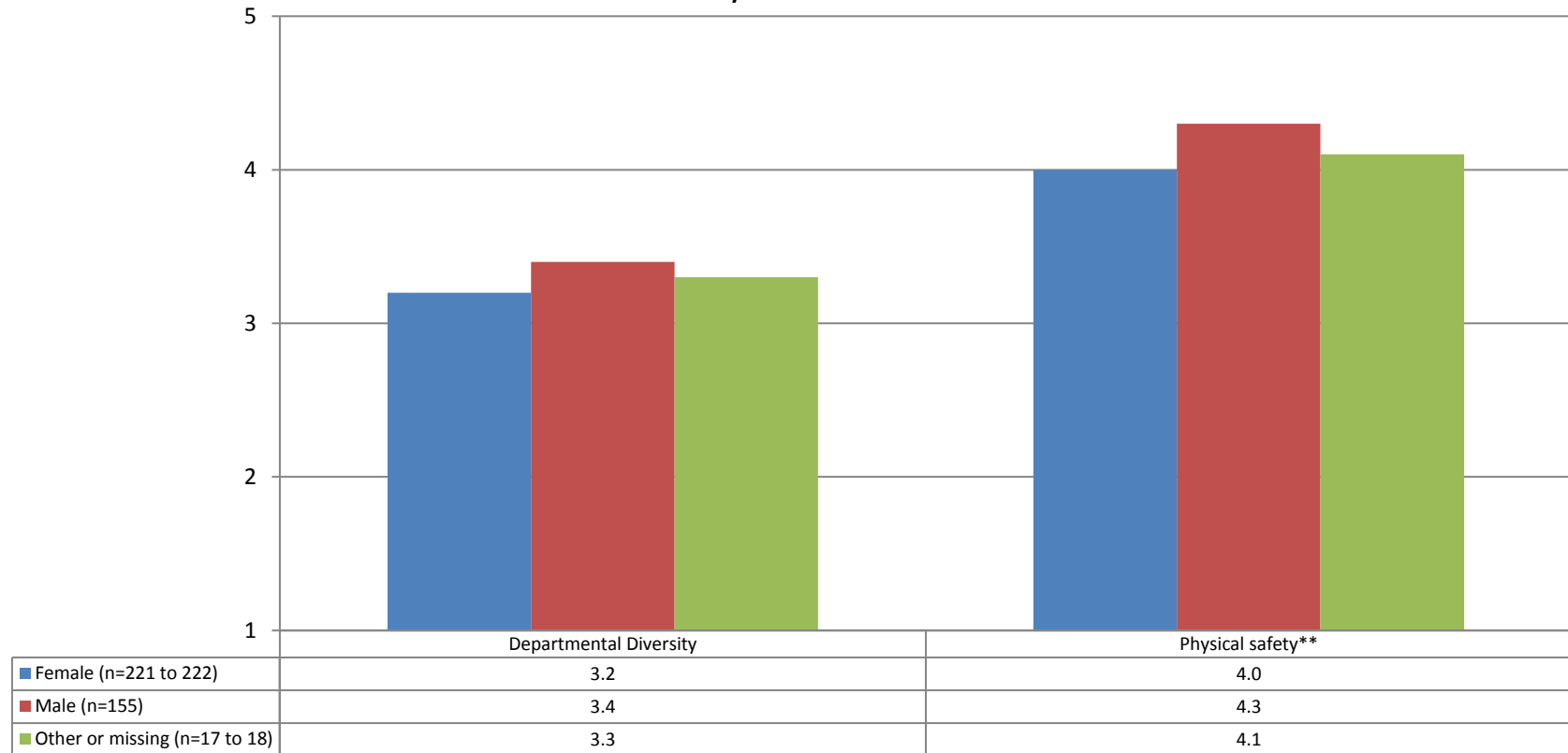
Ratings on campus-wide diversity range from 3.0 to 3.6. Again, ratings are lowest among tenured faculty, those who did not specify their birth year, those who have been at the university for 10 or more years, and among those who selected a specific religion other than Christian. Ratings are highest among those employed at the university for between 1 to 5 years and non-tenure track faculty.

Appendix A

Mean Ratings by Demographics on Components not Significantly Related to Overall Climate

The figures on the following pages present the mean ratings on the three components which were not significantly related to overall climate: Departmental Diversity and Physical Safety.

Figure A1. Mean Scores on Components Not Significantly Related to Overall Climate, by Gender:
Faculty



** Difference in means significant at the $p < .01$ level

**Figure A2. Mean Scores on Components Not Significantly Related to Overall Climate, by Race/Ethnicity:
Faculty**

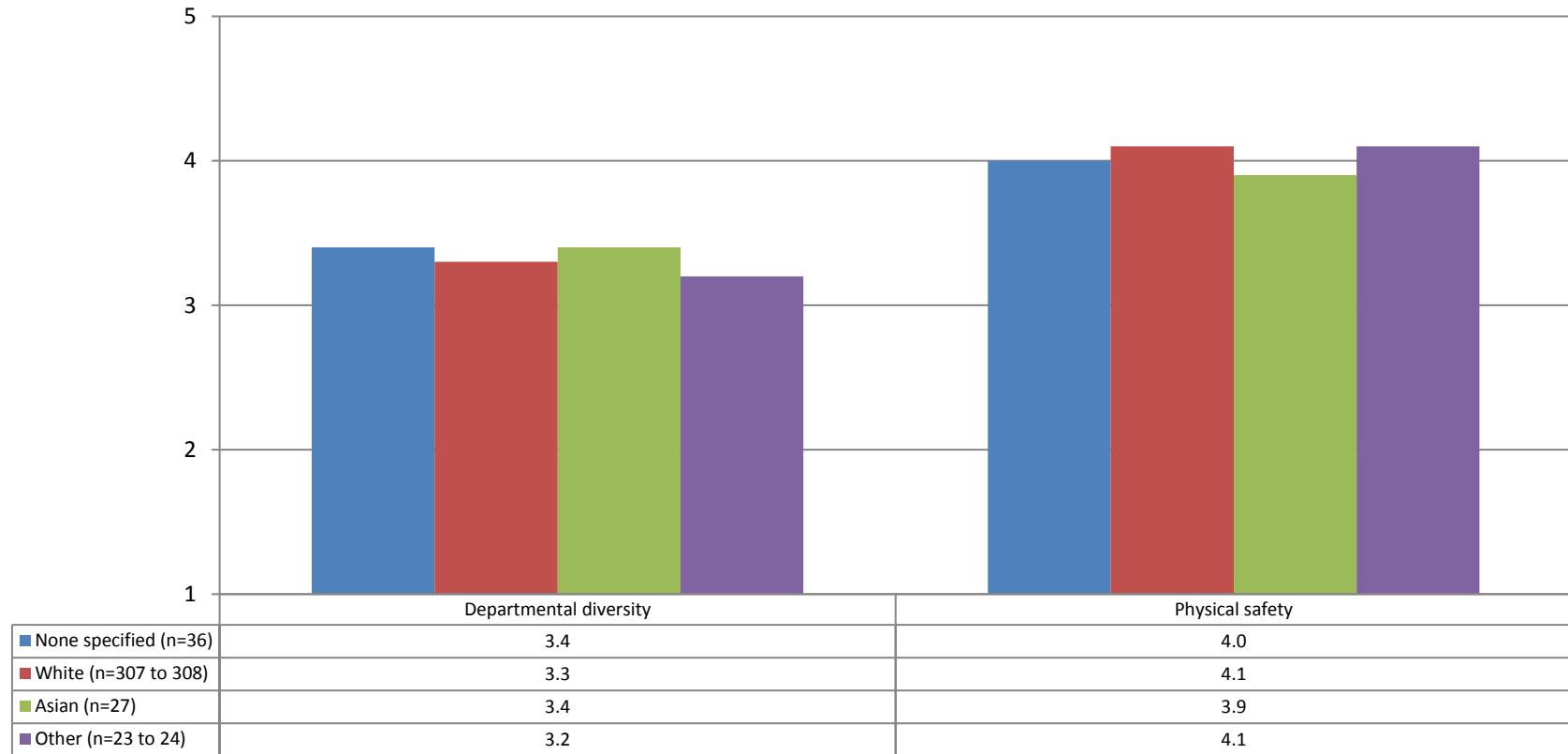
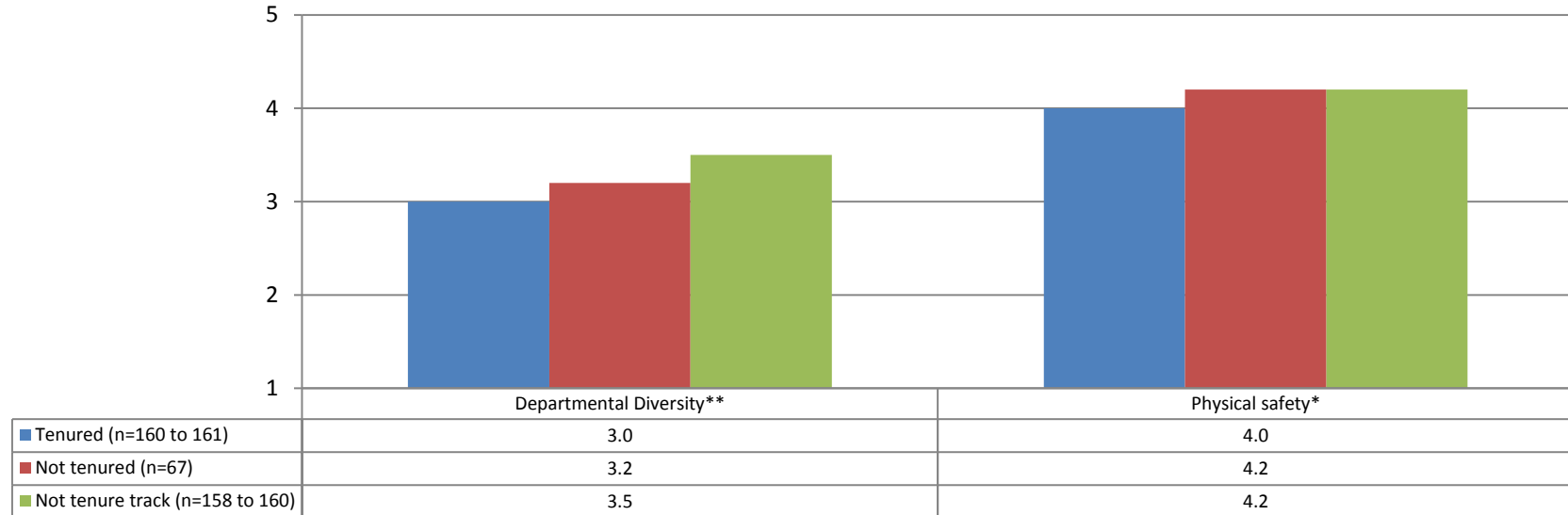


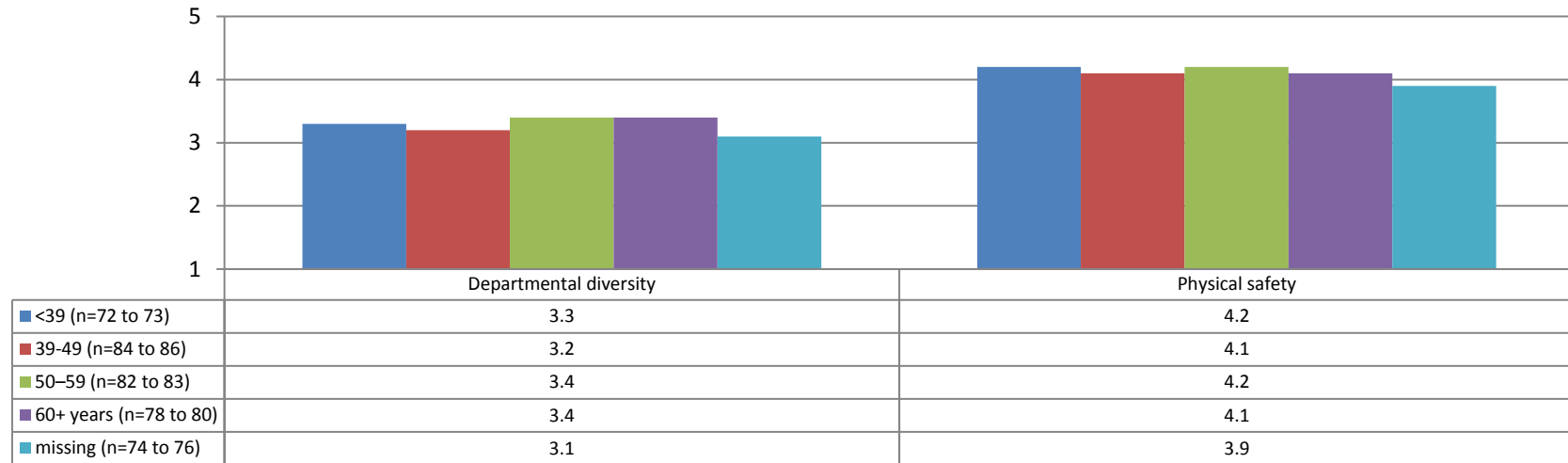
Figure A3. Mean Scores on Components Not Significantly Related to Overall Climate, by Tenure Status: Faculty



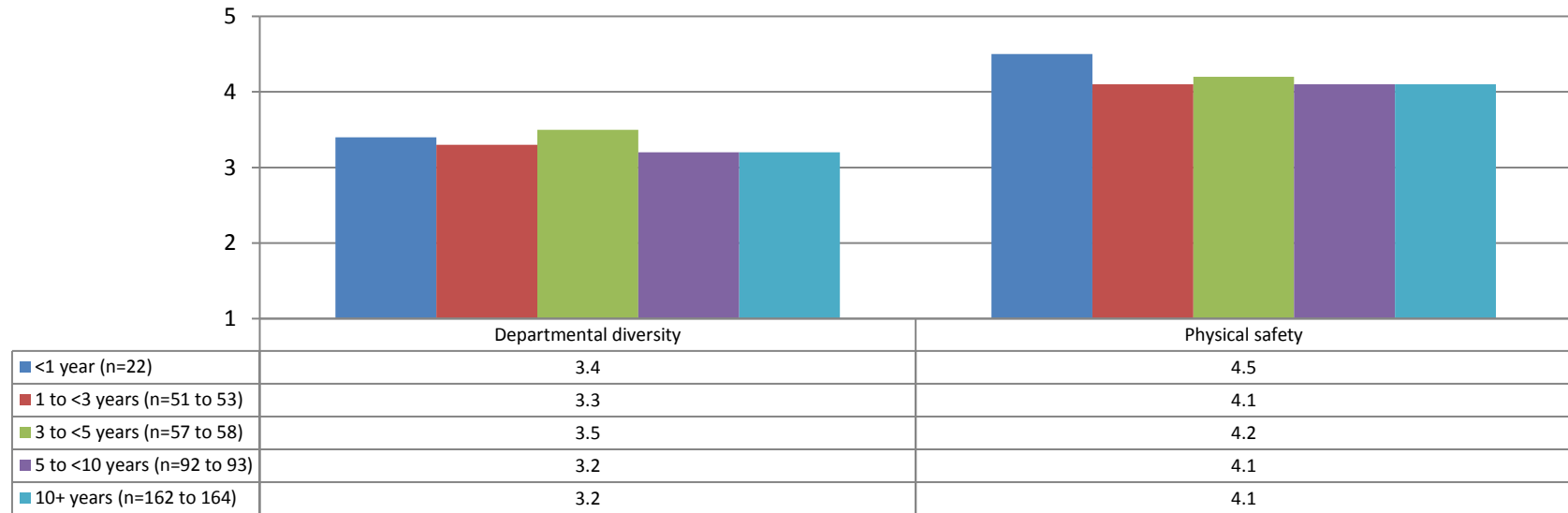
* Difference in means significant at the $p < .05$ level

** Difference in means significant at the $p < .01$ level

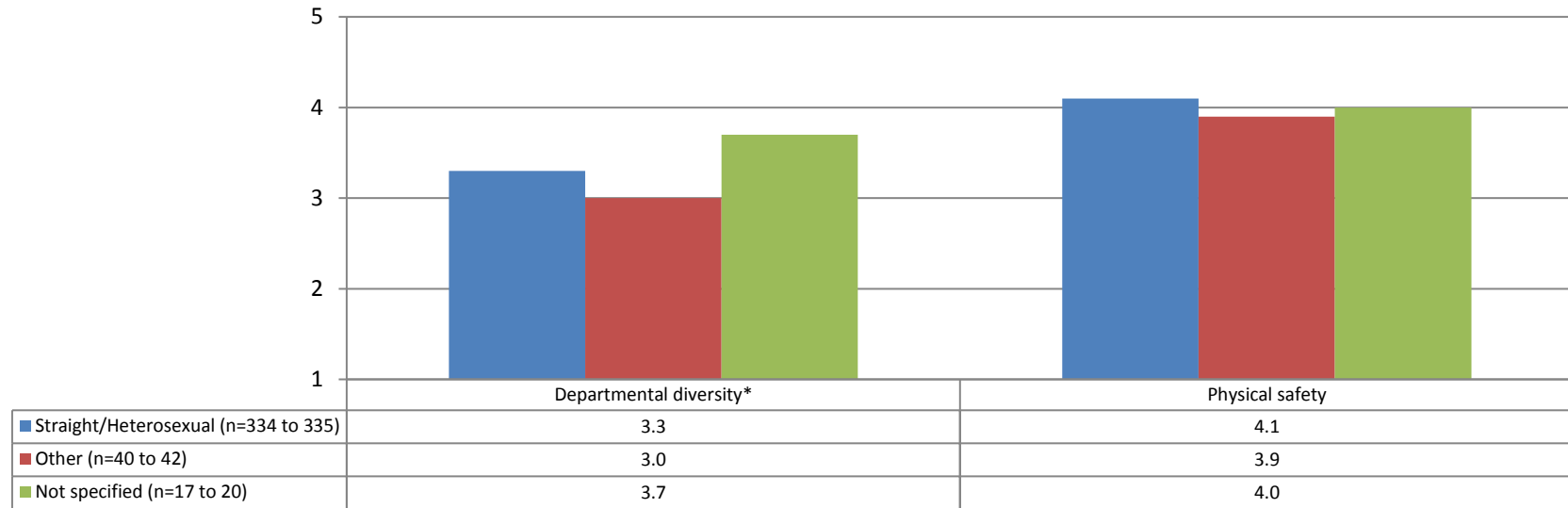
**Figure A4. Mean Scores on Components Not Significantly Related to Overall Climate, by Age:
Faculty**



**Figure A5. Mean Scores on Components Not Significantly Related to Overall Climate,
by Years Employed at the University: Faculty**

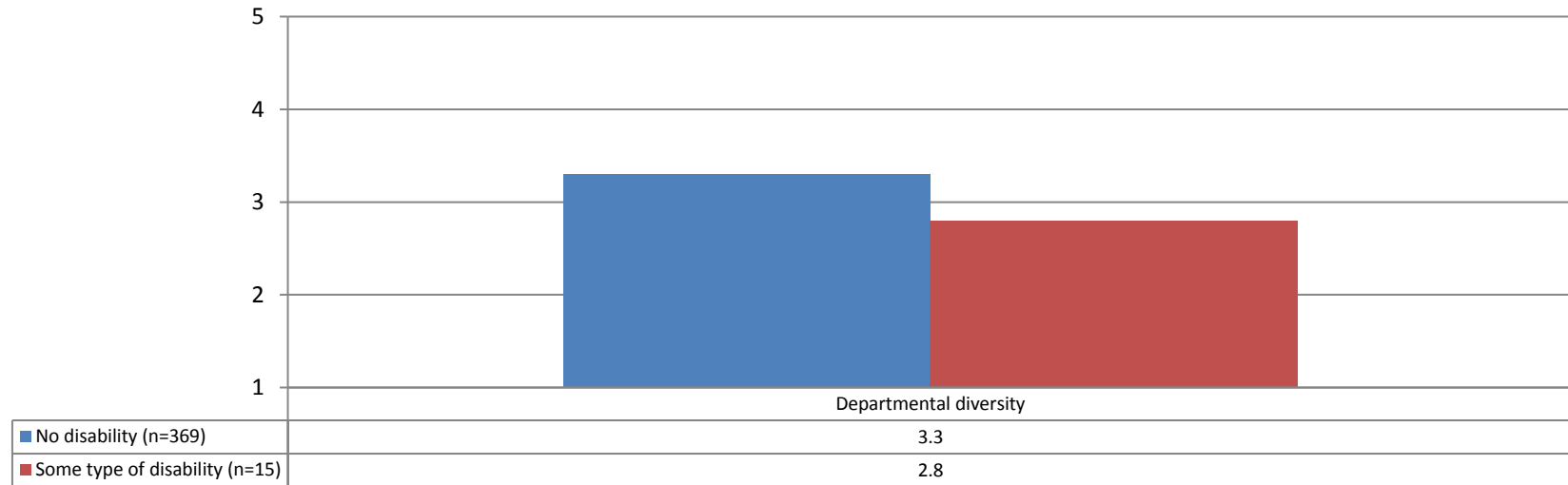


**Figure A6. Mean Scores on Components Not Significantly Related to Overall Climate, by Sexual Orientation:
Faculty**



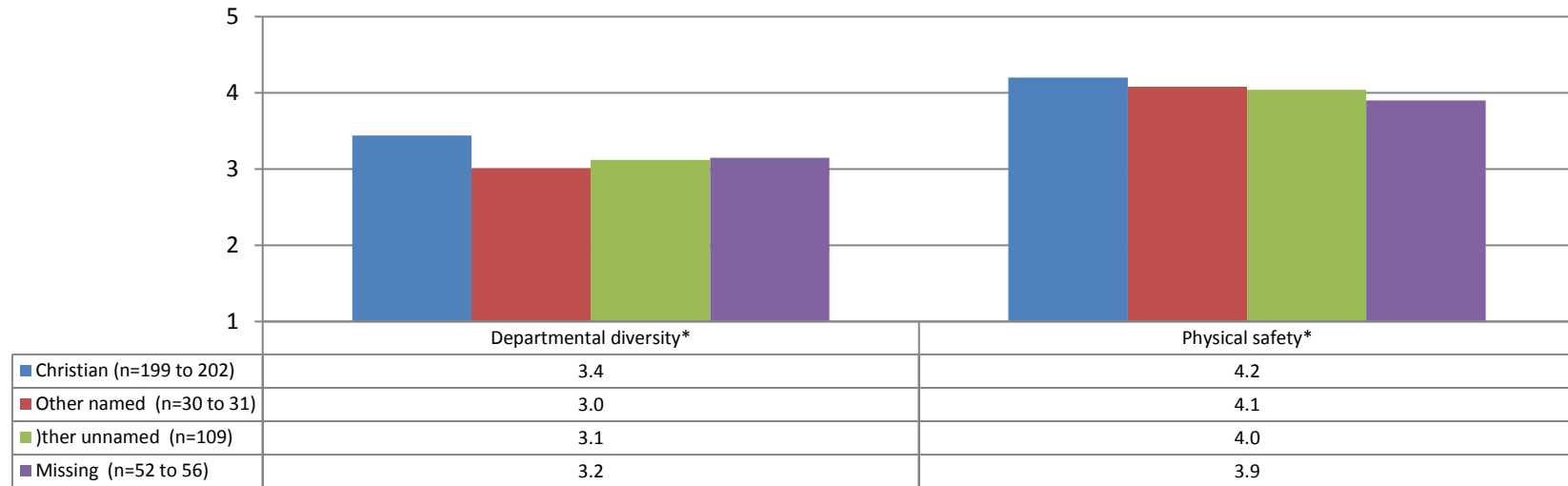
* Difference in means significant at the $p < .05$ level

**Figure A7. Mean Scores on Components Not Significantly Related to Overall Climate,
by Ability/Disability Status: Faculty**



There are too few cases to present the mean of the physical safety component by disability status.

**Figure A7. Mean Scores on Components Not Significantly Related to Overall Climate,
by Religion: Faculty**



* Difference in means significant at the $p < .05$ level

Appendix B

*Factors to Which Respondents Attribute “Not At All” or “Not Very”
Fair and Equitable Practices or Policies*

Table B1. Factors to Which Respondents Attribute “Not At All” or “Not Very” Fair and Equitable Practices or Policies

	Practice or policy						
	Recruitment policies and practices	Promotion review/annual review	Promotion decisions	Salary decisions	Allocation of space equipment or other resources	Access to departmental support staff	Graduate student allocation and assignments
n =	54	72	68	108	54	29	31
% of Respondents Attributing to “Not At All” or “Not Very” Fair and Equitable Practices to Factor							
Ability/disability status	7.4%	1.4%	2.9%	2.8%	1.9%	--	6.5%
Age	24.1%	19.4%	16.2%	18.5%	7.4%	10.3%	9.7%
Citizenship status	5.6%	2.8%	1.5%	1.9%	--	--	3.2%
Gender identity/gender expression	16.7%	6.9%	5.9%	13.9%	5.6%	3.4%	6.5%
Height	1.9%	--	--	--	--	--	--
Marital or family status	11.1%	5.6%	4.4%	3.7%	1.9%	3.4%	6.5%
National origin	22.2%	9.7%	5.9%	5.6%	3.7%	3.4%	9.7%
Political beliefs	14.8%	6.9%	8.8%	4.6%	3.7%	6.9%	9.7%
Race/ethnicity	37.0%	11.1%	7.4%	8.3%	7.4%	6.9%	16.1%
Religious/spiritual beliefs	5.6%	2.8%	4.4%	1.9%	3.7%	3.4%	3.2%
Sex	31.5%	36.1%	35.3%	26.9%	11.1%	20.7%	19.4%
Sexual orientation	7.4%	2.8%	2.9%	0.9%	1.9%	--	3.2%
Socioeconomic status	5.6%	1.4%	2.9%	2.8%	1.9%	6.9%	--
Veteran status	1.9%	--	--	--	--	--	--
Weight	1.9%	1.4%	--	1.9%	1.9%	--	3.2%
Some other factor	44.4%	58.3%	57.4%	62.0%	79.6%	72.4%	67.7%

Appendix C

Text of E-mail Invitations and Reminders

2017 Oakland University Climate Survey: Faculty
Initial Email Invitation

Subject: I Belong at OU - 2017 OU Climate Survey
From: Survey Research Laboratory (Reply To: sanand@illinois.edu)

Dear [contact("first name")] [contact("last name")],

On behalf of President George W. Hynd, you are invited to participate in the 2017 Oakland University Climate Survey.

Yesterday, you received an email from President Hynd encouraging you to help shape the future of belonging and inclusion at OU by participating in this study. Now is your chance. The survey will measure perceptions of University climate including inclusiveness, diversity, friendliness, cooperation, professionalism, recognition, respect, accessibility, support and opportunities for career advancement and academic success here on campus.

To protect the confidentiality and anonymity of your responses, the Survey Research Laboratory (SRL) of the University of Illinois at Chicago has been selected to administer the survey. Sowmya Anand and Linda Owens of the SRL (IRB Protocol # 17196) are the surveyors. Should you have questions, please feel free to contact Sowmya Anand at (217) 333-2219 or sanand@illinois.edu.

If you have any questions about your rights as a participant in this study, please view the Consent Information Sheet, which will be on the first screen you see after you click on the survey link.

[Click here for your customized survey link](#) and to start the survey. This link is unique to you, so please do not share it with anyone else.

Thank you in advance for your contribution to this important initiative. The deadline for completing the survey is March 24.

Sincerely,
Sowmya Anand
Linda Owens
Survey Research Laboratory, UIC

2017 Oakland University Climate Survey: Faculty

Reminder #1

Subject: Reminder: I Belong at OU - 2017 OU Climate Survey

From: Survey Research Laboratory (Reply To: sanand@illinois.edu)

Dear [contact("first name")] [contact("last name")],

Last week, you would have received an email inviting you to take part in the 2017 Oakland University Climate Survey. *Please take this opportunity to lend your voice to this initiative.* Your responses are very important and can help shape the future of belonging and inclusion at OU.

[Click here to start or resume the survey.](#) This link is unique to you, so please do not share it with anyone else.

To protect the confidentiality and anonymity of your responses, the Survey Research Laboratory (SRL) of the University of Illinois at Chicago has been selected to administer the survey. Sowmya Anand and Linda Owens of the SRL (IRB Protocol # 17196) are the surveyors. Should you have questions, please feel free to contact Sowmya Anand at (217) 333-2219 or sanand@illinois.edu.

If you have any questions about your rights as a participant in this study, please view the Consent Information Sheet.

Thank you in advance for your contribution to this important initiative. The deadline for completing the survey is March 24.

Sincerely,
Sowmya Anand
Linda Owens
Survey Research Laboratory, UIC

2017 Oakland University Climate Survey: Faculty

Reminder #2

Subject: 2017 OU Climate Survey: Please help by giving your feedback

From: Survey Research Laboratory (Reply To: sanand@illinois.edu)

Dear [contact("first name")] [contact("last name")],

Last week, you would have received an email inviting you to take part in the 2017 Oakland University Climate Survey. *Please take this opportunity to lend your voice to this initiative.* Your responses are very important and can help shape the future of belonging and inclusion at OU.

[Click here for your customized survey link](#) and to start or resume the survey. This link is unique to you, so please do not share it with anyone else.

To protect the confidentiality and anonymity of your responses, the Survey Research Laboratory (SRL) of the University of Illinois at Chicago has been selected to administer the survey. Sowmya Anand and Linda Owens of the SRL (IRB Protocol # 17196) are the surveyors. Should you have questions, please feel free to contact Sowmya Anand at (217) 333-2219 or sanand@illinois.edu.

If you have any questions about your rights as a participant in this study, please view the Consent Information Sheet.

Thank you in advance for your contribution to this important initiative. The deadline for completing the survey is March 24.

Sincerely,
Sowmya Anand
Linda Owens
Survey Research Laboratory, UIC

2017 Oakland University Climate Survey: Faculty

Reminder #3

Subject: 2017 OU Climate Survey: Last chance to give your feedback

From: Survey Research Laboratory (Reply To: sanand@illinois.edu)

Dear [contact("first name")] [contact("last name")],

Please take this opportunity to lend your voice to the 2017 OU Climate Survey initiative. Your responses are very important and can help shape the future of belonging and inclusion at OU. *The survey will be closed to responses by the end of the day tomorrow, March 24.*

[Click here for your customized survey link](#) and to start or resume the survey. This link is unique to you, so please do not share it with anyone else.

To protect the confidentiality and anonymity of your responses, the Survey Research Laboratory (SRL) of the University of Illinois at Chicago has been selected to administer the survey. Sowmya Anand and Linda Owens of the SRL (IRB Protocol # 17196) are the surveyors. Should you have questions, please feel free to contact Sowmya Anand at (217) 333-2219 or sanand@illinois.edu.

If you have any questions about your rights as a participant in this study, please view the Consent Information Sheet.

Thank you in advance for your contribution to this important initiative. The deadline for completing the survey is March 24.

Sincerely,
Sowmya Anand
Linda Owens
Survey Research Laboratory, UIC

Appendix D

Faculty Questionnaire



2017 Climate Survey

Welcome to the 2017 Oakland University Climate Survey!

The Survey Research Laboratory (SRL) of the University of Illinois at Chicago is conducting a study on behalf of President George W. Hynd and Oakland University to assess the climate at Oakland University (University of Illinois IRB#17196). The purpose of this Information Sheet is to let you know more about the study so you can decide whether to volunteer for the study or not.

Why is this study being done? The purpose of this research study is to assess workplace and educational climate for students, faculty and staff. The study will measure perceptions of climate including inclusiveness, friendliness, cooperation, support, and opportunities for career advancement and academic success. All Oakland University students, faculty and staff, 18 years of age or older, are being asked to participate.

Who is sponsoring this study?

Oakland University is funding the study and SRL is responsible for its implementation.

Where is this study being done?

The study will be conducted on-line to all Oakland University students, faculty and staff.

How long will it take to answer the on-line questionnaire?

You should allow approximately 20 minutes for the survey.

What are the risk of participating in this study?

This study carries only minimal risk to participants. The potential risk is owing to negative psychological reactions to any aspect of the study, including the questions being asked, such as about any threats you or others might have experienced. If you experience any negative psychological reaction you are strongly encouraged to contact the Graham Health Center at (248) 370-2341 and/or the Counseling Center in the School of Education and Human Services at (248) 370- 2633.

Are there any known benefits from taking part in this study?

While there are no direct benefits to you personally for participating in the study, your input will be very valuable in helping understand the current campus and work/educational climate at Oakland University and in helping to develop action plans to address issues of concern, which will benefit the University population at large.

Are there any incentives for taking part in this study?

All those who complete the survey will be entered into a drawing for the following: (1) Reserved Parking Spot for one of the Summer semesters: 3 names will be drawn, one each from the student, staff, and faculty groups. (2) Campus Recreation Fitness Passes - 3 Unlimited FitPasses \$50 value and 3 Rec Center Guest Passes \$8 value each to be drawn from student, staff and faculty groups. (3) Food Credit from Chartwells valued at \$25 each: 3 names will be drawn from faculty and staff groups, and 3 names from the students group. (4) Gift Card from Barnes and Noble valued at \$25 each: 3 names will be drawn from faculty and staff groups, and 3 names from the students group. Only one incentive will be awarded to a person. SRL will be responsible for drawing the names at the end of the data collection period.

What are my rights if I participate in this study?

Your decision to participate in this study is voluntary. You may choose to leave the study at any time, or refuse to answer any questions that may be asked during the study. You will not lose any benefits to which you are otherwise entitled and your decision will not affect your present or future relationship with Oakland University. If you are a student or employee at Oakland University, your decision about participation will not affect your grades or employment status.

How will the results of the study be disseminated?

SRL will prepare three formal reports of study results, one each for faculty, staff and students. Reports will be made available on the Oakland University website in Winter 2017.

What will be done to keep my information confidential?

To protect the confidentiality of your responses SRL is administering this survey and will not disclose your survey information to anyone, and when this research is discussed no one will know that you were in the study. If, however, it is required by law or by the University of Illinois ("university") policy, information may be shared with certain university members, e.g., the Institutional Review Board (IRB) and the Office for the Protection of Research Subjects (OPRS).

SRL will not provide the raw data to Oakland University, but only provide a report in which data are aggregated. The report will never present responses broken out by more than one demographic variable. For example, the report will not analyze responses for staff by gender within race/ethnicity, or for students by gender within student status.

What if I have questions about the study?

For questions about the study you may contact the SRL project coordinator, Dr. Sowmya Anand, at (217)333-2219, sanand@illinois.edu.

If you have any questions about your rights as a participant in this study or any concerns or complaints, you may contact the University of Illinois Institutional Review Board at 217-333-2670 or via email at irb@illinois.edu.

Click the *print* button on the browser if you would like to print this document for your records. If you are 18 years or older, have read and understood this document and voluntarily consent to participate, please click on *next page* below to begin the survey.

-----NEXT SCREEN-----

Some notes on navigating the survey . . .

- This questionnaire is intended for faculty and staff at Oakland University.
- Questions will be presented to you on each screen.
- After you have answered all the questions on a screen, click "Next Page" to save your answers and move to the next screen.
- If you would like to return to a previous screen, click "Previous Page."
- If you change any of your previous answers on a screen, remember to click "Next Page" before proceeding to the next screen.
- If you need to exit the survey before completing, simply close your browser. The next time you click the survey link in the email invitation, you will see that your previous responses have been saved. You can change your previous responses and/or continue from where you left off.

- When you reach the end of the questionnaire, please click the "Submit" button so that your responses can be saved in the database.
- The survey login is unique to you; please do not forward it or share it with anyone else.

-----NEXT SCREEN-----

IF: "So that we can direct you to the appropriate set of questions, please select the role/position that accounts for the majority of the time you spend at the University." Is unanswered, **Skip to end of survey.**

So that we can direct you to the appropriate set of questions, please select the role/position that accounts for the majority of the time you spend at the University.

- ☐ Faculty
- ☐ Academic Administrator/Staff

Later in this questionnaire, we will be asking you more questions about your role and location at the University and about yourself. You will also have the opportunity to provide comments toward the end of this questionnaire.

-----NEXT SCREEN-----

"Climate" may be considered as the atmosphere of an organization as perceived by its members. An organization's climate is reflected in its structures, policies, and practices; the demographics of its members; the attitudes and values of its members and leaders; and the quality of personal interactions. It includes perceptions of [inclusiveness, diversity](#)⁵, friendliness, cooperation, professionalism, recognition, respect, accessibility, support and opportunities for advancement.

**Move your cursor over the terms to see a definition.*

Overall, how would you rate the climate on the campus where you are primarily located?

If you are not located at a campus (for example, if you are at a different site or are taking courses primarily online, etc.), please interpret "campus" to mean the Oakland University community rather than a specific geographic location.

- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Very poor

-----NEXT SCREEN-----

Overall, how would you rate the climate in your primary department or unit?

If you are affiliated with more than one department/unit, please answer this question with reference to the department/unit in which you spend the most time.

⁵ Rolling over the term "inclusiveness and diversity" will show this definition "Diversity and inclusion at Oakland include the dimensions of race, sex, gender identity, gender expression, sexual orientation, age, height, weight, disability, color, religion and creed, national origin or ancestry, marital status, familial status or veteran status."

- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Very poor

-----NEXT SCREEN-----

If your department/unit is part of a school or college, overall, how would you rate the climate in your school or college?

- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Very poor
- ☐ Not applicable/Not enough information to say

-----NEXT SCREEN-----

Overall, how socially isolated do you feel at this University?

- ☐ Not at all isolated
- ☐ Not very isolated
- ☐ Moderately isolated
- ☐ Very isolated
- ☐ Extremely isolated

-----NEXT SCREEN-----

How excluding or inclusive is your primary department/unit?

If you are affiliated with more than one department/unit, please answer this question with reference to the department/unit in which you spend the most time.

- ☐ Extremely inclusive
- ☐ Somewhat inclusive
- ☐ Neither inclusive nor excluding
- ☐ Somewhat excluding
- ☐ Extremely excluding

-----NEXT SCREEN-----

Overall, how satisfied are you with the [diversity](#)⁶ in your primary department/unit?

*Move your cursor over the term to see a definition.

- ☐ Extremely satisfied
- ☐ Very satisfied
- ☐ Moderately satisfied
- ☐ Not very satisfied
- ☐ Not at all satisfied

-----NEXT SCREEN-----

How beneficial or detrimental are the actions of each of the following with respect to promoting [diversity](#)* at this institution?

*Move your cursor over the term to see a definition.

The University leadership, in general—such as, the President and the Board of Trustees

Extremely detrimental	Quite detrimental	Neither beneficial nor detrimental	Quite beneficial	Extremely beneficial	<i>Not enough information to say</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Campus leadership, in general—such as, Vice Presidents/Provosts and Deans

Extremely detrimental	Quite detrimental	Neither beneficial nor detrimental	Quite beneficial	Extremely beneficial	<i>Not enough information to say</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your department/unit leadership—that is, your Department /Program Director or Supervisor

Extremely detrimental	Quite detrimental	Neither beneficial nor detrimental	Quite beneficial	Extremely beneficial	<i>Not enough information to say</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

-----NEXT SCREEN-----

⁶ Rolling over the term “diversity” will show this definition “Diversity and inclusion at Oakland include the dimensions of race, sex, gender identity, gender expression, sexual orientation, age, height, weight, disability, color, religion and creed, national origin or ancestry, marital status, familial status or veteran status.”

How comfortable do you feel expressing your personal identity in your immediate work environment?

- ☐ Extremely comfortable
- ☐ Very comfortable
- ☐ Moderately comfortable
- ☐ Not very comfortable
- ☐ Not at all comfortable

-----NEXT SCREEN-----

Show when: "How comfortable do you feel expressing your personal identity in your immediate work environment?" is "Not very comfortable," OR "Not at all comfortable")

For which of the following reasons do you feel [question("value"), id="14"] expressing your personal identity in your immediate work environment? *Select all that apply.*

- ☐ Fear of intimidation from a peer or peers
- ☐ Fear of intimidation from an instructor/professor/administrator
- ☐ Fear of negative consequences, harassment, or discrimination
- ☐ Some other reason—Please Specify:

-----NEXT SCREEN-----

In the past 12 months, how often have you personally experienced excluding, bullying, intimidating, offensive, and/or hostile conduct from anyone at the University?

- ☐ Never
- ☐ Not very often
- ☐ Moderately often
- ☐ Very often
- ☐ Extremely often

-----NEXT SCREEN-----

Show when: "In the past 12 months, how often have you personally experienced excluding, bullying, intimidating, offensive, and/or hostile conduct from anyone at the University?" is "Moderately often," "Very often," OR "Extremely often")

You indicated that in the past 12 months, you have personally experienced excluding, bullying, intimidating, offensive, and/or hostile conduct from someone at the university [FILL IN RESPONSE FROM PREVIOUS QUESTION].

The last time this happened, who was the source of the treatment? *Select all that apply.*

- ☐ Faculty member
- ☐ Staff member
- ☐ Student
- ☐ Oakland University police
- ☐ Supervisor
- ☐ HR facilitator
- ☐ Don't know (unidentified individual)
- ☐ Other—Please Specify:

- ☐ Prefer not to answer

The last time this happened, what were your reactions to experiencing such treatment? *Select all that apply.*

- ☐ I didn't know what to do
- ☐ I did report and the situation was taken seriously
- ☐ I did report it but I did not feel the complaint was taken seriously
- ☐ I didn't report it for fear that my complaint would not be taken seriously
- ☐ I am used to it, so I did nothing
- ☐ I told someone in HR/union representative
- ☐ I contacted Oakland University police
- ☐ I contacted a local law enforcement official, NOT Oakland University police
- ☐ Other—Please Specify:

-----NEXT SCREEN-----

In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity?

*Move your cursor over the term to see a definition.

- ☐ Never
- ☐ Not very often
- ☐ Moderately often
- ☐ Very often
- ☐ Extremely often

-----NEXT SCREEN-----

Show when: "In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity? Is "Moderately often," "Very often," OR "Extremely often"

You indicated that in the past 12 months, you have [FILL IN RESPONSE FROM PREVIOUS QUESTION] heard others at the University make disparaging remarks about people because of their diversity.

The last time this happened, who was the source of the treatment? *Select all that apply.*

- ☐ Faculty member
- ☐ Staff member
- ☐ Student
- ☐ Oakland University police
- ☐ Supervisor
- ☐ HR facilitator
- ☐ Don't know (unidentified individual)
- ☐ Other—Please Specify: _____
- ☐ Prefer not to answer

The last time this happened, which of the following describes your reaction to this situation? *Select all that apply.*

- ☐ I didn't know what to do
- ☐ I did report and the situation was taken seriously
- ☐ I did report it but I did not feel the complaint was taken seriously
- ☐ I didn't report it for fear that my complaint would not be taken seriously
- ☐ I am used to it, so I did nothing
- ☐ I told someone in HR/union representative
- ☐ Other—Please Specify: _____

-----NEXT SCREEN-----

In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your department/unit/school/college/major administrative unit?

Recruitment policies and practices

- | | | | | | |
|------------------------------|--------------------------|-------------------------------|-----------------------------|-------------------------------|-------------------------------|
| Extremely fair and equitable | Very fair and equitable | Moderately fair and equitable | Not very fair and equitable | Not at all fair and equitable | Not enough information to say |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Promotion review/annual review

- | | | | | | |
|------------------------------|--------------------------|-------------------------------|-----------------------------|-------------------------------|-------------------------------|
| Extremely fair and equitable | Very fair and equitable | Moderately fair and equitable | Not very fair and equitable | Not at all fair and equitable | Not enough information to say |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Promotion decisions

Extremely fair and equitable	Very fair and equitable	Moderately fair and equitable	Not very fair and equitable	Not at all fair and equitable	Not enough information to say
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Salary decisions

Extremely fair and equitable	Very fair and equitable	Moderately fair and equitable	Not very fair and equitable	Not at all fair and equitable	Not enough information to say
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

-----NEXT SCREEN-----

In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your department/unit/school/college/major administrative unit?

Allocation of space/equipment or other resources

Extremely fair and equitable	Very fair and equitable	Moderately fair and equitable	Not very fair and equitable	Not at all fair and equitable	Not enough information to say
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Access to departmental support staff

Extremely fair and equitable	Very fair and equitable	Moderately fair and equitable	Not very fair and equitable	Not at all fair and equitable	Not enough information to say
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Graduate student allocation and assignments

Extremely fair and equitable	Very fair and equitable	Moderately fair and equitable	Not very fair and equitable	Not at all fair and equitable	Not enough information to say
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

-----NEXT SCREEN-----

Ask for each item: "Recruitment policies and practices"/" Promotion review/annual review" etc. to which response is "Not very fair and equitable," OR "Not at all fair and equitable"

You indicated that [FILL "Recruitment policies and practices"/" Promotion review/annual review" etc.] was [Not at all/Not very] fair and equitable in the past 12 months. To which of the following factors would you attribute the treatment?

To which of the following factors would you attribute the treatment? *Select all that apply.*

- ☐ Ability/disability status
- ☐ Age
- ☐ Citizenship status
- ☐ Gender identity/gender expression
- ☐ Height
- ☐ Religious/spiritual beliefs
- ☐ Marital or family status
- ☐ National origin
- ☐ Political beliefs
- ☐ Race/ethnicity
- ☐ Religious/spiritual beliefs
- ☐ Sex
- ☐ Sexual orientation
- ☐ Socioeconomic status
- ☐ Veteran status
- ☐ Weight
- ☐ Other—PLEASE SPECIFY:

-----NEXT SCREEN-----

How well does your department/unit or school/college/major administrative unit address issues of unfair or inequitable treatment to employees owing to their [diversity](#)?

*Move your cursor over the term to see a definition.

- ☐ Extremely well
- ☐ Very well
- ☐ Moderately well
- ☐ Not very well
- ☐ Not at all well

-----NEXT SCREEN-----

As far as you know, are there units or offices to assist employees if they experience any treatment that is not fair and equitable, or are there no such units or offices?

- ☐ There are units/offices
- ☐ There are no units/offices

Show if "As far as you know, are there units or offices to assist employees if they experience any treatment that is not fair and equitable, or are there no such units or offices?" = There are units/offices

How effective are these units or offices in addressing issues of treatment that are not fair and equitable?

- ☐ Extremely effective
- ☐ Very effective
- ☐ Moderately effective
- ☐ Not very effective
- ☐ Not at all effective
- ☐ *Not enough information to say*

-----NEXT SCREEN-----

If you experience treatment that is not fair and equitable, how confident are you that you can file a complaint or grievance without fear of negative consequences to you?

- ☐ Extremely confident
- ☐ Very confident
- ☐ Moderately confident
- ☐ Not very confident
- ☐ Not at all confident
- ☐ *Not enough information to say*

Show if "If you experience treatment that is not fair and equitable, how confident are you that you can file a complaint or grievance without fear of negative consequences to you?" is "Not very confident," OR "Not at all confident")

What can OU do to increase your confidence that you can file a complaint without negative consequences?

-----NEXT SCREEN-----

How would you rate the physical safety of your immediate work environment?

- ☐ Extremely safe
- ☐ Very safe
- ☐ Moderately safe
- ☐ Not very safe
- ☐ Not at all safe
- ☐ *Not applicable*

-----NEXT SCREEN-----

Overall, how would you rate the physical safety on and around campus?

- ☐ Extremely safe
- ☐ Very safe
- ☐ Moderately safe
- ☐ Not very safe
- ☐ Not at all safe
- ☐ *Not applicable*

Show if "Overall, how would you rate the physical safety on and around campus?" is answers ("Not very safe," OR "Not safe at all")

Where do you feel unsafe?

-----NEXT SCREEN-----

Overall, how well does your campus meet the needs of those with disabilities?

- ☐ Extremely well
- ☐ Very well
- ☐ Moderately well
- ☐ Not very well
- ☐ Not well at all
- ☐ *Not enough information to say*

-----NEXT SCREEN-----

To what extent do you feel your colleagues/coworkers treat you with dignity and respect?

- ☐ To a great extent
☐ To a large extent
☐ To a moderate extent
☐ To a slight extent
☐ Not at all

-----NEXT SCREEN-----

Please rate the relationships between the following groups in your department/unit/college/school in terms of the degree to which they are both courteous and professional.

Between faculty

Extremely courteous and professional	Very courteous and professional	Moderately courteous and professional	Not very courteous and professional	Not at all courteous and professional	<i>Not enough information to say</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Between staff

Extremely courteous and professional	Very courteous and professional	Moderately courteous and professional	Not very courteous and professional	Not at all courteous and professional	<i>Not enough information to say</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

-----NEXT SCREEN-----

Please rate the relationships between the following groups in your department/unit in terms of the degree to which they are both courteous and professional.

Between faculty and department/unit leadership

Extremely courteous and professional	Very courteous and professional	Moderately courteous and professional	Not very courteous and professional	Not at all courteous and professional	<i>Not enough information to say</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Between faculty and staff

Extremely courteous and professional	Very courteous and professional	Moderately courteous and professional	Not very courteous and professional	Not at all courteous and professional	<i>Not enough information to say</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

-----NEXT SCREEN-----

Please rate the relationships between the following groups in your department/unit in terms of the degree to which they are both courteous and professional.

Between staff and students

Extremely courteous and professional	Very courteous and professional	Moderately courteous and professional	Not very courteous and professional	Not at all courteous and professional	<i>Not enough information to say</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Between faculty and students

Extremely courteous and professional	Very courteous and professional	Moderately courteous and professional	Not very courteous and professional	Not at all courteous and professional	<i>Not enough information to say</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

-----NEXT SCREEN-----

How would you rate the overall quality of the relationship between you and students at the University?

- ☐ Very good
- ☐ Good
- ☐ Fair
- ☐ Poor
- ☐ Very poor

-----NEXT SCREEN-----

To what extent do you believe you have the tools and resources to do your job well?

- ☐ To a great extent
- ☐ To a large extent
- ☐ To a moderate extent
- ☐ To a slight extent
- ☐ Not at all

-----NEXT SCREEN-----

How easy is it for you to get accurate and timely information about the institutional policies and procedures you need to do your job well?

- ☐ Extremely easy
- ☐ Very easy
- ☐ Moderately easy
- ☐ Not very easy
- ☐ Not at all easy

-----NEXT SCREEN-----

How satisfied are you, in general, with your job at the University?

- ☐ Extremely satisfied
- ☐ Very satisfied
- ☐ Moderately satisfied
- ☐ Not very satisfied
- ☐ Not at all satisfied

-----NEXT SCREEN-----

How satisfied are you, in general, with your opportunities for career advancement within the University?

- ☐ Extremely satisfied
- ☐ Very satisfied
- ☐ Moderately satisfied
- ☐ Not very satisfied
- ☐ Not at all satisfied

-----NEXT SCREEN-----

To what extent does your current work environment provide opportunities for you to learn and grow?

- ☐ To a great extent
- ☐ To a large extent
- ☐ To a moderate extent
- ☐ To a slight extent
- ☐ Not at all

-----NEXT SCREEN-----

Do you feel that the workload in your current job is too low, too high, or just right?

- ☐ Too low
- ☐ Somewhat low
- ☐ Just right
- ☐ Somewhat high
- ☐ Too high

-----NEXT SCREEN-----

Is there anyone at the University who gives you advice and counsel, and/or advocates for you, or is there no one at the University like that?

- ☐ Yes, there is
- ☐ No, there is not

Show if "Is there anyone at the University who gives you advice and counsel, and/or advocates for you, or is there no one at the University like that?" is "Yes, there is".

How important is it for you to have someone like this at the university?

- ☐ Extremely important
- ☐ Very important
- ☐ Moderately important
- ☐ Not very important
- ☐ Not at all important

-----NEXT SCREEN-----

How much recognition do you get for each of your following types of contributions at work?

Research

A great deal	A lot	A moderate amount	A little	None at all
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Teaching

A great deal	A lot	A moderate amount	A little	None at all
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Service

A great deal	A lot	A moderate amount	A little	None at all
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

-----NEXT SCREEN-----

How committed is your department/unit head or chair to creating a positive work environment for you?

- ☐ Extremely committed
- ☐ Very committed
- ☐ Moderately committed
- ☐ Not very committed
- ☐ Not at all committed

-----NEXT SCREEN-----

How much of a say do you have in shaping your work environment?

- ☐ A great deal
- ☐ A lot
- ☐ A moderate amount
- ☐ A little bit
- ☐ None at all

-----NEXT SCREEN-----

How effective is your department or unit in recruiting a diverse faculty and staff?

- ☐ Extremely effective
- ☐ Very effective
- ☐ Moderately effective
- ☐ Not very effective
- ☐ Not at all effective

-----NEXT SCREEN-----

How effective is your department or unit in retaining a diverse faculty and staff?

- ☐ Extremely effective
- ☐ Very effective
- ☐ Moderately effective
- ☐ Not very effective
- ☐ Not at all effective

-----NEXT SCREEN-----

How committed is the University and its leadership to promoting practices that help recruit a diverse student body?

- ☐ Extremely committed
- ☐ Very committed
- ☐ Moderately committed
- ☐ Not very committed
- ☐ Not at all committed

-----NEXT SCREEN-----

How committed is the University and its leadership to promoting practices that help retain a diverse student body?

- ☐ Extremely committed
- ☐ Very committed
- ☐ Moderately committed
- ☐ Not very committed
- ☐ Not at all committed

-----NEXT SCREEN-----

How committed is the University community at large to helping to recruit a diverse student body?

- ☐ Extremely committed
- ☐ Very committed
- ☐ Moderately committed
- ☐ Not very committed
- ☐ Not at all committed

-----NEXT SCREEN-----

How committed is the University community at large to helping to retain a diverse workforce?

- ☐ Extremely committed
- ☐ Very committed
- ☐ Moderately committed
- ☐ Not very committed
- ☐ Not at all committed

-----NEXT SCREEN-----

As an employee on this campus, how difficult is it for you to balance your work and family life?

- ☐ Not at all difficult
- ☐ Not very difficult
- ☐ Moderately difficult
- ☐ Very difficult
- ☐ Extremely difficult

-----NEXT SCREEN-----

How much help do you get from your workplace with balancing your work and family life?

- ☐ A great deal
- ☐ A lot
- ☐ A moderate amount
- ☐ A little bit
- ☐ None at all

-----NEXT SCREEN-----

Do you have any dependent children ...

Under the age of 18?

Please specify how many.

Type '0' if you do not have any

children under the age of 18. : _____

18 years or older?

Please specify how many.

Type '0' if you do not have any

children 18 years or older.: _____

-----NEXT SCREEN-----

Are you currently providing care to a family member/or relative to help them take care of themselves?

This includes taking care of or helping adult family members or relatives with personal needs or household chores, managing their finances, arranging for outside services, or visiting regularly to see how they are doing. These individuals need not live with you.

Providing care

Please specify to how many. : _____

Not providing care

-----NEXT SCREEN-----

Overall, how strongly would you recommend Oakland University to others as a good place to work?

- ☐ Extremely strongly
- ☐ Very strongly
- ☐ Moderately strongly
- ☐ Not very strongly
- ☐ Not at all strongly

-----NEXT SCREEN-----

Please provide your suggestions for how the climate on your campus could be improved.

-----NEXT SCREEN-----

You are almost through the questionnaire. Next, we have a few questions about yourself.

From the list below, please select the main location out of which you work.

☐ Main campus / Rochester

☐ Other—PLEASE SPECIFY:

-----NEXT SCREEN-----

Which of the following best describes your tenure status?

☐ Tenure track, tenured

☐ Tenure track, not tenured

☐ Not tenure track

Which of the following best describes your academic status?

☐ Full time faculty (includes Full-time Adjuncts, School of Medicine faculty and Visiting Faculty)

☐ Part-time faculty

☐ Special lecturers

-----NEXT SCREEN-----

In which college/administrative unit do you have your primary job appointment?

Please scroll down to see all the options.

☐ College of Arts and Sciences

☐ Oakland University William Beaumont School of Medicine

☐ School of Business Administration

☐ School of Education and Human Services

☐ School of Engineering and Computer Science

☐ School of Health Sciences

☐ School of Nursing

☐ University President

☐ Operations and Finance

☐ Academic Affairs

☐ Student Affairs

☐ Development and Alumni Relations

☐ Other, not listed above--Please specify: _____

-----NEXT SCREEN-----

How many total years have you worked at the University?

- ☐ Less than 1 year
- ☐ 1 year to less than 3 years
- ☐ 3 years to less than 5 years
- ☐ 5 years to less than 10 years
- ☐ 10 years or more

For how many years have you been working in your current department or unit at the University?

- ☐ Less than 1 year
- ☐ 1 year to less than 3 years
- ☐ 3 years to less than 5 years
- ☐ 5 years to less than 10 years
- ☐ 10 years or more

-----NEXT SCREEN-----

What is your appointment period?

- ☐ 12 month
- ☐ 10 month
- ☐ 8 month
- ☐ Other, as contracted

During the past semester, how many hours per week did you work across all positions you hold at the University?

Please enter a number from 0 to 168. You can enter up to two decimals.

[TEXT BOX]

-----NEXT SCREEN-----

In what year were you born?

Please enter the year in YYYY format--for example, 1987.

[TEXT BOX]

What is the highest level of education you have completed?

- ☐ Less than high school
- ☐ High school diploma or GED
- ☐ 2-year college degree (e.g., Associate's)
- ☐ 4-year college degree (e.g., BA, BS)
- ☐ Master's degree (e.g., MA, MS, MBA)
- ☐ Professional degree (e.g., JD, MD)
- ☐ Doctoral degree (e.g., PhD, EdD)

-----NEXT SCREEN-----

Please indicate your gender.

- ☐ Female
- ☐ Male
- ☐ Transgender
- ☐ Other

-----NEXT SCREEN-----

Which of the following best describes you?

- ☐ Bisexual
- ☐ Gay
- ☐ Lesbian
- ☐ Queer
- ☐ Straight or heterosexual
- ☐ Other

-----NEXT SCREEN-----

What is your citizenship status?

- ☐ U.S. citizen
- ☐ Permanent Resident (e.g., Green Card holder)
- ☐ Non-resident alien/Visa holder
- ☐ Other

-----NEXT SCREEN-----

Do you have any type of disability, or do you not?

- ☐ Have
- ☐ Do not have **[SKIP TO #61]**

Show if "Do you have any type of disability, or do you not?" = Have

Which of the following types of disability do you have? *Select all that apply.*

- ☐ Acquired Brain Injury
- ☐ ADHD
- ☐ Developmental Delay
- ☐ Hearing impairment
- ☐ Mobility
- ☐ Psychological
- ☐ Specific Learning Disability
- ☐ Speech/Language Impairment
- ☐ Systemic/Chronic Health
- ☐ Visual impairment

☐ Other (please specify)

-----NEXT SCREEN-----

Show when: "Do you have any type of disability, or do you not?" is "Have"

Have you requested an accommodation through Human Resources (HR), or have you not done that?

☐ Have requested

☐ Have not requested

Show when "Have you requested an accommodation through Human Resources (HR), or have you not done that?" is "Have requested"

What was the outcome of your request?

☐ Request was granted

☐ Request was not granted

-----NEXT SCREEN-----

What religion do you participate in or associate with?

☐ Baha'i

☐ Buddhism

☐ Christianity

☐ Hinduism

☐ Islam

☐ Jainism

☐ Judaism

☐ Shintoism

☐ Sikhism

☐ Wicca/Paganism

☐ Other

-----NEXT SCREEN-----

Are you [Hispanic/Latino\(a\)*⁷](#), or are you not?

*Move your cursor over the term to see a definition.

☐ Hispanic/Latino(a)

☐ Not Hispanic/Latino(a)

⁷ DISPLAY "A person of Cuban, Mexican, Puerto Rican, Central or South American, or other Spanish cultures or origin, regardless of race" AS DEFINITION.

Which of the following racial groups best describe you? *Select all that apply.*

*Move your cursor over any of the terms below to see a definition.

- ☐ American Indian or Alaskan Native⁸
- ☐ Asian⁹
- ☐ Black or African American¹⁰
- ☐ Native Hawaiian or Other Pacific Islander¹¹
- ☐ White¹²

-----NEXT SCREEN-----

This questionnaire asked about perceptions of climate and for demographic information. If an issue of climate was not covered or some demographic information was not covered in this questionnaire, please let us know.

-----NEXT SCREEN-----

Thank you for taking the time to complete the Oakland University Climate Survey.

As it says on the information sheet, you will be entered into a drawing for a prize. The drawing will take place within two weeks after the survey is closed. If your name is selected for a prize, you will be notified by email.

⁸ DISPLAY “: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment” AS DEFINITION.]

⁹DISPLAY “A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam” AS DEFINITION.

¹⁰ DISPLAY “A person having origins in any of the Black racial groups of Africa” AS DEFINITION.

¹¹ DISPLAY “A person having origins in any of the original persons of Hawaii, Guam, Samoa or other Pacific Islands” AS DEFINITION.

¹² DISPLAY “A person having origins in any of the original peoples of Europe, North Africa, or the Middle East” AS DEFINITION.

Appendix E

Tables of Individual Items: All Faculty

Overall Climate

		All
		Faculty
Total		407
		100.0%
Overall, how would you rate the climate on the campus where you are primarily located?	Very poor	10
		2.5%
	Poor	30
		7.4%
	Fair	104
		25.6%
	Good	170
		41.8%
	Very good	93
		22.9%
mean =		3.75

		All
		Faculty
Total		402
		100.0%
Overall, how would you rate the climate in your primary department or unit?	Very poor	25
		6.2%
	Poor	35
		8.7%
	Fair	72
		17.9%
	Good	142
		35.3%
	Very good	128
		31.8%
mean =		3.78

Overall Climate

		All
		Faculty
Total		372
		100.0%
If your department/unit is part of a school or college, overall, how would you rate the climate in your school or college?	Very poor	6
		1.6%
	Poor	33
		8.9%
	Fair	80
		21.5%
	Good	165
		44.4%
	Very good	88
		23.7%
mean =		3.80

		All
		Faculty
Total		402
		100.0%
Overall, how strongly would you recommend Oakland University to others as a good place to work?	Not at all strongly	15
		3.7%
	Not very strongly	59
		14.7%
	Moderately strongly	122
		30.3%
	Very strongly	137
		34.1%
	Extremely strongly	69
		17.2%
mean =		3.46

Overall Climate

		All
		Faculty
Total		406
		100.0%
How satisfied are you, in general, with your job at the University?	Not at all satisfied	8
		2.0%
	Not very satisfied	33
		8.1%
	Moderately satisfied	120
		29.6%
	Very satisfied	164
		40.4%
	Extremely satisfied	81
		20.0%
mean =		3.68

Professional Work Environment

		All
		Faculty
Total		407
		100.0%
In the past 12 months, how often have you personally experienced excluding, bullying, intimidating, offensive, and/or hostile conduct from anyone at the University?	Extremely often	11
		2.7%
	Very often	17
		4.2%
	Moderately often	44
		10.8%
	Not very often	119
		29.2%
	Never	216
		53.1%
mean =		4.26

		All
		Faculty
Total		406
		100.0%
To what extent do you feel your colleagues/coworkers treat you with dignity and respect?	Not at all	7
		1.7%
	To a slight extent	22
		5.4%
	To a moderate extent	73
		18.0%
	To a large extent	155
		38.2%
	To a great extent	149
		36.7%
mean =		4.03

Professional Work Environment

		All Faculty
Total		385
		100.0%
How beneficial/detrimental in promoting diversity: your department/unit leadership?	Extremely detrimental	22
		5.7%
	Quite detrimental	25
		6.5%
	Neither beneficial nor detrimental	110
		28.6%
	Quite beneficial	142
		36.9%
	Extremely beneficial	86
		22.3%
mean =		3.64

		All Faculty
Total		381
		100.0%
How courteous and professional are relationships between faculty and department/unit leadership in your department/unit/college/sc hool?	Not at all courteous and professional	16
		4.2%
	Not very courteous and professional	28
		7.3%
	Moderately courteous and professional	95
		24.9%
	Very courteous and professional	152
		39.9%
	Extremely courteous and professional	90
		23.6%
mean =		3.71

Professional Work Environment

		All Faculty
Total		406
		100.0%
How excluding or inclusive is your primary department/unit?	Extremely excluding	25
		6.2%
	Somewhat excluding	50
		12.3%
	Neither inclusive nor excluding	75
		18.5%
	Somewhat inclusive	150
		36.9%
	Extremely inclusive	106
		26.1%
mean =		3.65

		All Faculty
Total		406
		100.0%
How committed is your department/unit head or chair to creating a positive work environment for you?	Not at all committed	26
		6.4%
	Not very committed	42
		10.3%
	Moderately committed	72
		17.7%
	Very committed	132
		32.5%
	Extremely committed	134
		33.0%
mean =		3.75

Professional Work Environment

		All
		Faculty
Total		404
		100.0%
How easy is it for you to get accurate and timely information about the institutional policies and procedures you need to do your job well?	Not at all easy	10
		2.5%
	Not very easy	45
		11.1%
	Moderately easy	161
		39.9%
	Very easy	129
		31.9%
	Extremely easy	59
		14.6%
mean =		3.45

		All
		Faculty
Total		406
		100.0%
How comfortable do you feel expressing your personal identity in your immediate work environment?	Not at all comfortable	18
		4.4%
	Not very comfortable	33
		8.1%
	Moderately comfortable	105
		25.9%
	Very comfortable	130
		32.0%
	Extremely comfortable	120
		29.6%
mean =		3.74

Professional Work Environment

		All Faculty
Total		295
		100.0%
In the past 12 months, how fair and equitable have promotion decisions been in your department/unit/school/college/major administrative unit?	Not at all fair and equitable	29
		9.8%
	Not very fair and equitable	39
		13.2%
	Moderately fair and equitable	90
		30.5%
	Very fair and equitable	100
		33.9%
	Extremely fair and equitable	37
		12.5%
mean =		3.26

		All Faculty
Total		405
		100.0%
To what extent does your current work environment provide opportunities for you to learn and grow?	Not at all	21
		5.2%
	To a slight extent	56
		13.8%
	To a moderate extent	135
		33.3%
	To a large extent	134
		33.1%
	To a great extent	59
		14.6%
mean =		3.38

Professional Work Environment

		All
		Faculty
Total		404
		100.0%
How much of a say do you have in shaping your work environment?	None at all	51
		12.6%
	A little bit	81
		20.0%
	A moderate amount	127
		31.4%
	A lot	93
		23.0%
	A great deal	52
		12.9%
mean =		3.03

		All
		Faculty
Total		404
		100.0%
How satisfied are you, in general, with your opportunities for career advancement within the University?	Not at all satisfied	43
		10.6%
	Not very satisfied	93
		23.0%
	Moderately satisfied	136
		33.7%
	Very satisfied	107
		26.5%
	Extremely satisfied	25
		6.2%
mean =		2.95

Professional Work Environment

		All
		Faculty
Total		405
		100.0%
How much recognition do you get for: teaching?	None at all	47
		11.6%
	A little	80
		19.8%
	A moderate amount	141
		34.8%
	A lot	87
		21.5%
	A great deal	50
		12.3%
mean =		3.03

		All
		Faculty
Total		391
		100.0%
How much recognition do you get for: research?	None at all	85
		21.7%
	A little	70
		17.9%
	A moderate amount	134
		34.3%
	A lot	66
		16.9%
	A great deal	36
		9.2%
mean =		2.74

Professional Work Environment

		All
		Faculty
Total		395
		100.0%
How much recognition do you get for: service?	None at all	65
		16.5%
	A little	96
		24.3%
	A moderate amount	137
		34.7%
	A lot	64
		16.2%
	A great deal	33
		8.4%
mean =		2.76

		All
		Faculty
Total		401
		100.0%
If you experience treatment that is not fair and equitable, how confident are you that you can file a complaint or grievance without fear of negative consequences to you?	Not at all confident	63
		15.7%
	Not very confident	85
		21.2%
	Moderately confident	132
		32.9%
	Very confident	78
		19.5%
	Extremely confident	43
		10.7%
mean =		2.88

Professional Work Environment

		All Faculty
Total		405
		100.0%
Overall, how socially isolated do you feel at this University?	Extremely isolated	11
		2.7%
	Very isolated	45
		11.1%
	Moderately isolated	134
		33.1%
	Not very isolated	129
		31.9%
	Not at all isolated	86
		21.2%
mean =		3.58

Campus-Wide Diversity & Fair and Equitable Practices

		All Faculty
Total		373
		100.0%
In the past 12 months, how fair and equitable has access to departmental support staff been in your department/unit/school/college/major administrative unit?	Not at all fair and equitable	5
		1.3%
	Not very fair and equitable	30
		8.0%
	Moderately fair and equitable	94
		25.2%
	Very fair and equitable	144
		38.6%
	Extremely fair and equitable	100
		26.8%
mean =		3.82

		All Faculty
Total		407
		100.0%
To what extent do you believe you have the tools and resources to do your job well?	Not at all	4
		1.0%
	To a slight extent	27
		6.6%
	To a moderate extent	120
		29.5%
	To a large extent	167
		41.0%
	To a great extent	89
		21.9%
mean =		3.76

Campus-Wide Diversity & Fair and Equitable Practices

		All
		Faculty
Total		333
		100.0%
How beneficial/detrimental in promoting diversity: campus leadership?	Extremely detrimental	15
		4.5%
	Quite detrimental	40
		12.0%
	Neither beneficial nor detrimental	115
		34.5%
	Quite beneficial	121
		36.3%
	Extremely beneficial	42
		12.6%
mean =		3.41

		All
		Faculty
Total		317
		100.0%
Overall, how well does your campus meet the needs of those with disabilities?	Not well at all	21
		6.6%
	Not very well	55
		17.4%
	Moderately well	96
		30.3%
	Very well	112
		35.3%
	Extremely well	33
		10.4%
mean =		3.26

Campus-Wide Diversity & Fair and Equitable Practices

		All Faculty
Total		393
		100.0%
How committed is the University and its leadership to promoting practices that help recruit a diverse student body?	Not at all committed	15
		3.8%
	Not very committed	51
		13.0%
	Moderately committed	144
		36.6%
	Very committed	137
		34.9%
	Extremely committed	46
		11.7%
mean =		3.38

		All Faculty
Total		320
		100.0%
How beneficial/detrimental in promoting diversity: the university leadership?	Extremely detrimental	22
		6.9%
	Quite detrimental	44
		13.8%
	Neither beneficial nor detrimental	116
		36.3%
	Quite beneficial	107
		33.4%
	Extremely beneficial	31
		9.7%
mean =		3.25

Campus-Wide Diversity & Fair and Equitable Practices

		All Faculty
Total		395
		100.0%
How committed is the University and its leadership to promoting practices that help retain a diverse student body?	Not at all committed	17
		4.3%
	Not very committed	43
		10.9%
	Moderately committed	178
		45.1%
	Very committed	112
		28.4%
	Extremely committed	45
		11.4%
mean =		3.32

		All Faculty
Total		352
		100.0%
In the past 12 months, how fair and equitable has allocation of space/equipment or other resources been in your department/unit/school/college/major administrative unit?	Not at all fair and equitable	22
		6.3%
	Not very fair and equitable	42
		11.9%
	Moderately fair and equitable	130
		36.9%
	Very fair and equitable	104
		29.5%
	Extremely fair and equitable	54
		15.3%
mean =		3.36

Campus-Wide Diversity & Fair and Equitable Practices

		All Faculty
Total		394
		100.0%
How committed is the University community at large to helping to recruit a diverse student body?	Not at all committed	13
		3.3%
	Not very committed	38
		9.6%
	Moderately committed	167
		42.4%
	Very committed	131
		33.2%
	Extremely committed	45
		11.4%
mean =		3.40

		All Faculty
Total		310
		100.0%
In the past 12 months, how fair and equitable has promotion review/annual review been in your department/unit/school/college/major administrative unit?	Not at all fair and equitable	32
		10.3%
	Not very fair and equitable	43
		13.9%
	Moderately fair and equitable	94
		30.3%
	Very fair and equitable	101
		32.6%
	Extremely fair and equitable	40
		12.9%
mean =		3.24

Campus-Wide Diversity & Fair and Equitable Practices

		All Faculty
Total		287
		100.0%
In the past 12 months, how fair and equitable have salary decisions been in your department/unit/school/college/major administrative unit?	Not at all fair and equitable	45
		15.7%
	Not very fair and equitable	71
		24.7%
	Moderately fair and equitable	86
		30.0%
	Very fair and equitable	61
		21.3%
		Extremely fair and equitable
		24
		8.4%
mean =		2.82

		All Faculty
Total		390
		100.0%
How committed is the University community at large to helping to retain a diverse workforce?	Not at all committed	13
		3.3%
	Not very committed	48
		12.3%
	Moderately committed	171
		43.8%
	Very committed	118
		30.3%
		Extremely committed
		40
		10.3%
mean =		3.32

Campus-Wide Diversity & Fair and Equitable Practices

		All
		Faculty
Total		217
		100.0%
How well does your department/unit or school/college/major administrative unit address issues of unfair or inequitable treatment to employees owing to their diversity*? *Move your cursor over the term to see a definition	Not well at all	20
		9.2%
	Not very well	26
		12.0%
	Moderately well	53
		24.4%
	Very well	71
		32.7%
	Extremely well	47
		21.7%
mean =		3.46

Professional Relationships

		All Faculty
Total		406
		100.0%
How would you rate the overall quality of the relationship between you and students at the University?	Poor	2
		0.5%
	Fair	15
		3.7%
	Good	136
		33.5%
	Very good	253
		62.3%
mean =		4.58

		All Faculty
Total		405
		100.0%
In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity*?	Extremely often	4
		1.0%
	Very often	6
		1.5%
	Moderately often	25
		6.2%
	Not very often	139
		34.3%
	Never	231
		57.0%
mean =		4.45

Professional Relationships

		All Faculty
Total		385
		100.0%
Overall quality of relationship between faculty and students in your department/unit/college/school?	Not at all courteous and professional	1
		0.3%
	Not very courteous and professional	5
		1.3%
	Moderately courteous and professional	76
		19.7%
	Very courteous and professional	197
		51.2%
	Extremely courteous and professional	106
		27.5%
mean =		4.04

		All Faculty
Total		346
		100.0%
How courteous and professional are relationships between staff and students in your department/unit/college/school?	Not very courteous and professional	10
		2.9%
	Moderately courteous and professional	60
		17.3%
	Very courteous and professional	167
		48.3%
	Extremely courteous and professional	109
		31.5%
mean =		4.08

Professional Relationships

		All Faculty
Total		392
		100.0%
How courteous and professional are relationships between faculty and staff in your department/unit/college/school?	Not at all courteous and professional	5
		1.3%
	Not very courteous and professional	11
		2.8%
	Moderately courteous and professional	86
		21.9%
	Very courteous and professional	179
		45.7%
	Extremely courteous and professional	111
		28.3%
mean =		3.97

		All Faculty
Total		398
		100.0%
How courteous and professional are relationships between faculty?	Not at all courteous and professional	7
		1.8%
	Not very courteous and professional	23
		5.8%
	Moderately courteous and professional	109
		27.4%
	Very courteous and professional	150
		37.7%
	Extremely courteous and professional	109
		27.4%
mean =		3.83

Professional Relationships

		All Faculty
Total		377
		100.0%
How courteous and professional are relationships between staff?	Not at all courteous and professional	2
		0.5%
	Not very courteous and professional	14
		3.7%
	Moderately courteous and professional	75
		19.9%
	Very courteous and professional	170
		45.1%
	Extremely courteous and professional	116
		30.8%
mean =		4.02

		All Faculty
Total		320
		100.0%
In the past 12 months, how fair and equitable have recruitment policies and practices been in your department/unit/school/college/major administrative unit?	Not at all fair and equitable	16
		5.0%
	Not very fair and equitable	39
		12.2%
	Moderately fair and equitable	86
		26.9%
	Very fair and equitable	111
		34.7%
	Extremely fair and equitable	68
		21.3%
mean =		3.55

Workload and balance

		All
		Faculty
Total		406
		100.0%
Do you feel that the workload in your current job is too low, too high, or just right?	Too high/low	58
		14.3%
	Somewhat high/low	157
		38.7%
	Just right	191
		47.0%
mean =		3.66

		All
		Faculty
Total		400
		100.0%
How much help do you get from your workplace with balancing your work and family life?	Not at all	127
		31.8%
	A little	101
		25.3%
	A moderate amount	102
		25.5%
	A lot	49
		12.3%
	A great deal	21
		5.3%
mean =		2.34

Workload and balance

		All Faculty
Total		403
		100.0%
As an employee on this campus, how difficult is it for you to balance your work and family life?	Extremely difficult	25
		6.2%
	Very difficult	48
		11.9%
	Moderately difficult	156
		38.7%
	Not very difficult	116
		28.8%
	Not at all difficult	58
		14.4%
mean =		3.33

Departmental Diversity

		All
		Faculty
Total		403
		100.0%
Overall, how satisfied are you with the diversity in your primary department/unit?	Not at all satisfied	26
		6.5%
	Not very satisfied	64
		15.9%
	Moderately satisfied	126
		31.3%
	Very satisfied	109
		27.0%
	Extremely satisfied	78
		19.4%
mean =		3.37

		All
		Faculty
Total		400
		100.0%
How effective is your department or unit in recruiting a diverse faculty and staff?	Not at all effective	23
		5.8%
	Not very effective	80
		20.0%
	Moderately effective	126
		31.5%
	Very effective	121
		30.3%
	Extremely effective	50
		12.5%
mean =		3.24

Departmental Diversity

		All
		Faculty
Total		398
		100.0%
How effective is your department or unit in retaining a diverse faculty and staff?	Not at all effective	28
		7.0%
	Not very effective	61
		15.3%
	Moderately effective	146
		36.7%
	Very effective	121
		30.4%
	Extremely effective	42
		10.6%
mean =		3.22

Physical Safety

		All
		Faculty
Total		398
		100.0%
How would you rate the physical safety of your immediate work environment?	Not safe at all	2
		0.5%
	Not very safe	10
		2.5%
	Moderately safe	63
		15.8%
	Very safe	161
		40.5%
	Extremely safe	162
		40.7%
mean =		4.18

		All
		Faculty
Total		402
		100.0%
Overall, how would you rate the physical safety on and around campus?	Not safe at all	1
		0.2%
	Not very safe	4
		1.0%
	Moderately safe	95
		23.6%
	Very safe	191
		47.5%
	Extremely safe	111
		27.6%
mean =		4.01

Other Variables Not in Components

		All Faculty
Total		208
		100.0%
In the past 12 months, how fair and equitable have graduate student allocation and assignments been in your department/unit/school/college/major administrative unit?	Not at all fair and equitable	12
		5.8%
	Not very fair and equitable	26
		12.5%
	Moderately fair and equitable	65
		31.3%
	Very fair and equitable	66
		31.7%
		39
		18.8%
mean =		3.45

		All Faculty
As far as you know, are there units or offices to assist employees if they experience any treatment that is not fair and equitable, or are there no such units or offices?	There are units/offices	76.4%
	There are no units/offices	23.6%
	Subtotal	399

		All Faculty
Total		95
		100.0%
How effective are these units or offices in addressing issues of treatment that are not fair and equitable?	Not at all effective	11
		11.6%
	Not very effective	20
		21.1%
	Moderately effective	31
		32.6%
	Very effective	23
		24.2%
		10
		10.5%
mean =		3.01

Other Variables Not in Components

		All
		Faculty
Is there anyone at the University who gives you advice and counsel, and/or advocates for you, or is there no one at the University like that?	Yes, there is	70.0%
	No, there is not	30.0%
	Subtotal	406

		All
		Faculty
Total		404
		100.0%
How important is it for you to have someone like this at the university?	Extremely important	215
		53.2%
	Very important	111
		27.5%
	Moderately important	52
		12.9%
	Not very important	21
		5.2%
	Not at all important	5
		1.2%
mean =		1.74

		All
		Faculty
Are you currently providing care to a family member/or relative to help them take care of themselves?	Not providing care	77.3%
	Providing care Please specify to how many	22.7%
	Subtotal	387

Appendix F

Tables of Individual Items: By Tenure Status

Overall Climate

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		165	69	163
		100.0%	100.0%	100.0%
Overall, how would you rate the climate on the campus where you are primarily located?	Very poor	7	1	2
		4.2%	1.4%	1.2%
	Poor	24	3	3
		14.5%	4.3%	1.8%
	Fair	56	23	22
		33.9%	33.3%	13.5%
	Good	60	33	75
		36.4%	47.8%	46.0%
	Very good	18	9	61
		10.9%	13.0%	37.4%
mean =		3.35	3.67	4.17

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		164	68	161
		100.0%	100.0%	100.0%
Overall, how would you rate the climate in your primary department or unit?	Very poor	17	2	6
		10.4%	2.9%	3.7%
	Poor	18	3	14
		11.0%	4.4%	8.7%
	Fair	40	16	14
		24.4%	23.5%	8.7%
	Good	57	27	56
		34.8%	39.7%	34.8%
	Very good	32	20	71
		19.5%	29.4%	44.1%
mean =		3.42	3.88	4.07

Overall Climate

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		154	64	145
		100.0%	100.0%	100.0%
If your department/unit is part of a school or college, overall, how would you rate the climate in your school or college?	Very poor	4	0	2
		2.6%	0.0%	1.4%
	Poor	22	4	7
		14.3%	6.3%	4.8%
	Fair	42	17	18
		27.3%	26.6%	12.4%
	Good	62	33	68
		40.3%	51.6%	46.9%
	Very good	24	10	50
		15.6%	15.6%	34.5%
mean =		3.52	3.77	4.08

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		165	69	163
		100.0%	100.0%	100.0%
Overall, how strongly would you recommend Oakland University to others as a good place to work?	Not at all strongly	12	2	1
		7.3%	2.9%	0.6%
	Not very strongly	33	14	12
		20.0%	20.3%	7.4%
	Moderately strongly	57	20	43
		34.5%	29.0%	26.4%
	Very strongly	51	24	61
		30.9%	34.8%	37.4%
	Extremely strongly	12	9	46
		7.3%	13.0%	28.2%
mean =		3.11	3.35	3.85

Overall Climate

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		165	69	162
		100.0%	100.0%	100.0%
How satisfied are you, in general, with your job at the University?	Not at all satisfied	4	2	2
		2.4%	2.9%	1.2%
	Not very satisfied	19	5	9
		11.5%	7.2%	5.6%
	Moderately satisfied	65	20	32
		39.4%	29.0%	19.8%
	Very satisfied	57	32	73
		34.5%	46.4%	45.1%
	Extremely satisfied	20	10	46
		12.1%	14.5%	28.4%
mean =		3.42	3.62	3.94

Professional Work Environment

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		165	69	163
		100.0%	100.0%	100.0%
In the past 12 months, how often have you personally experienced excluding, bullying, intimidating, offensive, and/or hostile conduct from anyone at the University?	Extremely often	10	0	1
		6.1%	0.0%	0.6%
	Very often	11	4	2
		6.7%	5.8%	1.2%
	Moderately often	27	7	9
		16.4%	10.1%	5.5%
	Not very often	56	26	35
		33.9%	37.7%	21.5%
	Never	61	32	116
		37.0%	46.4%	71.2%
mean =		3.89	4.25	4.61

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		165	69	163
		100.0%	100.0%	100.0%
To what extent do you feel your colleagues/coworkers treat you with dignity and respect?	Not at all	5	1	1
		3.0%	1.4%	0.6%
	To a slight extent	15	2	5
		9.1%	2.9%	3.1%
	To a moderate extent	37	11	23
		22.4%	15.9%	14.1%
	To a large extent	70	27	55
		42.4%	39.1%	33.7%
	To a great extent	38	28	79
		23.0%	40.6%	48.5%
mean =		3.73	4.14	4.26

Professional Work Environment

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		161	65	151
		100.0%	100.0%	100.0%
How beneficial/detrimental in promoting diversity: your department/unit leadership?	Extremely detrimental	14	4	4
		8.7%	6.2%	2.6%
	Quite detrimental	16	3	6
		9.9%	4.6%	4.0%
	Neither beneficial nor detrimental	50	21	36
		31.1%	32.3%	23.8%
	Quite beneficial	53	23	65
		32.9%	35.4%	43.0%
	Extremely beneficial	28	14	40
		17.4%	21.5%	26.5%
mean =		3.40	3.62	3.87

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		162	68	145
		100.0%	100.0%	100.0%
How courteous and professional are relationships between faculty and department/unit leadership in your department/unit/college/sc hool?	Not at all courteous and professional	13	2	1
		8.0%	2.9%	0.7%
	Not very courteous and professional	18	2	8
		11.1%	2.9%	5.5%
	Moderately courteous and professional	46	23	25
		28.4%	33.8%	17.2%
	Very courteous and professional	61	27	62
		37.7%	39.7%	42.8%
	Extremely courteous and professional	24	14	49
		14.8%	20.6%	33.8%
mean =		3.40	3.72	4.03

Professional Work Environment

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		165	69	162
		100.0%	100.0%	100.0%
How excluding or inclusive is your primary department/unit?	Extremely excluding	12	2	11
		7.3%	2.9%	6.8%
	Somewhat excluding	28	8	14
		17.0%	11.6%	8.6%
	Neither inclusive nor excluding	26	11	34
		15.8%	15.9%	21.0%
	Somewhat inclusive	56	29	62
		33.9%	42.0%	38.3%
	Extremely inclusive	43	19	41
		26.1%	27.5%	25.3%
mean =		3.55	3.80	3.67

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		165	69	163
		100.0%	100.0%	100.0%
How committed is your department/unit head or chair to creating a positive work environment for you?	Not at all committed	16	3	7
		9.7%	4.3%	4.3%
	Not very committed	18	8	15
		10.9%	11.6%	9.2%
	Moderately committed	30	13	28
		18.2%	18.8%	17.2%
	Very committed	51	19	60
		30.9%	27.5%	36.8%
	Extremely committed	50	26	53
		30.3%	37.7%	32.5%
mean =		3.61	3.83	3.84

Professional Work Environment

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		165	69	162
		100.0%	100.0%	100.0%
How easy is it for you to get accurate and timely information about the institutional policies and procedures you need to do your job well?	Not at all easy	7	1	2
		4.2%	1.4%	1.2%
	Not very easy	23	8	13
		13.9%	11.6%	8.0%
	Moderately easy	80	34	45
		48.5%	49.3%	27.8%
	Very easy	44	22	61
		26.7%	31.9%	37.7%
	Extremely easy	11	4	41
		6.7%	5.8%	25.3%
mean =		3.18	3.29	3.78

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		164	69	163
		100.0%	100.0%	100.0%
How comfortable do you feel expressing your personal identity in your immediate work environment?	Not at all comfortable	12	0	6
		7.3%	0.0%	3.7%
	Not very comfortable	20	4	9
		12.2%	5.8%	5.5%
	Moderately comfortable	40	22	39
		24.4%	31.9%	23.9%
	Very comfortable	50	24	53
		30.5%	34.8%	32.5%
	Extremely comfortable	42	19	56
		25.6%	27.5%	34.4%
mean =		3.55	3.84	3.88

Professional Work Environment

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		154	53	85
		100.0%	100.0%	100.0%
In the past 12 months, how fair and equitable have promotion decisions been in your department/unit/school/college/major administrative unit?	Not at all fair and equitable	18	3	8
		11.7%	5.7%	9.4%
	Not very fair and equitable	22	10	7
		14.3%	18.9%	8.2%
	Moderately fair and equitable	42	14	32
		27.3%	26.4%	37.6%
	Very fair and equitable	51	19	29
		33.1%	35.8%	34.1%
	Extremely fair and equitable	21	7	9
		13.6%	13.2%	10.6%
mean =		3.23	3.32	3.28

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		165	69	162
		100.0%	100.0%	100.0%
To what extent does your current work environment provide opportunities for you to learn and grow?	Not at all	10	1	10
		6.1%	1.4%	6.2%
	To a slight extent	27	8	20
		16.4%	11.6%	12.3%
	To a moderate extent	54	25	53
		32.7%	36.2%	32.7%
	To a large extent	55	24	52
		33.3%	34.8%	32.1%
	To a great extent	19	11	27
		11.5%	15.9%	16.7%
mean =		3.28	3.52	3.41

Professional Work Environment

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		163	69	162
		100.0%	100.0%	100.0%
How much of a say do you have in shaping your work environment?	None at all	14	6	31
		8.6%	8.7%	19.1%
	A little bit	37	11	32
		22.7%	15.9%	19.8%
	A moderate amount	47	28	48
		28.8%	40.6%	29.6%
	A lot	41	16	33
		25.2%	23.2%	20.4%
	A great deal	24	8	18
		14.7%	11.6%	11.1%
mean =		3.15	3.13	2.85

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		164	69	162
		100.0%	100.0%	100.0%
How satisfied are you, in general, with your opportunities for career advancement within the University?	Not at all satisfied	19	2	22
		11.6%	2.9%	13.6%
	Not very satisfied	38	9	45
		23.2%	13.0%	27.8%
	Moderately satisfied	56	28	50
		34.1%	40.6%	30.9%
	Very satisfied	43	23	35
		26.2%	33.3%	21.6%
	Extremely satisfied	8	7	10
		4.9%	10.1%	6.2%
mean =		2.90	3.35	2.79

Professional Work Environment

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		165	69	161
		100.0%	100.0%	100.0%
How much recognition do you get for: teaching?	None at all	21	6	20
		12.7%	8.7%	12.4%
	A little	41	9	28
		24.8%	13.0%	17.4%
	A moderate amount	65	23	49
		39.4%	33.3%	30.4%
	A lot	29	22	35
		17.6%	31.9%	21.7%
	A great deal	9	9	29
		5.5%	13.0%	18.0%
mean =		2.78	3.28	3.16

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		165	68	148
		100.0%	100.0%	100.0%
How much recognition do you get for: research?	None at all	19	6	57
		11.5%	8.8%	38.5%
	A little	36	8	25
		21.8%	11.8%	16.9%
	A moderate amount	64	26	40
		38.8%	38.2%	27.0%
	A lot	33	16	17
		20.0%	23.5%	11.5%
	A great deal	13	12	9
		7.9%	17.6%	6.1%
mean =		2.91	3.29	2.30

Professional Work Environment

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		165	68	152
		100.0%	100.0%	100.0%
How much recognition do you get for: service?	None at all	22	6	37
		13.3%	8.8%	24.3%
	A little	47	18	28
		28.5%	26.5%	18.4%
	A moderate amount	62	26	48
		37.6%	38.2%	31.6%
	A lot	26	9	27
		15.8%	13.2%	17.8%
	A great deal	8	9	12
		4.8%	13.2%	7.9%
mean =		2.70	2.96	2.66

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		163	68	161
		100.0%	100.0%	100.0%
If you experience treatment that is not fair and equitable, how confident are you that you can file a complaint or grievance without fear of negative consequences to you?	Not at all confident	37	12	14
		22.7%	17.6%	8.7%
	Not very confident	43	18	23
		26.4%	26.5%	14.3%
	Moderately confident	47	26	57
		28.8%	38.2%	35.4%
	Very confident	21	11	40
		12.9%	16.2%	24.8%
	Extremely confident	15	1	27
		9.2%	1.5%	16.8%
mean =		2.60	2.57	3.27

Professional Work Environment

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		165	69	162
		100.0%	100.0%	100.0%
Overall, how socially isolated do you feel at this University?	Extremely isolated	7	1	3
		4.2%	1.4%	1.9%
	Very isolated	23	7	15
		13.9%	10.1%	9.3%
	Moderately isolated	50	18	63
		30.3%	26.1%	38.9%
	Not very isolated	55	26	44
		33.3%	37.7%	27.2%
	Not at all isolated	30	17	37
		18.2%	24.6%	22.8%
mean =		3.47	3.74	3.60

Campus-Wide Diversity & Fair and Equitable Practices

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		158	64	145
		100.0%	100.0%	100.0%
In the past 12 months, how fair and equitable has access to departmental support staff been in your department/unit/school/college/major administrative unit?	Not at all fair and equitable	4	0	1
		2.5%	0.0%	0.7%
	Not very fair and equitable	19	5	6
		12.0%	7.8%	4.1%
	Moderately fair and equitable	46	16	31
		29.1%	25.0%	21.4%
	Very fair and equitable	56	28	57
		35.4%	43.8%	39.3%
	Extremely fair and equitable	33	15	50
		20.9%	23.4%	34.5%
mean =		3.60	3.83	4.03

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		165	69	163
		100.0%	100.0%	100.0%
To what extent do you believe you have the tools and resources to do your job well?	Not at all	3	0	1
		1.8%	0.0%	0.6%
	To a slight extent	16	7	4
		9.7%	10.1%	2.5%
	To a moderate extent	65	22	28
		39.4%	31.9%	17.2%
	To a large extent	64	26	74
		38.8%	37.7%	45.4%
	To a great extent	17	14	56
		10.3%	20.3%	34.4%
mean =		3.46	3.68	4.10

Campus-Wide Diversity & Fair and Equitable Practices

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		148	60	120
		100.0%	100.0%	100.0%
How beneficial/detrimental in promoting diversity: campus leadership?	Extremely detrimental	12	3	0
		8.1%	5.0%	0.0%
	Quite detrimental	25	8	7
		16.9%	13.3%	5.8%
	Neither beneficial nor detrimental	55	22	37
		37.2%	36.7%	30.8%
	Quite beneficial	43	19	56
		29.1%	31.7%	46.7%
	Extremely beneficial	13	8	20
		8.8%	13.3%	16.7%
mean =		3.14	3.35	3.74

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		133	53	127
		100.0%	100.0%	100.0%
Overall, how well does your campus meet the needs of those with disabilities?	Not well at all	16	1	4
		12.0%	1.9%	3.1%
	Not very well	33	8	13
		24.8%	15.1%	10.2%
	Moderately well	40	20	35
		30.1%	37.7%	27.6%
	Very well	33	19	58
		24.8%	35.8%	45.7%
	Extremely well	11	5	17
		8.3%	9.4%	13.4%
mean =		2.92	3.36	3.56

Campus-Wide Diversity & Fair and Equitable Practices

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		163	65	160
		100.0%	100.0%	100.0%
How committed is the University and its leadership to promoting practices that help recruit a diverse student body?	Not at all committed	10	2	3
		6.1%	3.1%	1.9%
	Not very committed	29	9	12
		17.8%	13.8%	7.5%
	Moderately committed	64	26	53
		39.3%	40.0%	33.1%
	Very committed	51	21	63
		31.3%	32.3%	39.4%
	Extremely committed	9	7	29
		5.5%	10.8%	18.1%
mean =		3.12	3.34	3.64

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		140	58	116
		100.0%	100.0%	100.0%
How beneficial/detrimental in promoting diversity: the university leadership?	Extremely detrimental	19	2	1
		13.6%	3.4%	0.9%
	Quite detrimental	24	12	8
		17.1%	20.7%	6.9%
	Neither beneficial nor detrimental	58	22	35
		41.4%	37.9%	30.2%
	Quite beneficial	29	16	58
		20.7%	27.6%	50.0%
	Extremely beneficial	10	6	14
		7.1%	10.3%	12.1%
mean =		2.91	3.21	3.66

Campus-Wide Diversity & Fair and Equitable Practices

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		163	66	160
		100.0%	100.0%	100.0%
How committed is the University and its leadership to promoting practices that help retain a diverse student body?	Not at all committed	12	3	2
		7.4%	4.5%	1.3%
	Not very committed	24	7	11
		14.7%	10.6%	6.9%
	Moderately committed	81	31	65
		49.7%	47.0%	40.6%
	Very committed	39	18	53
		23.9%	27.3%	33.1%
	Extremely committed	7	7	29
		4.3%	10.6%	18.1%
mean =		3.03	3.29	3.60

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		155	63	128
		100.0%	100.0%	100.0%
In the past 12 months, how fair and equitable has allocation of space/equipment or other resources been in your department/unit/school/college/major administrative unit?	Not at all fair and equitable	18	1	3
		11.6%	1.6%	2.3%
	Not very fair and equitable	20	5	17
		12.9%	7.9%	13.3%
	Moderately fair and equitable	57	27	45
		36.8%	42.9%	35.2%
	Very fair and equitable	45	21	36
		29.0%	33.3%	28.1%
	Extremely fair and equitable	15	9	27
		9.7%	14.3%	21.1%
mean =		3.12	3.51	3.52

Campus-Wide Diversity & Fair and Equitable Practices

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		162	66	160
		100.0%	100.0%	100.0%
How committed is the University community at large to helping to recruit a diverse student body?	Not at all committed	9	1	3
		5.6%	1.5%	1.9%
	Not very committed	23	7	8
		14.2%	10.6%	5.0%
	Moderately committed	81	28	55
		50.0%	42.4%	34.4%
	Very committed	41	22	67
		25.3%	33.3%	41.9%
	Extremely committed	8	8	27
		4.9%	12.1%	16.9%
mean =		3.10	3.44	3.67

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		158	57	92
		100.0%	100.0%	100.0%
In the past 12 months, how fair and equitable has promotion review/annual review been in your department/unit/school/college/major administrative unit?	Not at all fair and equitable	20	5	7
		12.7%	8.8%	7.6%
	Not very fair and equitable	28	9	6
		17.7%	15.8%	6.5%
	Moderately fair and equitable	40	17	35
		25.3%	29.8%	38.0%
	Very fair and equitable	50	18	32
		31.6%	31.6%	34.8%
	Extremely fair and equitable	20	8	12
		12.7%	14.0%	13.0%
mean =		3.14	3.26	3.39

Campus-Wide Diversity & Fair and Equitable Practices

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		143	54	86
		100.0%	100.0%	100.0%
In the past 12 months, how fair and equitable have salary decisions been in your department/unit/school/college/major administrative unit?	Not at all fair and equitable	35	7	3
		24.5%	13.0%	3.5%
	Not very fair and equitable	39	12	19
		27.3%	22.2%	22.1%
	Moderately fair and equitable	39	17	28
		27.3%	31.5%	32.6%
	Very fair and equitable	23	12	25
		16.1%	22.2%	29.1%
	Extremely fair and equitable	7	6	11
		4.9%	11.1%	12.8%
mean =		2.50	2.96	3.26

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		162	65	157
		100.0%	100.0%	100.0%
How committed is the University community at large to helping to retain a diverse workforce?	Not at all committed	11	1	1
		6.8%	1.5%	0.6%
	Not very committed	26	11	11
		16.0%	16.9%	7.0%
	Moderately committed	79	27	63
		48.8%	41.5%	40.1%
	Very committed	37	21	58
		22.8%	32.3%	36.9%
	Extremely committed	9	5	24
		5.6%	7.7%	15.3%
mean =		3.04	3.28	3.59

Campus-Wide Diversity & Fair and Equitable Practices

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		107	29	77
		100.0%	100.0%	100.0%
How well does your department/unit or school/college/major administrative unit address issues of unfair or inequitable treatment to employees owing to their diversity*? *Move your cursor over the term to see a definition	Not well at all	14	2	3
		13.1%	6.9%	3.9%
	Not very well	19	2	5
		17.8%	6.9%	6.5%
	Moderately well	28	11	13
		26.2%	37.9%	16.9%
	Very well	32	8	30
		29.9%	27.6%	39.0%
	Extremely well	14	6	26
		13.1%	20.7%	33.8%
mean =		3.12	3.48	3.92

Professional Relationships

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		165	69	163
		100.0%	100.0%	100.0%
How would you rate the overall quality of the relationship between you and students at the University?	Poor	2	0	0
		1.2%	0.0%	0.0%
	Fair	6	2	5
		3.6%	2.9%	3.1%
	Good	65	29	41
		39.4%	42.0%	25.2%
	Very good	92	38	117
		55.8%	55.1%	71.8%
mean =		4.50	4.52	4.69

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		165	68	163
		100.0%	100.0%	100.0%
In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity*?	Extremely often	4	0	0
		2.4%	0.0%	0.0%
	Very often	5	0	1
		3.0%	0.0%	0.6%
	Moderately often	16	6	2
		9.7%	8.8%	1.2%
	Not very often	58	25	54
		35.2%	36.8%	33.1%
	Never	82	37	106
		49.7%	54.4%	65.0%
mean =		4.27	4.46	4.63

Professional Relationships

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		162	66	150
		100.0%	100.0%	100.0%
Overall quality of relationship between faculty and students in your department/unit/college/sc hool?	Not at all courteous and professional	1	0	0
		0.6%	0.0%	0.0%
	Not very courteous and professional	3	0	2
		1.9%	0.0%	1.3%
	Moderately courteous and professional	45	7	23
		27.8%	10.6%	15.3%
	Very courteous and professional	78	38	77
		48.1%	57.6%	51.3%
	Extremely courteous and professional	35	21	48
		21.6%	31.8%	32.0%
mean =		3.88	4.21	4.14

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		148	56	135
		100.0%	100.0%	100.0%
How courteous and professional are relationships between staff and students in your department/unit/college/sc hool?	Not very courteous and professional	6	1	3
		4.1%	1.8%	2.2%
	Moderately courteous and professional	35	7	17
		23.6%	12.5%	12.6%
	Very courteous and professional	66	26	71
		44.6%	46.4%	52.6%
	Extremely courteous and professional	41	22	44
		27.7%	39.3%	32.6%
mean =		3.96	4.23	4.16

Professional Relationships

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		163	68	154
		100.0%	100.0%	100.0%
How courteous and professional are relationships between faculty and staff in your department/unit/college/school?	Not at all courteous and professional	4	1	0
		2.5%	1.5%	0.0%
	Not very courteous and professional	7	4	0
		4.3%	5.9%	0.0%
	Moderately courteous and professional	55	12	19
		33.7%	17.6%	12.3%
	Very courteous and professional	65	33	78
		39.9%	48.5%	50.6%
	Extremely courteous and professional	32	18	57
		19.6%	26.5%	37.0%
mean =		3.70	3.93	4.25

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		164	68	159
		100.0%	100.0%	100.0%
How courteous and professional are relationships between faculty?	Not at all courteous and professional	6	1	0
		3.7%	1.5%	0.0%
	Not very courteous and professional	16	2	5
		9.8%	2.9%	3.1%
	Moderately courteous and professional	60	19	29
		36.6%	27.9%	18.2%
	Very courteous and professional	53	31	63
		32.3%	45.6%	39.6%
	Extremely courteous and professional	29	15	62
		17.7%	22.1%	39.0%
mean =		3.51	3.84	4.14

Professional Relationships

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		153	64	153
		100.0%	100.0%	100.0%
How courteous and professional are relationships between staff?	Not at all courteous and professional	1	1	0
		0.7%	1.6%	0.0%
	Not very courteous and professional	13	1	0
		8.5%	1.6%	0.0%
	Moderately courteous and professional	44	12	18
		28.8%	18.8%	11.8%
	Very courteous and professional	68	29	70
		44.4%	45.3%	45.8%
	Extremely courteous and professional	27	21	65
		17.6%	32.8%	42.5%
mean =		3.70	4.06	4.31

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		157	61	98
		100.0%	100.0%	100.0%
In the past 12 months, how fair and equitable have recruitment policies and practices been in your department/unit/school/college/major administrative unit?	Not at all fair and equitable	9	3	4
		5.7%	4.9%	4.1%
	Not very fair and equitable	24	8	7
		15.3%	13.1%	7.1%
	Moderately fair and equitable	38	18	30
		24.2%	29.5%	30.6%
	Very fair and equitable	55	22	31
		35.0%	36.1%	31.6%
	Extremely fair and equitable	31	10	26
		19.7%	16.4%	26.5%
mean =		3.48	3.46	3.69

Workload and balance

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		165	69	162
		100.0%	100.0%	100.0%
Do you feel that the workload in your current job is too low, too high, or just right?	Too high/low	33	11	13
		20.0%	15.9%	8.0%
	Somewhat high/low	72	43	40
		43.6%	62.3%	24.7%
	Just right	60	15	109
		36.4%	21.7%	67.3%
mean =		3.33	3.12	4.19

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		163	69	162
		100.0%	100.0%	100.0%
How much help do you get from your workplace with balancing your work and family life?	Not at all	55	15	56
		33.7%	21.7%	34.6%
	A little	47	21	32
		28.8%	30.4%	19.8%
	A moderate amount	38	20	43
		23.3%	29.0%	26.5%
	A lot	20	12	16
		12.3%	17.4%	9.9%
	A great deal	3	1	15
		1.8%	1.4%	9.3%
mean =		2.20	2.46	2.40

Workload and balance

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		165	68	163
		100.0%	100.0%	100.0%
As an employee on this campus, how difficult is it for you to balance your work and family life?	Extremely difficult	18	4	3
		10.9%	5.9%	1.8%
	Very difficult	26	12	10
		15.8%	17.6%	6.1%
	Moderately difficult	79	29	47
		47.9%	42.6%	28.8%
	Not very difficult	29	18	66
		17.6%	26.5%	40.5%
	Not at all difficult	13	5	37
		7.9%	7.4%	22.7%
mean =		2.96	3.12	3.76

Departmental Diversity

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		163	69	163
		100.0%	100.0%	100.0%
Overall, how satisfied are you with the diversity in your primary department/unit?	Not at all satisfied	19	3	4
		11.7%	4.3%	2.5%
	Not very satisfied	34	13	17
		20.9%	18.8%	10.4%
	Moderately satisfied	48	22	54
		29.4%	31.9%	33.1%
	Very satisfied	39	20	48
		23.9%	29.0%	29.4%
	Extremely satisfied	23	11	40
		14.1%	15.9%	24.5%
mean =		3.08	3.33	3.63

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		164	67	161
		100.0%	100.0%	100.0%
How effective is your department or unit in recruiting a diverse faculty and staff?	Not at all effective	15	4	4
		9.1%	6.0%	2.5%
	Not very effective	42	15	23
		25.6%	22.4%	14.3%
	Moderately effective	52	19	52
		31.7%	28.4%	32.3%
	Very effective	39	19	59
		23.8%	28.4%	36.6%
	Extremely effective	16	10	23
		9.8%	14.9%	14.3%
mean =		2.99	3.24	3.46

Departmental Diversity

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		164	67	160
		100.0%	100.0%	100.0%
How effective is your department or unit in retaining a diverse faculty and staff?	Not at all effective	18	7	3
		11.0%	10.4%	1.9%
	Not very effective	35	9	17
		21.3%	13.4%	10.6%
	Moderately effective	55	27	62
		33.5%	40.3%	38.8%
	Very effective	42	18	58
		25.6%	26.9%	36.3%
	Extremely effective	14	6	20
		8.5%	9.0%	12.5%
mean =		2.99	3.10	3.47

Physical Safety

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		162	68	159
		100.0%	100.0%	100.0%
How would you rate the physical safety of your immediate work environment?	Not safe at all	2	0	0
		1.2%	0.0%	0.0%
	Not very safe	6	3	1
		3.7%	4.4%	0.6%
	Moderately safe	31	9	19
		19.1%	13.2%	11.9%
	Very safe	68	24	67
		42.0%	35.3%	42.1%
	Extremely safe	55	32	72
		34.0%	47.1%	45.3%
mean =		4.04	4.25	4.32

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		163	68	161
		100.0%	100.0%	100.0%
Overall, how would you rate the physical safety on and around campus?	Not safe at all	1	0	0
		0.6%	0.0%	0.0%
	Not very safe	3	0	1
		1.8%	0.0%	0.6%
	Moderately safe	41	13	36
		25.2%	19.1%	22.4%
	Very safe	81	35	72
		49.7%	51.5%	44.7%
	Extremely safe	37	20	52
		22.7%	29.4%	32.3%
mean =		3.92	4.10	4.09

Other Variables Not in Components

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		106	36	62
		100.0%	100.0%	100.0%
In the past 12 months, how fair and equitable have graduate student allocation and assignments been in your department/unit/school/college/major administrative unit?	Not at all fair and equitable	10	0	2
		9.4%	0.0%	3.2%
	Not very fair and equitable	16	7	3
		15.1%	19.4%	4.8%
	Moderately fair and equitable	34	12	19
		32.1%	33.3%	30.6%
	Very fair and equitable	28	12	22
		26.4%	33.3%	35.5%
	Extremely fair and equitable	18	5	16
		17.0%	13.9%	25.8%
mean =		3.26	3.42	3.76

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
As far as you know, are there units or offices to assist employees if they experience any treatment that is not fair and equitable, or are there no such units or offices?	There are units/offices	79.8%	73.5%	75.3%
	There are no units/offices	20.2%	26.5%	24.7%
	Subtotal	163	68	158

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		49	9	34
		100.0%	100.0%	100.0%
How effective are these units or offices in addressing issues of treatment that are not fair and equitable?	Not at all effective	9	1	1
		18.4%	11.1%	2.9%
	Not very effective	14	1	5
		28.6%	11.1%	14.7%
	Moderately effective	15	5	11
		30.6%	55.6%	32.4%
	Very effective	7	2	11
		14.3%	22.2%	32.4%
	Extremely effective	4	0	6
		8.2%	0.0%	17.6%
mean =		2.65	2.89	3.47

Other Variables Not in Components

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Is there anyone at the University who gives you advice and counsel, and/or advocates for you, or is there no one at the University like that?	Yes, there is	55.8%	91.3%	74.7%
	No, there is not	44.2%	8.7%	25.3%
	Subtotal	165	69	162

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Total		164	69	161
		100.0%	100.0%	100.0%
How important is it for you to have someone like this at the university?	Extremely important	80	46	87
		48.8%	66.7%	54.0%
	Very important	39	18	47
		23.8%	26.1%	29.2%
	Moderately important	31	4	16
		18.9%	5.8%	9.9%
	Not very important	11	1	9
		6.7%	1.4%	5.6%
	Not at all important	3	0	2
		1.8%	0.0%	1.2%
mean =		1.89	1.42	1.71

		Tenure status		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
Are you currently providing care to a family member/or relative to help them take care of themselves?	Not providing care	79.0%	74.6%	77.2%
	Providing care Please specify to how many	21.0%	25.4%	22.8%
	Subtotal	157	63	162

Appendix G

Tables of Individual Items: By Gender

Overall Climate

		Gender		
		Female	Male	Missing or other
Total		230	156	21
		100.0%	100.0%	100.0%
Overall, how would you rate the climate on the campus where you are primarily located?	Very poor	3	5	2
		1.3%	3.2%	9.5%
	Poor	18	11	1
		7.8%	7.1%	4.8%
	Fair	59	37	8
		25.7%	23.7%	38.1%
	Good	102	63	5
		44.3%	40.4%	23.8%
	Very good	48	40	5
		20.9%	25.6%	23.8%
mean =		3.76	3.78	3.48

		Gender		
		Female	Male	Missing or other
Total		227	154	21
		100.0%	100.0%	100.0%
Overall, how would you rate the climate in your primary department or unit?	Very poor	12	11	2
		5.3%	7.1%	9.5%
	Poor	27	7	1
		11.9%	4.5%	4.8%
	Fair	47	22	3
		20.7%	14.3%	14.3%
	Good	71	65	6
		31.3%	42.2%	28.6%
	Very good	70	49	9
		30.8%	31.8%	42.9%
mean =		3.70	3.87	3.90

Overall Climate

		Gender		
		Female	Male	Missing or other
Total		210	145	17
		100.0%	100.0%	100.0%
If your department/unit is part of a school or college, overall, how would you rate the climate in your school or college?	Very poor	3	3	0
		1.4%	2.1%	0.0%
	Poor	22	11	0
		10.5%	7.6%	0.0%
	Fair	48	24	8
		22.9%	16.6%	47.1%
	Good	90	70	5
		42.9%	48.3%	29.4%
	Very good	47	37	4
		22.4%	25.5%	23.5%
mean =		3.74	3.88	3.76

		Gender		
		Female	Male	Missing or other
Total		230	156	16
		100.0%	100.0%	100.0%
Overall, how strongly would you recommend Oakland University to others as a good place to work?	Not at all strongly	6	8	1
		2.6%	5.1%	6.3%
	Not very strongly	37	20	2
		16.1%	12.8%	12.5%
	Moderately strongly	74	40	8
		32.2%	25.6%	50.0%
	Very strongly	69	65	3
		30.0%	41.7%	18.8%
	Extremely strongly	44	23	2
		19.1%	14.7%	12.5%
mean =		3.47	3.48	3.19

Overall Climate

		Gender		
		Female	Male	Missing or other
Total		229	156	21
		100.0%	100.0%	100.0%
How satisfied are you, in general, with your job at the University?	Not at all satisfied	4	3	1
		1.7%	1.9%	4.8%
	Not very satisfied	21	11	1
		9.2%	7.1%	4.8%
	Moderately satisfied	72	41	7
		31.4%	26.3%	33.3%
	Very satisfied	91	66	7
		39.7%	42.3%	33.3%
	Extremely satisfied	41	35	5
		17.9%	22.4%	23.8%
mean =		3.63	3.76	3.67

Professional Work Environment

		Gender		
		Female	Male	Missing or other
Total		230	156	21
		100.0%	100.0%	100.0%
In the past 12 months, how often have you personally experienced excluding, bullying, intimidating, offensive, and/or hostile conduct from anyone at the University?	Extremely often	7	4	0
		3.0%	2.6%	0.0%
	Very often	12	4	1
		5.2%	2.6%	4.8%
	Moderately often	28	13	3
		12.2%	8.3%	14.3%
	Not very often	74	37	8
		32.2%	23.7%	38.1%
	Never	109	98	9
		47.4%	62.8%	42.9%
mean =		4.16	4.42	4.19

		Gender		
		Female	Male	Missing or other
Total		229	156	21
		100.0%	100.0%	100.0%
To what extent do you feel your colleagues/coworkers treat you with dignity and respect?	Not at all	3	4	0
		1.3%	2.6%	0.0%
	To a slight extent	15	6	1
		6.6%	3.8%	4.8%
	To a moderate extent	52	17	4
		22.7%	10.9%	19.0%
	To a large extent	84	62	9
		36.7%	39.7%	42.9%
	To a great extent	75	67	7
		32.8%	42.9%	33.3%
mean =		3.93	4.17	4.05

Professional Work Environment

		Gender		
		Female	Male	Missing or other
Total		217	147	21
		100.0%	100.0%	100.0%
How beneficial/detrimental in promoting diversity: your department/unit leadership?	Extremely detrimental	12	9	1
		5.5%	6.1%	4.8%
	Quite detrimental	19	6	0
		8.8%	4.1%	0.0%
	Neither beneficial nor detrimental	63	41	6
		29.0%	27.9%	28.6%
	Quite beneficial	81	53	8
		37.3%	36.1%	38.1%
	Extremely beneficial	42	38	6
		19.4%	25.9%	28.6%
	mean =	3.56	3.71	3.86

		Gender		
		Female	Male	Missing or other
Total		217	147	17
		100.0%	100.0%	100.0%
How courteous and professional are relationships between faculty and department/unit leadership in your department/unit/college/school?	Not at all courteous and professional	7	9	0
		3.2%	6.1%	0.0%
	Not very courteous and professional	19	8	1
		8.8%	5.4%	5.9%
	Moderately courteous and professional	59	33	3
		27.2%	22.4%	17.6%
	Very courteous and professional	84	61	7
		38.7%	41.5%	41.2%
	Extremely courteous and professional	48	36	6
		22.1%	24.5%	35.3%
	mean =	3.68	3.73	4.06

Professional Work Environment

		Gender		
		Female	Male	Missing or other
Total		229	156	21
		100.0%	100.0%	100.0%
How excluding or inclusive is your primary department/unit?	Extremely excluding	14	10	1
		6.1%	6.4%	4.8%
	Somewhat excluding	39	11	0
		17.0%	7.1%	0.0%
	Neither inclusive nor excluding	48	23	4
		21.0%	14.7%	19.0%
	Somewhat inclusive	72	70	8
		31.4%	44.9%	38.1%
	Extremely inclusive	56	42	8
		24.5%	26.9%	38.1%
mean =		3.51	3.79	4.05

		Gender		
		Female	Male	Missing or other
Total		229	156	21
		100.0%	100.0%	100.0%
How committed is your department/unit head or chair to creating a positive work environment for you?	Not at all committed	15	10	1
		6.6%	6.4%	4.8%
	Not very committed	27	15	0
		11.8%	9.6%	0.0%
	Moderately committed	45	24	3
		19.7%	15.4%	14.3%
	Very committed	69	58	5
		30.1%	37.2%	23.8%
	Extremely committed	73	49	12
		31.9%	31.4%	57.1%
mean =		3.69	3.78	4.29

Professional Work Environment

		Gender		
		Female	Male	Missing or other
Total		228	156	20
		100.0%	100.0%	100.0%
How easy is it for you to get accurate and timely information about the institutional policies and procedures you need to do your job well?	Not at all easy	4	5	1
		1.8%	3.2%	5.0%
	Not very easy	26	16	3
		11.4%	10.3%	15.0%
	Moderately easy	93	58	10
		40.8%	37.2%	50.0%
	Very easy	68	57	4
		29.8%	36.5%	20.0%
	Extremely easy	37	20	2
		16.2%	12.8%	10.0%
mean =		3.47	3.46	3.15

		Gender		
		Female	Male	Missing or other
Total		229	156	21
		100.0%	100.0%	100.0%
How comfortable do you feel expressing your personal identity in your immediate work environment?	Not at all comfortable	9	9	0
		3.9%	5.8%	0.0%
	Not very comfortable	21	10	2
		9.2%	6.4%	9.5%
	Moderately comfortable	66	30	9
		28.8%	19.2%	42.9%
	Very comfortable	69	55	6
		30.1%	35.3%	28.6%
	Extremely comfortable	64	52	4
		27.9%	33.3%	19.0%
mean =		3.69	3.84	3.57

Professional Work Environment

		Gender		
		Female	Male	Missing or other
Total		173	108	14
		100.0%	100.0%	100.0%
In the past 12 months, how fair and equitable have promotion decisions been in your department/unit/school/college/major administrative unit?	Not at all fair and equitable	22	7	0
		12.7%	6.5%	0.0%
	Not very fair and equitable	24	12	3
		13.9%	11.1%	21.4%
	Moderately fair and equitable	58	25	7
		33.5%	23.1%	50.0%
	Very fair and equitable	53	45	2
		30.6%	41.7%	14.3%
	Extremely fair and equitable	16	19	2
		9.2%	17.6%	14.3%
mean =		3.10	3.53	3.21

		Gender		
		Female	Male	Missing or other
Total		228	156	21
		100.0%	100.0%	100.0%
To what extent does your current work environment provide opportunities for you to learn and grow?	Not at all	11	10	0
		4.8%	6.4%	0.0%
	To a slight extent	34	18	4
		14.9%	11.5%	19.0%
	To a moderate extent	79	48	8
		34.6%	30.8%	38.1%
	To a large extent	75	53	6
		32.9%	34.0%	28.6%
	To a great extent	29	27	3
		12.7%	17.3%	14.3%
mean =		3.34	3.44	3.38

Professional Work Environment

		Gender		
		Female	Male	Missing or other
Total		227	156	21
		100.0%	100.0%	100.0%
How much of a say do you have in shaping your work environment?	None at all	30	19	2
		13.2%	12.2%	9.5%
	A little bit	48	29	4
		21.1%	18.6%	19.0%
	A moderate amount	77	48	2
		33.9%	30.8%	9.5%
	A lot	45	40	8
		19.8%	25.6%	38.1%
	A great deal	27	20	5
		11.9%	12.8%	23.8%
mean =		2.96	3.08	3.48

		Gender		
		Female	Male	Missing or other
Total		229	155	20
		100.0%	100.0%	100.0%
How satisfied are you, in general, with your opportunities for career advancement within the University?	Not at all satisfied	26	15	2
		11.4%	9.7%	10.0%
	Not very satisfied	57	30	6
		24.9%	19.4%	30.0%
	Moderately satisfied	83	48	5
		36.2%	31.0%	25.0%
	Very satisfied	50	50	7
		21.8%	32.3%	35.0%
	Extremely satisfied	13	12	0
		5.7%	7.7%	0.0%
mean =		2.86	3.09	2.85

Professional Work Environment

		Gender		
		Female	Male	Missing or other
Total		229	155	21
		100.0%	100.0%	100.0%
How much recognition do you get for: teaching?	None at all	27	18	2
		11.8%	11.6%	9.5%
	A little	51	25	4
		22.3%	16.1%	19.0%
	A moderate amount	80	51	10
		34.9%	32.9%	47.6%
	A lot	41	44	2
		17.9%	28.4%	9.5%
	A great deal	30	17	3
		13.1%	11.0%	14.3%
mean =		2.98	3.11	3.00

		Gender		
		Female	Male	Missing or other
Total		220	151	20
		100.0%	100.0%	100.0%
How much recognition do you get for: research?	None at all	51	30	4
		23.2%	19.9%	20.0%
	A little	36	31	3
		16.4%	20.5%	15.0%
	A moderate amount	81	45	8
		36.8%	29.8%	40.0%
	A lot	32	32	2
		14.5%	21.2%	10.0%
	A great deal	20	13	3
		9.1%	8.6%	15.0%
mean =		2.70	2.78	2.85

Professional Work Environment

		Gender		
		Female	Male	Missing or other
Total		222	152	21
		100.0%	100.0%	100.0%
How much recognition do you get for: service?	None at all	37	26	2
		16.7%	17.1%	9.5%
	A little	59	33	4
		26.6%	21.7%	19.0%
	A moderate amount	77	52	8
		34.7%	34.2%	38.1%
	A lot	32	29	3
		14.4%	19.1%	14.3%
	A great deal	17	12	4
		7.7%	7.9%	19.0%
mean =		2.70	2.79	3.14

		Gender		
		Female	Male	Missing or other
Total		226	155	20
		100.0%	100.0%	100.0%
If you experience treatment that is not fair and equitable, how confident are you that you can file a complaint or grievance without fear of negative consequences to you?	Not at all confident	45	17	1
		19.9%	11.0%	5.0%
	Not very confident	52	27	6
		23.0%	17.4%	30.0%
	Moderately confident	73	54	5
		32.3%	34.8%	25.0%
	Very confident	36	37	5
		15.9%	23.9%	25.0%
	Extremely confident	20	20	3
		8.8%	12.9%	15.0%
mean =		2.71	3.10	3.15

Professional Work Environment

		Gender		
		Female	Male	Missing or other
Total		228	156	21
		100.0%	100.0%	100.0%
Overall, how socially isolated do you feel at this University?	Extremely isolated	5	6	0
		2.2%	3.8%	0.0%
	Very isolated	28	16	1
		12.3%	10.3%	4.8%
	Moderately isolated	83	47	4
		36.4%	30.1%	19.0%
	Not very isolated	68	50	11
		29.8%	32.1%	52.4%
	Not at all isolated	44	37	5
		19.3%	23.7%	23.8%
mean =		3.52	3.62	3.95

Campus-Wide Diversity & Fair and Equitable Practices

		Gender		
		Female	Male	Missing or other
Total		211	145	17
		100.0%	100.0%	100.0%
In the past 12 months, how fair and equitable has access to departmental support staff been in your department/unit/school/college/major administrative unit?	Not at all fair and equitable	2	3	0
		0.9%	2.1%	0.0%
	Not very fair and equitable	18	10	2
		8.5%	6.9%	11.8%
	Moderately fair and equitable	62	29	3
		29.4%	20.0%	17.6%
	Very fair and equitable	78	59	7
		37.0%	40.7%	41.2%
	Extremely fair and equitable	51	44	5
		24.2%	30.3%	29.4%
mean =		3.75	3.90	3.88

		Gender		
		Female	Male	Missing or other
Total		230	156	21
		100.0%	100.0%	100.0%
To what extent do you believe you have the tools and resources to do your job well?	Not at all	1	3	0
		0.4%	1.9%	0.0%
	To a slight extent	11	14	2
		4.8%	9.0%	9.5%
	To a moderate extent	69	42	9
		30.0%	26.9%	42.9%
	To a large extent	92	67	8
		40.0%	42.9%	38.1%
	To a great extent	57	30	2
		24.8%	19.2%	9.5%
mean =		3.84	3.69	3.48

Campus-Wide Diversity & Fair and Equitable Practices

		Gender		
		Female	Male	Missing or other
Total		187	131	15
		100.0%	100.0%	100.0%
How beneficial/detrimental in promoting diversity: campus leadership?	Extremely detrimental	8	7	0
		4.3%	5.3%	0.0%
	Quite detrimental	25	12	3
		13.4%	9.2%	20.0%
	Neither beneficial nor detrimental	60	48	7
		32.1%	36.6%	46.7%
	Quite beneficial	68	48	5
		36.4%	36.6%	33.3%
	Extremely beneficial	26	16	0
		13.9%	12.2%	0.0%
mean =		3.42	3.41	3.13

		Gender		
		Female	Male	Missing or other
Total		179	123	15
		100.0%	100.0%	100.0%
Overall, how well does your campus meet the needs of those with disabilities?	Not well at all	12	7	2
		6.7%	5.7%	13.3%
	Not very well	33	19	3
		18.4%	15.4%	20.0%
	Moderately well	65	27	4
		36.3%	22.0%	26.7%
	Very well	51	57	4
		28.5%	46.3%	26.7%
	Extremely well	18	13	2
		10.1%	10.6%	13.3%
mean =		3.17	3.41	3.07

Campus-Wide Diversity & Fair and Equitable Practices

		Gender		
		Female	Male	Missing or other
Total		222	154	17
		100.0%	100.0%	100.0%
How committed is the University and its leadership to promoting practices that help recruit a diverse student body?	Not at all committed	11	3	1
		5.0%	1.9%	5.9%
	Not very committed	26	19	6
		11.7%	12.3%	35.3%
	Moderately committed	78	61	5
		35.1%	39.6%	29.4%
	Very committed	81	53	3
		36.5%	34.4%	17.6%
	Extremely committed	26	18	2
		11.7%	11.7%	11.8%
	mean =	3.38	3.42	2.94

		Gender		
		Female	Male	Missing or other
Total		181	126	13
		100.0%	100.0%	100.0%
How beneficial/detrimental in promoting diversity: the university leadership?	Extremely detrimental	10	10	2
		5.5%	7.9%	15.4%
	Quite detrimental	31	13	0
		17.1%	10.3%	0.0%
	Neither beneficial nor detrimental	61	48	7
		33.7%	38.1%	53.8%
	Quite beneficial	61	42	4
		33.7%	33.3%	30.8%
	Extremely beneficial	18	13	0
		9.9%	10.3%	0.0%
	mean =	3.25	3.28	3.00

Campus-Wide Diversity & Fair and Equitable Practices

		Gender		
		Female	Male	Missing or other
Total		223	155	17
		100.0%	100.0%	100.0%
How committed is the University and its leadership to promoting practices that help retain a diverse student body?	Not at all committed	12	5	0
		5.4%	3.2%	0.0%
	Not very committed	19	20	4
		8.5%	12.9%	23.5%
	Moderately committed	104	64	10
		46.6%	41.3%	58.8%
	Very committed	64	47	1
		28.7%	30.3%	5.9%
	Extremely committed	24	19	2
		10.8%	12.3%	11.8%
mean =		3.31	3.35	3.06

		Gender		
		Female	Male	Missing or other
Total		201	134	17
		100.0%	100.0%	100.0%
In the past 12 months, how fair and equitable has allocation of space/equipment or other resources been in your department/unit/school/college/major administrative unit?	Not at all fair and equitable	12	9	1
		6.0%	6.7%	5.9%
	Not very fair and equitable	24	15	3
		11.9%	11.2%	17.6%
	Moderately fair and equitable	83	41	6
		41.3%	30.6%	35.3%
	Very fair and equitable	55	45	4
		27.4%	33.6%	23.5%
	Extremely fair and equitable	27	24	3
		13.4%	17.9%	17.6%
mean =		3.30	3.45	3.29

Campus-Wide Diversity & Fair and Equitable Practices

		Gender		
		Female	Male	Missing or other
Total		222	155	17
		100.0%	100.0%	100.0%
How committed is the University community at large to helping to recruit a diverse student body?	Not at all committed	9	4	0
		4.1%	2.6%	0.0%
	Not very committed	25	10	3
		11.3%	6.5%	17.6%
	Moderately committed	84	74	9
		37.8%	47.7%	52.9%
	Very committed	74	53	4
		33.3%	34.2%	23.5%
	Extremely committed	30	14	1
		13.5%	9.0%	5.9%
mean =		3.41	3.41	3.18

		Gender		
		Female	Male	Missing or other
Total		182	113	15
		100.0%	100.0%	100.0%
In the past 12 months, how fair and equitable has promotion review/annual review been in your department/unit/school/college/major administrative unit?	Not at all fair and equitable	25	7	0
		13.7%	6.2%	0.0%
	Not very fair and equitable	27	15	1
		14.8%	13.3%	6.7%
	Moderately fair and equitable	55	28	11
		30.2%	24.8%	73.3%
	Very fair and equitable	54	46	1
		29.7%	40.7%	6.7%
	Extremely fair and equitable	21	17	2
		11.5%	15.0%	13.3%
mean =		3.10	3.45	3.27

Campus-Wide Diversity & Fair and Equitable Practices

		Gender		
		Female	Male	Missing or other
Total		163	111	13
		100.0%	100.0%	100.0%
In the past 12 months, how fair and equitable have salary decisions been in your department/unit/school/college/major administrative unit?	Not at all fair and equitable	29	12	4
		17.8%	10.8%	30.8%
	Not very fair and equitable	44	22	5
		27.0%	19.8%	38.5%
	Moderately fair and equitable	48	36	2
		29.4%	32.4%	15.4%
	Very fair and equitable	30	31	0
		18.4%	27.9%	0.0%
	Extremely fair and equitable	12	10	2
		7.4%	9.0%	15.4%
	mean =	2.71	3.05	2.31

		Gender		
		Female	Male	Missing or other
Total		219	154	17
		100.0%	100.0%	100.0%
How committed is the University community at large to helping to retain a diverse workforce?	Not at all committed	8	4	1
		3.7%	2.6%	5.9%
	Not very committed	30	14	4
		13.7%	9.1%	23.5%
	Moderately committed	94	70	7
		42.9%	45.5%	41.2%
	Very committed	63	51	4
		28.8%	33.1%	23.5%
	Extremely committed	24	15	1
		11.0%	9.7%	5.9%
	mean =	3.30	3.38	3.00

Campus-Wide Diversity & Fair and Equitable Practices

		Gender		
		Female	Male	Missing or other
Total		127	78	12
		100.0%	100.0%	100.0%
How well does your department/unit or school/college/major administrative unit address issues of unfair or inequitable treatment to employees owing to their diversity*? *Move your cursor over the term to see a definition	Not well at all	14	5	1
		11.0%	6.4%	8.3%
	Not very well	21	5	0
		16.5%	6.4%	0.0%
	Moderately well	30	19	4
		23.6%	24.4%	33.3%
	Very well	41	26	4
		32.3%	33.3%	33.3%
	Extremely well	21	23	3
		16.5%	29.5%	25.0%
mean =		3.27	3.73	3.67

Professional Relationships

		Gender		
		Female	Male	Missing or other
Total		229	156	21
		100.0%	100.0%	100.0%
How would you rate the overall quality of the relationship between you and students at the University?	Poor	0	2	0
		0.0%	1.3%	0.0%
	Fair	5	8	2
		2.2%	5.1%	9.5%
	Good	78	49	9
		34.1%	31.4%	42.9%
	Very good	146	97	10
		63.8%	62.2%	47.6%
mean =		4.62	4.54	4.38

		Gender		
		Female	Male	Missing or other
Total		229	155	21
		100.0%	100.0%	100.0%
In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity*?	Extremely often	0	4	0
		0.0%	2.6%	0.0%
	Very often	5	1	0
		2.2%	0.6%	0.0%
	Moderately often	18	6	1
		7.9%	3.9%	4.8%
	Not very often	75	55	9
		32.8%	35.5%	42.9%
	Never	131	89	11
		57.2%	57.4%	52.4%
mean =		4.45	4.45	4.48

Professional Relationships

		Gender		
		Female	Male	Missing or other
Total		215	151	19
		100.0%	100.0%	100.0%
Overall quality of relationship between faculty and students in your department/unit/college/school?	Not at all courteous and professional	0	1	0
		0.0%	0.7%	0.0%
	Not very courteous and professional	3	2	0
		1.4%	1.3%	0.0%
	Moderately courteous and professional	44	29	3
		20.5%	19.2%	15.8%
	Very courteous and professional	108	77	12
		50.2%	51.0%	63.2%
	Extremely courteous and professional	60	42	4
		27.9%	27.8%	21.1%
mean =		4.05	4.04	4.05

		Gender		
		Female	Male	Missing or other
Total		197	133	16
		100.0%	100.0%	100.0%
How courteous and professional are relationships between staff and students in your department/unit/college/school?	Not very courteous and professional	5	5	0
		2.5%	3.8%	0.0%
	Moderately courteous and professional	33	24	3
		16.8%	18.0%	18.8%
	Very courteous and professional	94	65	8
		47.7%	48.9%	50.0%
	Extremely courteous and professional	65	39	5
		33.0%	29.3%	31.3%
mean =		4.11	4.04	4.13

Professional Relationships

		Gender		
		Female	Male	Missing or other
Total		221	152	19
		100.0%	100.0%	100.0%
How courteous and professional are relationships between faculty and staff in your department/unit/college/school?	Not at all courteous and professional	1	4	0
		0.5%	2.6%	0.0%
	Not very courteous and professional	11	0	0
		5.0%	0.0%	0.0%
	Moderately courteous and professional	48	34	4
		21.7%	22.4%	21.1%
	Very courteous and professional	100	69	10
		45.2%	45.4%	52.6%
	Extremely courteous and professional	61	45	5
		27.6%	29.6%	26.3%
mean =		3.95	3.99	4.05

		Gender		
		Female	Male	Missing or other
Total		227	152	19
		100.0%	100.0%	100.0%
How courteous and professional are relationships between faculty?	Not at all courteous and professional	5	2	0
		2.2%	1.3%	0.0%
	Not very courteous and professional	15	7	1
		6.6%	4.6%	5.3%
	Moderately courteous and professional	70	35	4
		30.8%	23.0%	21.1%
	Very courteous and professional	82	60	8
		36.1%	39.5%	42.1%
	Extremely courteous and professional	55	48	6
		24.2%	31.6%	31.6%
mean =		3.74	3.95	4.00

Professional Relationships

		Gender		
		Female	Male	Missing or other
Total		213	146	18
		100.0%	100.0%	100.0%
How courteous and professional are relationships between staff?	Not at all courteous and professional	2	0	0
		0.9%	0.0%	0.0%
	Not very courteous and professional	9	4	1
		4.2%	2.7%	5.6%
	Moderately courteous and professional	43	30	2
		20.2%	20.5%	11.1%
	Very courteous and professional	94	65	11
		44.1%	44.5%	61.1%
	Extremely courteous and professional	65	47	4
		30.5%	32.2%	22.2%
mean =		3.99	4.06	4.00

		Gender		
		Female	Male	Missing or other
Total		186	118	16
		100.0%	100.0%	100.0%
In the past 12 months, how fair and equitable have recruitment policies and practices been in your department/unit/school/college/major administrative unit?	Not at all fair and equitable	10	5	1
		5.4%	4.2%	6.3%
	Not very fair and equitable	24	13	2
		12.9%	11.0%	12.5%
	Moderately fair and equitable	52	31	3
		28.0%	26.3%	18.8%
	Very fair and equitable	64	40	7
		34.4%	33.9%	43.8%
	Extremely fair and equitable	36	29	3
		19.4%	24.6%	18.8%
mean =		3.49	3.64	3.56

Workload and balance

		Gender		
		Female	Male	Missing or other
Total		229	156	21
		100.0%	100.0%	100.0%
Do you feel that the workload in your current job is too low, too high, or just right?	Too high/low	36	17	5
		15.7%	10.9%	23.8%
	Somewhat high/low	89	60	8
		38.9%	38.5%	38.1%
	Just right	104	79	8
		45.4%	50.6%	38.1%
mean =		3.59	3.79	3.29

		Gender		
		Female	Male	Missing or other
Total		227	156	17
		100.0%	100.0%	100.0%
How much help do you get from your workplace with balancing your work and family life?	Not at all	67	53	7
		29.5%	34.0%	41.2%
	A little	58	38	5
		25.6%	24.4%	29.4%
	A moderate amount	58	40	4
		25.6%	25.6%	23.5%
	A lot	30	19	0
		13.2%	12.2%	0.0%
	A great deal	14	6	1
		6.2%	3.8%	5.9%
mean =		2.41	2.28	2.00

Workload and balance

		Gender		
		Female	Male	Missing or other
Total		229	156	18
		100.0%	100.0%	100.0%
As an employee on this campus, how difficult is it for you to balance your work and family life?	Extremely difficult	16	9	0
		7.0%	5.8%	0.0%
	Very difficult	33	13	2
		14.4%	8.3%	11.1%
	Moderately difficult	87	59	10
		38.0%	37.8%	55.6%
	Not very difficult	62	49	5
		27.1%	31.4%	27.8%
	Not at all difficult	31	26	1
		13.5%	16.7%	5.6%
mean =		3.26	3.45	3.28

Departmental Diversity

		Gender		
		Female	Male	Missing or other
Total		227	156	20
		100.0%	100.0%	100.0%
Overall, how satisfied are you with the diversity in your primary department/unit?	Not at all satisfied	16	7	3
		7.0%	4.5%	15.0%
	Not very satisfied	36	26	2
		15.9%	16.7%	10.0%
	Moderately satisfied	81	42	3
		35.7%	26.9%	15.0%
	Very satisfied	54	50	5
		23.8%	32.1%	25.0%
	Extremely satisfied	40	31	7
		17.6%	19.9%	35.0%
mean =		3.29	3.46	3.55

		Gender		
		Female	Male	Missing or other
Total		225	155	20
		100.0%	100.0%	100.0%
How effective is your department or unit in recruiting a diverse faculty and staff?	Not at all effective	17	5	1
		7.6%	3.2%	5.0%
	Not very effective	38	37	5
		16.9%	23.9%	25.0%
	Moderately effective	77	44	5
		34.2%	28.4%	25.0%
	Very effective	64	51	6
		28.4%	32.9%	30.0%
	Extremely effective	29	18	3
		12.9%	11.6%	15.0%
mean =		3.22	3.26	3.25

Departmental Diversity

		Gender		
		Female	Male	Missing or other
Total		224	155	19
		100.0%	100.0%	100.0%
How effective is your department or unit in retaining a diverse faculty and staff?	Not at all effective	18	8	2
		8.0%	5.2%	10.5%
	Not very effective	33	23	5
		14.7%	14.8%	26.3%
	Moderately effective	90	52	4
		40.2%	33.5%	21.1%
	Very effective	62	54	5
		27.7%	34.8%	26.3%
	Extremely effective	21	18	3
		9.4%	11.6%	15.8%
mean =		3.16	3.33	3.11

Physical Safety

		Gender		
		Female	Male	Missing or other
Total		224	156	18
		100.0%	100.0%	100.0%
How would you rate the physical safety of your immediate work environment?	Not safe at all	1	1	0
		0.4%	0.6%	0.0%
	Not very safe	7	3	0
		3.1%	1.9%	0.0%
	Moderately safe	44	16	3
		19.6%	10.3%	16.7%
	Very safe	92	57	12
		41.1%	36.5%	66.7%
	Extremely safe	80	79	3
		35.7%	50.6%	16.7%
mean =		4.08	4.35	4.00

		Gender		
		Female	Male	Missing or other
Total		227	155	20
		100.0%	100.0%	100.0%
Overall, how would you rate the physical safety on and around campus?	Not safe at all	0	1	0
		0.0%	0.6%	0.0%
	Not very safe	3	0	1
		1.3%	0.0%	5.0%
	Moderately safe	61	27	7
		26.9%	17.4%	35.0%
	Very safe	110	72	9
		48.5%	46.5%	45.0%
	Extremely safe	53	55	3
		23.3%	35.5%	15.0%
mean =		3.94	4.16	3.70

Other Variables Not in Components

		Gender		
		Female	Male	Missing or other
Total		115	81	12
		100.0%	100.0%	100.0%
In the past 12 months, how fair and equitable have graduate student allocation and assignments been in your department/unit/school/college/major administrative unit?	Not at all fair and equitable	5	5	2
		4.3%	6.2%	16.7%
	Not very fair and equitable	18	7	1
		15.7%	8.6%	8.3%
	Moderately fair and equitable	40	23	2
		34.8%	28.4%	16.7%
	Very fair and equitable	36	25	5
		31.3%	30.9%	41.7%
	Extremely fair and equitable	16	21	2
		13.9%	25.9%	16.7%
mean =		3.35	3.62	3.33

		Gender		
		Female	Male	Missing or other
As far as you know, are there units or offices to assist employees if they experience any treatment that is not fair and equitable, or are there no such units or offices?	There are units/offices	75.4%	78.7%	70.0%
	There are no units/offices	24.6%	21.3%	30.0%
	Subtotal	224	155	20

		Gender		
		Female	Male	Missing or other
Total		55	35	5
		100.0%	100.0%	100.0%
How effective are these units or offices in addressing issues of treatment that are not fair and equitable?	Not at all effective	7	4	0
		12.7%	11.4%	0.0%
	Not very effective	14	6	0
		25.5%	17.1%	0.0%
	Moderately effective	21	8	2
		38.2%	22.9%	40.0%
	Very effective	9	11	3
		16.4%	31.4%	60.0%
	Extremely effective	4	6	0
		7.3%	17.1%	0.0%
mean =		2.80	3.26	3.60

Other Variables Not in Components

		Gender		
		Female	Male	Missing or other
Is there anyone at the University who gives you advice and counsel, and/or advocates for you, or is there no one at the University like that?	Yes, there is	73.4%	65.4%	66.7%
	No, there is not	26.6%	34.6%	33.3%
	Subtotal	229	156	21

		Gender		
		Female	Male	Missing or other
Total		228	155	21
		100.0%	100.0%	100.0%
How important is it for you to have someone like this at the university?	Extremely important	136	71	8
		59.6%	45.8%	38.1%
	Very important	57	45	9
		25.0%	29.0%	42.9%
	Moderately important	25	26	1
		11.0%	16.8%	4.8%
	Not very important	9	10	2
		3.9%	6.5%	9.5%
	Not at all important	1	3	1
		0.4%	1.9%	4.8%
mean =		1.61	1.90	2.00

		Gender		
		Female	Male	Missing or other
Are you currently providing care to a family member/or relative to help them take care of themselves?	Not providing care	74.1%	81.3%	84.6%
	Providing care Please specify to how many	25.9%	18.7%	15.4%
	Subtotal	224	150	13

Appendix H

Tables of Individual Items: By Race

Overall Climate

		Race			
		None specified	White	Asian	Other
Total		40	316	27	24
		100.0%	100.0%	100.0%	100.0%
Overall, how would you rate the climate on the campus where you are primarily located?	Very poor	1	6	2	1
		2.5%	1.9%	7.4%	4.2%
	Poor	3	25	1	1
		7.5%	7.9%	3.7%	4.2%
	Fair	13	76	9	6
		32.5%	24.1%	33.3%	25.0%
	Good	12	139	11	8
		30.0%	44.0%	40.7%	33.3%
	Very good	11	70	4	8
		27.5%	22.2%	14.8%	33.3%
mean =		3.73	3.77	3.52	3.88

		Race			
		None specified	White	Asian	Other
Total		39	312	27	24
		100.0%	100.0%	100.0%	100.0%
Overall, how would you rate the climate in your primary department or unit?	Very poor	2	19	2	2
		5.1%	6.1%	7.4%	8.3%
	Poor	3	28	1	3
		7.7%	9.0%	3.7%	12.5%
	Fair	8	56	6	2
		20.5%	17.9%	22.2%	8.3%
	Good	9	116	11	6
		23.1%	37.2%	40.7%	25.0%
	Very good	17	93	7	11
		43.6%	29.8%	25.9%	45.8%
mean =		3.92	3.76	3.74	3.88

Overall Climate

		Race			
		None specified	White	Asian	Other
Total		36	289	24	23
		100.0%	100.0%	100.0%	100.0%
If your department/unit is part of a school or college, overall, how would you rate the climate in your school or college?	Very poor	0	4	2	0
		0.0%	1.4%	8.3%	0.0%
	Poor	3	25	3	2
		8.3%	8.7%	12.5%	8.7%
	Fair	13	58	8	1
		36.1%	20.1%	33.3%	4.3%
	Good	10	136	7	12
		27.8%	47.1%	29.2%	52.2%
	Very good	10	66	4	8
		27.8%	22.8%	16.7%	34.8%
mean =		3.75	3.81	3.33	4.13

		Race			
		None specified	White	Asian	Other
Total		35	316	27	24
		100.0%	100.0%	100.0%	100.0%
Overall, how strongly would you recommend Oakland University to others as a good place to work?	Not at all strongly	0	12	3	0
		0.0%	3.8%	11.1%	0.0%
	Not very strongly	7	43	6	3
		20.0%	13.6%	22.2%	12.5%
	Moderately strongly	15	94	9	4
		42.9%	29.7%	33.3%	16.7%
	Very strongly	6	114	8	9
		17.1%	36.1%	29.6%	37.5%
	Extremely strongly	7	53	1	8
		20.0%	16.8%	3.7%	33.3%
mean =		3.37	3.48	2.93	3.92

Overall Climate

		Race			
		None specified	White	Asian	Other
Total		40	316	27	23
		100.0%	100.0%	100.0%	100.0%
How satisfied are you, in general, with your job at the University?	Not at all satisfied	0	6	2	0
		0.0%	1.9%	7.4%	0.0%
	Not very satisfied	3	26	2	2
		7.5%	8.2%	7.4%	8.7%
	Moderately satisfied	13	91	12	4
		32.5%	28.8%	44.4%	17.4%
	Very satisfied	16	125	11	12
		40.0%	39.6%	40.7%	52.2%
	Extremely satisfied	8	68	0	5
		20.0%	21.5%	0.0%	21.7%
mean =		3.73	3.71	3.19	3.87

Professional Work Environment

		Race			
		None specified	White	Asian	Other
Total		40	316	27	24
		100.0%	100.0%	100.0%	100.0%
In the past 12 months, how often have you personally experienced excluding, bullying, intimidating, offensive, and/or hostile conduct from anyone at the University?	Extremely often	2	8	1	0
		5.0%	2.5%	3.7%	0.0%
	Very often	1	13	2	1
		2.5%	4.1%	7.4%	4.2%
	Moderately often	5	30	3	6
		12.5%	9.5%	11.1%	25.0%
	Not very often	11	95	9	4
		27.5%	30.1%	33.3%	16.7%
	Never	21	170	12	13
		52.5%	53.8%	44.4%	54.2%
mean =		4.20	4.28	4.07	4.21

		Race			
		None specified	White	Asian	Other
Total		39	316	27	24
		100.0%	100.0%	100.0%	100.0%
To what extent do you feel your colleagues/coworkers treat you with dignity and respect?	Not at all	0	6	1	0
		0.0%	1.9%	3.7%	0.0%
	To a slight extent	2	18	1	1
		5.1%	5.7%	3.7%	4.2%
	To a moderate extent	8	54	6	5
		20.5%	17.1%	22.2%	20.8%
	To a large extent	15	124	11	5
		38.5%	39.2%	40.7%	20.8%
	To a great extent	14	114	8	13
		35.9%	36.1%	29.6%	54.2%
mean =		4.05	4.02	3.89	4.25

Professional Work Environment

		Race			
		None specified	White	Asian	Other
Total		37	298	26	24
		100.0%	100.0%	100.0%	100.0%
How beneficial/detrimental in promoting diversity: your department/unit leadership?	Extremely detrimental	2	15	2	3
		5.4%	5.0%	7.7%	12.5%
	Quite detrimental	0	25	0	0
		0.0%	8.4%	0.0%	0.0%
	Neither beneficial nor detrimental	7	91	6	6
		18.9%	30.5%	23.1%	25.0%
	Quite beneficial	19	106	11	6
		51.4%	35.6%	42.3%	25.0%
	Extremely beneficial	9	61	7	9
		24.3%	20.5%	26.9%	37.5%
mean =		3.89	3.58	3.81	3.75

		Race			
		None specified	White	Asian	Other
Total		34	297	26	24
		100.0%	100.0%	100.0%	100.0%
How courteous and professional are relationships between faculty and department/unit leadership in your department/unit/college/school?	Not at all courteous and professional	0	14	2	0
		0.0%	4.7%	7.7%	0.0%
	Not very courteous and professional	4	21	1	2
		11.8%	7.1%	3.8%	8.3%
	Moderately courteous and professional	10	75	5	5
		29.4%	25.3%	19.2%	20.8%
	Very courteous and professional	10	117	13	12
		29.4%	39.4%	50.0%	50.0%
	Extremely courteous and professional	10	70	5	5
		29.4%	23.6%	19.2%	20.8%
mean =		3.76	3.70	3.69	3.83

Professional Work Environment

		Race			
		None specified	White	Asian	Other
Total		40	316	26	24
		100.0%	100.0%	100.0%	100.0%
How excluding or inclusive is your primary department/unit?	Extremely excluding	3	16	2	4
		7.5%	5.1%	7.7%	16.7%
	Somewhat excluding	3	45	1	1
		7.5%	14.2%	3.8%	4.2%
	Neither inclusive nor excluding	10	55	8	2
		25.0%	17.4%	30.8%	8.3%
	Somewhat inclusive	12	124	7	7
		30.0%	39.2%	26.9%	29.2%
	Extremely inclusive	12	76	8	10
		30.0%	24.1%	30.8%	41.7%
mean =		3.68	3.63	3.69	3.75

		Race			
		None specified	White	Asian	Other
Total		39	316	27	24
		100.0%	100.0%	100.0%	100.0%
How committed is your department/unit head or chair to creating a positive work environment for you?	Not at all committed	2	20	2	2
		5.1%	6.3%	7.4%	8.3%
	Not very committed	3	37	1	1
		7.7%	11.7%	3.7%	4.2%
	Moderately committed	3	59	5	5
		7.7%	18.7%	18.5%	20.8%
	Very committed	11	104	12	5
		28.2%	32.9%	44.4%	20.8%
	Extremely committed	20	96	7	11
		51.3%	30.4%	25.9%	45.8%
mean =		4.13	3.69	3.78	3.92

Professional Work Environment

		Race			
		None specified	White	Asian	Other
Total		38	315	27	24
		100.0%	100.0%	100.0%	100.0%
How easy is it for you to get accurate and timely information about the institutional policies and procedures you need to do your job well?	Not at all easy	1	6	3	0
		2.6%	1.9%	11.1%	0.0%
	Not very easy	5	33	4	3
		13.2%	10.5%	14.8%	12.5%
	Moderately easy	14	131	9	7
		36.8%	41.6%	33.3%	29.2%
	Very easy	10	99	11	9
		26.3%	31.4%	40.7%	37.5%
	Extremely easy	8	46	0	5
		21.1%	14.6%	0.0%	20.8%
mean =		3.50	3.46	3.04	3.67

		Race			
		None specified	White	Asian	Other
Total		39	316	27	24
		100.0%	100.0%	100.0%	100.0%
How comfortable do you feel expressing your personal identity in your immediate work environment?	Not at all comfortable	0	16	2	0
		0.0%	5.1%	7.4%	0.0%
	Not very comfortable	4	24	2	3
		10.3%	7.6%	7.4%	12.5%
	Moderately comfortable	13	80	7	5
		33.3%	25.3%	25.9%	20.8%
	Very comfortable	13	97	12	8
		33.3%	30.7%	44.4%	33.3%
	Extremely comfortable	9	99	4	8
		23.1%	31.3%	14.8%	33.3%
mean =		3.69	3.76	3.52	3.88

Professional Work Environment

		Race			
		None specified	White	Asian	Other
Total		25	229	23	18
		100.0%	100.0%	100.0%	100.0%
In the past 12 months, how fair and equitable have promotion decisions been in your department/unit/school/college/major administrative unit?	Not at all fair and equitable	1	23	4	1
		4.0%	10.0%	17.4%	5.6%
	Not very fair and equitable	4	29	3	3
		16.0%	12.7%	13.0%	16.7%
	Moderately fair and equitable	8	65	9	8
		32.0%	28.4%	39.1%	44.4%
	Very fair and equitable	9	82	5	4
		36.0%	35.8%	21.7%	22.2%
	Extremely fair and equitable	3	30	2	2
		12.0%	13.1%	8.7%	11.1%
mean =		3.36	3.29	2.91	3.17

		Race			
		None specified	White	Asian	Other
Total		39	315	27	24
		100.0%	100.0%	100.0%	100.0%
To what extent does your current work environment provide opportunities for you to learn and grow?	Not at all	4	11	3	3
		10.3%	3.5%	11.1%	12.5%
	To a slight extent	5	46	4	1
		12.8%	14.6%	14.8%	4.2%
	To a moderate extent	14	104	10	7
		35.9%	33.0%	37.0%	29.2%
	To a large extent	13	104	8	9
		33.3%	33.0%	29.6%	37.5%
	To a great extent	3	50	2	4
		7.7%	15.9%	7.4%	16.7%
mean =		3.15	3.43	3.07	3.42

Professional Work Environment

		Race			
		None specified	White	Asian	Other
Total		40	314	27	23
		100.0%	100.0%	100.0%	100.0%
How much of a say do you have in shaping your work environment?	None at all	3	39	3	6
		7.5%	12.4%	11.1%	26.1%
	A little bit	8	65	7	1
		20.0%	20.7%	25.9%	4.3%
	A moderate amount	12	100	8	7
		30.0%	31.8%	29.6%	30.4%
	A lot	10	70	6	7
		25.0%	22.3%	22.2%	30.4%
	A great deal	7	40	3	2
		17.5%	12.7%	11.1%	8.7%
mean =		3.25	3.02	2.96	2.91

		Race			
		None specified	White	Asian	Other
Total		39	314	27	24
		100.0%	100.0%	100.0%	100.0%
How satisfied are you, in general, with your opportunities for career advancement within the University?	Not at all satisfied	1	38	4	0
		2.6%	12.1%	14.8%	0.0%
	Not very satisfied	7	69	8	9
		17.9%	22.0%	29.6%	37.5%
	Moderately satisfied	17	104	10	5
		43.6%	33.1%	37.0%	20.8%
	Very satisfied	14	81	5	7
		35.9%	25.8%	18.5%	29.2%
	Extremely satisfied	0	22	0	3
		0.0%	7.0%	0.0%	12.5%
mean =		3.13	2.94	2.59	3.17

Professional Work Environment

		Race			
		None specified	White	Asian	Other
Total		40	314	27	24
		100.0%	100.0%	100.0%	100.0%
How much recognition do you get for: teaching?	None at all	4	39	2	2
		10.0%	12.4%	7.4%	8.3%
	A little	11	64	2	3
		27.5%	20.4%	7.4%	12.5%
	A moderate amount	14	103	13	11
		35.0%	32.8%	48.1%	45.8%
	A lot	6	68	8	5
		15.0%	21.7%	29.6%	20.8%
	A great deal	5	40	2	3
		12.5%	12.7%	7.4%	12.5%
mean =		2.93	3.02	3.22	3.17

		Race			
		None specified	White	Asian	Other
Total		38	306	24	23
		100.0%	100.0%	100.0%	100.0%
How much recognition do you get for: research?	None at all	12	66	4	3
		31.6%	21.6%	16.7%	13.0%
	A little	4	60	1	5
		10.5%	19.6%	4.2%	21.7%
	A moderate amount	11	103	11	9
		28.9%	33.7%	45.8%	39.1%
	A lot	6	50	5	5
		15.8%	16.3%	20.8%	21.7%
	A great deal	5	27	3	1
		13.2%	8.8%	12.5%	4.3%
mean =		2.68	2.71	3.08	2.83

Professional Work Environment

		Race			
		None specified	White	Asian	Other
Total		39	308	25	23
		100.0%	100.0%	100.0%	100.0%
How much recognition do you get for: service?	None at all	2	58	3	2
		5.1%	18.8%	12.0%	8.7%
	A little	10	78	5	3
		25.6%	25.3%	20.0%	13.0%
	A moderate amount	15	98	12	12
		38.5%	31.8%	48.0%	52.2%
	A lot	5	49	4	6
		12.8%	15.9%	16.0%	26.1%
	A great deal	7	25	1	0
		17.9%	8.1%	4.0%	0.0%
mean =		3.13	2.69	2.80	2.96

		Race			
		None specified	White	Asian	Other
Total		38	313	26	24
		100.0%	100.0%	100.0%	100.0%
If you experience treatment that is not fair and equitable, how confident are you that you can file a complaint or grievance without fear of negative consequences to you?	Not at all confident	8	44	5	6
		21.1%	14.1%	19.2%	25.0%
	Not very confident	9	68	6	2
		23.7%	21.7%	23.1%	8.3%
	Moderately confident	10	109	7	6
		26.3%	34.8%	26.9%	25.0%
	Very confident	9	54	7	8
		23.7%	17.3%	26.9%	33.3%
	Extremely confident	2	38	1	2
		5.3%	12.1%	3.8%	8.3%
mean =		2.68	2.92	2.73	2.92

Professional Work Environment

		Race			
		None specified	White	Asian	Other
Total		40	315	27	23
		100.0%	100.0%	100.0%	100.0%
Overall, how socially isolated do you feel at this University?	Extremely isolated	2	6	1	2
		5.0%	1.9%	3.7%	8.7%
	Very isolated	3	35	4	3
		7.5%	11.1%	14.8%	13.0%
	Moderately isolated	9	109	11	5
		22.5%	34.6%	40.7%	21.7%
	Not very isolated	20	97	5	7
		50.0%	30.8%	18.5%	30.4%
	Not at all isolated	6	68	6	6
		15.0%	21.6%	22.2%	26.1%
mean =		3.63	3.59	3.41	3.52

Campus-Wide Diversity & Fair and Equitable Practices

		Race			
		None specified	White	Asian	Other
Total		35	290	25	23
		100.0%	100.0%	100.0%	100.0%
In the past 12 months, how fair and equitable has access to departmental support staff been in your department/unit/school/college/major administrative unit?	Not at all fair and equitable	0	3	1	1
		0.0%	1.0%	4.0%	4.3%
	Not very fair and equitable	4	24	0	2
		11.4%	8.3%	0.0%	8.7%
	Moderately fair and equitable	7	77	8	2
		20.0%	26.6%	32.0%	8.7%
	Very fair and equitable	16	107	9	12
		45.7%	36.9%	36.0%	52.2%
	Extremely fair and equitable	8	79	7	6
		22.9%	27.2%	28.0%	26.1%
mean =		3.80	3.81	3.84	3.87

		Race			
		None specified	White	Asian	Other
Total		40	316	27	24
		100.0%	100.0%	100.0%	100.0%
To what extent do you believe you have the tools and resources to do your job well?	Not at all	0	2	2	0
		0.0%	0.6%	7.4%	0.0%
	To a slight extent	2	21	2	2
		5.0%	6.6%	7.4%	8.3%
	To a moderate extent	20	85	11	4
		50.0%	26.9%	40.7%	16.7%
	To a large extent	10	143	7	7
		25.0%	45.3%	25.9%	29.2%
	To a great extent	8	65	5	11
		20.0%	20.6%	18.5%	45.8%
mean =		3.60	3.78	3.41	4.13

Campus-Wide Diversity & Fair and Equitable Practices

		Race			
		None specified	White	Asian	Other
Total		32	259	24	18
		100.0%	100.0%	100.0%	100.0%
How beneficial/detrimental in promoting diversity: campus leadership?	Extremely detrimental	2	7	6	0
		6.3%	2.7%	25.0%	0.0%
	Quite detrimental	5	33	0	2
		15.6%	12.7%	0.0%	11.1%
	Neither beneficial nor detrimental	10	95	5	5
		31.3%	36.7%	20.8%	27.8%
	Quite beneficial	10	92	12	7
		31.3%	35.5%	50.0%	38.9%
	Extremely beneficial	5	32	1	4
		15.6%	12.4%	4.2%	22.2%
mean =		3.34	3.42	3.08	3.72

		Race			
		None specified	White	Asian	Other
Total		26	250	22	19
		100.0%	100.0%	100.0%	100.0%
Overall, how well does your campus meet the needs of those with disabilities?	Not well at all	2	18	1	0
		7.7%	7.2%	4.5%	0.0%
	Not very well	4	47	3	1
		15.4%	18.8%	13.6%	5.3%
	Moderately well	8	73	8	7
		30.8%	29.2%	36.4%	36.8%
	Very well	8	88	6	10
		30.8%	35.2%	27.3%	52.6%
	Extremely well	4	24	4	1
		15.4%	9.6%	18.2%	5.3%
mean =		3.31	3.21	3.41	3.58

Campus-Wide Diversity & Fair and Equitable Practices

		Race			
		None specified	White	Asian	Other
Total		34	308	27	24
		100.0%	100.0%	100.0%	100.0%
How committed is the University and its leadership to promoting practices that help recruit a diverse student body?	Not at all committed	1	10	2	2
		2.9%	3.2%	7.4%	8.3%
	Not very committed	9	36	4	2
		26.5%	11.7%	14.8%	8.3%
	Moderately committed	8	122	5	9
		23.5%	39.6%	18.5%	37.5%
	Very committed	11	105	13	8
		32.4%	34.1%	48.1%	33.3%
	Extremely committed	5	35	3	3
		14.7%	11.4%	11.1%	12.5%
mean =		3.29	3.39	3.41	3.33

		Race			
		None specified	White	Asian	Other
Total		28	249	23	20
		100.0%	100.0%	100.0%	100.0%
How beneficial/detrimental in promoting diversity: the university leadership?	Extremely detrimental	2	16	4	0
		7.1%	6.4%	17.4%	0.0%
	Quite detrimental	3	37	2	2
		10.7%	14.9%	8.7%	10.0%
	Neither beneficial nor detrimental	11	97	4	4
		39.3%	39.0%	17.4%	20.0%
	Quite beneficial	9	74	13	11
		32.1%	29.7%	56.5%	55.0%
	Extremely beneficial	3	25	0	3
		10.7%	10.0%	0.0%	15.0%
mean =		3.29	3.22	3.13	3.75

Campus-Wide Diversity & Fair and Equitable Practices

		Race			
		None specified	White	Asian	Other
Total		35	310	27	23
		100.0%	100.0%	100.0%	100.0%
How committed is the University and its leadership to promoting practices that help retain a diverse student body?	Not at all committed	0	15	2	0
		0.0%	4.8%	7.4%	0.0%
	Not very committed	8	31	3	1
		22.9%	10.0%	11.1%	4.3%
	Moderately committed	12	143	10	13
		34.3%	46.1%	37.0%	56.5%
	Very committed	10	85	10	7
		28.6%	27.4%	37.0%	30.4%
	Extremely committed	5	36	2	2
		14.3%	11.6%	7.4%	8.7%
mean =		3.34	3.31	3.26	3.43

		Race			
		None specified	White	Asian	Other
Total		34	269	25	24
		100.0%	100.0%	100.0%	100.0%
In the past 12 months, how fair and equitable has allocation of space/equipment or other resources been in your department/unit/school/college/major administrative unit?	Not at all fair and equitable	3	15	3	1
		8.8%	5.6%	12.0%	4.2%
	Not very fair and equitable	4	35	1	2
		11.8%	13.0%	4.0%	8.3%
	Moderately fair and equitable	13	105	5	7
		38.2%	39.0%	20.0%	29.2%
	Very fair and equitable	8	73	12	11
		23.5%	27.1%	48.0%	45.8%
	Extremely fair and equitable	6	41	4	3
		17.6%	15.2%	16.0%	12.5%
mean =		3.29	3.33	3.52	3.54

Campus-Wide Diversity & Fair and Equitable Practices

		Race			
		None specified	White	Asian	Other
Total		33	310	27	24
		100.0%	100.0%	100.0%	100.0%
How committed is the University community at large to helping to recruit a diverse student body?	Not at all committed	0	10	2	1
		0.0%	3.2%	7.4%	4.2%
	Not very committed	6	29	2	1
		18.2%	9.4%	7.4%	4.2%
	Moderately committed	14	132	11	10
		42.4%	42.6%	40.7%	41.7%
	Very committed	9	105	8	9
		27.3%	33.9%	29.6%	37.5%
	Extremely committed	4	34	4	3
		12.1%	11.0%	14.8%	12.5%
mean =		3.33	3.40	3.37	3.50

		Race			
		None specified	White	Asian	Other
Total		27	242	23	18
		100.0%	100.0%	100.0%	100.0%
In the past 12 months, how fair and equitable has promotion review/annual review been in your department/unit/school/college/major administrative unit?	Not at all fair and equitable	0	26	4	2
		0.0%	10.7%	17.4%	11.1%
	Not very fair and equitable	4	33	3	3
		14.8%	13.6%	13.0%	16.7%
	Moderately fair and equitable	12	66	9	7
		44.4%	27.3%	39.1%	38.9%
	Very fair and equitable	8	86	3	4
		29.6%	35.5%	13.0%	22.2%
	Extremely fair and equitable	3	31	4	2
		11.1%	12.8%	17.4%	11.1%
mean =		3.37	3.26	3.00	3.06

Campus-Wide Diversity & Fair and Equitable Practices

		Race			
		None specified	White	Asian	Other
Total		26	220	23	18
		100.0%	100.0%	100.0%	100.0%
In the past 12 months, how fair and equitable have salary decisions been in your department/unit/school/college/major administrative unit?	Not at all fair and equitable	7	33	4	1
		26.9%	15.0%	17.4%	5.6%
	Not very fair and equitable	7	57	3	4
		26.9%	25.9%	13.0%	22.2%
	Moderately fair and equitable	7	60	11	8
		26.9%	27.3%	47.8%	44.4%
	Very fair and equitable	3	53	3	2
		11.5%	24.1%	13.0%	11.1%
	Extremely fair and equitable	2	17	2	3
		7.7%	7.7%	8.7%	16.7%
mean =		2.46	2.84	2.83	3.11

		Race			
		None specified	White	Asian	Other
Total		33	309	25	23
		100.0%	100.0%	100.0%	100.0%
How committed is the University community at large to helping to retain a diverse workforce?	Not at all committed	0	11	2	0
		0.0%	3.6%	8.0%	0.0%
	Not very committed	5	40	1	2
		15.2%	12.9%	4.0%	8.7%
	Moderately committed	17	131	13	10
		51.5%	42.4%	52.0%	43.5%
	Very committed	7	96	5	10
		21.2%	31.1%	20.0%	43.5%
	Extremely committed	4	31	4	1
		12.1%	10.0%	16.0%	4.3%
mean =		3.30	3.31	3.32	3.43

Campus-Wide Diversity & Fair and Equitable Practices

		Race			
		None specified	White	Asian	Other
Total		22	164	19	12
		100.0%	100.0%	100.0%	100.0%
How well does your department/unit or school/college/major administrative unit address issues of unfair or inequitable treatment to employees owing to their diversity*? *Move your cursor over the term to see a definition	Not well at all	1	16	2	1
		4.5%	9.8%	10.5%	8.3%
	Not very well	2	22	1	1
		9.1%	13.4%	5.3%	8.3%
	Moderately well	6	39	4	4
		27.3%	23.8%	21.1%	33.3%
	Very well	10	48	9	4
		45.5%	29.3%	47.4%	33.3%
	Extremely well	3	39	3	2
		13.6%	23.8%	15.8%	16.7%
mean =		3.55	3.44	3.53	3.42

Professional Relationships

		Race			
		None specified	White	Asian	Other
Total		39	316	27	24
		100.0%	100.0%	100.0%	100.0%
How would you rate the overall quality of the relationship between you and students at the University?	Poor	1	0	1	0
		2.6%	0.0%	3.7%	0.0%
	Fair	2	8	5	0
		5.1%	2.5%	18.5%	0.0%
	Good	12	105	10	9
		30.8%	33.2%	37.0%	37.5%
	Very good	24	203	11	15
		61.5%	64.2%	40.7%	62.5%
mean =		4.51	4.62	4.15	4.63

		Race			
		None specified	White	Asian	Other
Total		39	315	27	24
		100.0%	100.0%	100.0%	100.0%
In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity*?	Extremely often	1	2	1	0
		2.6%	0.6%	3.7%	0.0%
	Very often	0	4	1	1
		0.0%	1.3%	3.7%	4.2%
	Moderately often	2	21	2	0
		5.1%	6.7%	7.4%	0.0%
	Not very often	12	104	12	11
		30.8%	33.0%	44.4%	45.8%
	Never	24	184	11	12
		61.5%	58.4%	40.7%	50.0%
mean =		4.49	4.47	4.15	4.42

Professional Relationships

		Race			
		None specified	White	Asian	Other
Total		38	297	26	24
		100.0%	100.0%	100.0%	100.0%
Overall quality of relationship between faculty and students in your department/unit/college/school?	Not at all courteous and professional	0	0	1	0
		0.0%	0.0%	3.8%	0.0%
	Not very courteous and professional	0	3	1	1
		0.0%	1.0%	3.8%	4.2%
	Moderately courteous and professional	6	60	6	4
		15.8%	20.2%	23.1%	16.7%
	Very courteous and professional	21	151	11	14
		55.3%	50.8%	42.3%	58.3%
	Extremely courteous and professional	11	83	7	5
		28.9%	27.9%	26.9%	20.8%
mean =		4.13	4.06	3.85	3.96

		Race			
		None specified	White	Asian	Other
Total		34	266	23	23
		100.0%	100.0%	100.0%	100.0%
How courteous and professional are relationships between staff and students in your department/unit/college/school?	Not very courteous and professional	1	5	2	2
		2.9%	1.9%	8.7%	8.7%
	Moderately courteous and professional	8	45	4	3
		23.5%	16.9%	17.4%	13.0%
	Very courteous and professional	14	128	11	14
		41.2%	48.1%	47.8%	60.9%
	Extremely courteous and professional	11	88	6	4
		32.4%	33.1%	26.1%	17.4%
mean =		4.03	4.12	3.91	3.87

Professional Relationships

		Race			
		None specified	White	Asian	Other
Total		36	306	26	24
		100.0%	100.0%	100.0%	100.0%
How courteous and professional are relationships between faculty and staff in your department/unit/college/school?	Not at all courteous and professional	0	4	1	0
		0.0%	1.3%	3.8%	0.0%
	Not very courteous and professional	2	8	0	1
		5.6%	2.6%	0.0%	4.2%
	Moderately courteous and professional	8	67	8	3
		22.2%	21.9%	30.8%	12.5%
	Very courteous and professional	15	139	10	15
		41.7%	45.4%	38.5%	62.5%
	Extremely courteous and professional	11	88	7	5
		30.6%	28.8%	26.9%	20.8%
mean =		3.97	3.98	3.85	4.00

		Race			
		None specified	White	Asian	Other
Total		38	311	25	24
		100.0%	100.0%	100.0%	100.0%
How courteous and professional are relationships between faculty?	Not at all courteous and professional	0	5	2	0
		0.0%	1.6%	8.0%	0.0%
	Not very courteous and professional	1	19	1	2
		2.6%	6.1%	4.0%	8.3%
	Moderately courteous and professional	11	83	7	8
		28.9%	26.7%	28.0%	33.3%
	Very courteous and professional	14	114	12	10
		36.8%	36.7%	48.0%	41.7%
	Extremely courteous and professional	12	90	3	4
		31.6%	28.9%	12.0%	16.7%
mean =		3.97	3.85	3.52	3.67

Professional Relationships

		Race			
		None specified	White	Asian	Other
Total		36	293	25	23
		100.0%	100.0%	100.0%	100.0%
How courteous and professional are relationships between staff?	Not at all courteous and professional	0	2	0	0
		0.0%	0.7%	0.0%	0.0%
	Not very courteous and professional	2	10	1	1
		5.6%	3.4%	4.0%	4.3%
	Moderately courteous and professional	7	55	9	4
		19.4%	18.8%	36.0%	17.4%
	Very courteous and professional	16	129	11	14
		44.4%	44.0%	44.0%	60.9%
	Extremely courteous and professional	11	97	4	4
		30.6%	33.1%	16.0%	17.4%
mean =		4.00	4.05	3.72	3.91

		Race			
		None specified	White	Asian	Other
Total		27	254	22	17
		100.0%	100.0%	100.0%	100.0%
In the past 12 months, how fair and equitable have recruitment policies and practices been in your department/unit/school/college/major administrative unit?	Not at all fair and equitable	2	11	2	1
		7.4%	4.3%	9.1%	5.9%
	Not very fair and equitable	4	33	1	1
		14.8%	13.0%	4.5%	5.9%
	Moderately fair and equitable	4	71	6	5
		14.8%	28.0%	27.3%	29.4%
	Very fair and equitable	12	83	10	6
		44.4%	32.7%	45.5%	35.3%
	Extremely fair and equitable	5	56	3	4
		18.5%	22.0%	13.6%	23.5%
mean =		3.52	3.55	3.50	3.65

Workload and balance

		Race			
		None specified	White	Asian	Other
Total		40	316	27	23
		100.0%	100.0%	100.0%	100.0%
Do you feel that the workload in your current job is too low, too high, or just right?	Too high/low	8	43	5	2
		20.0%	13.6%	18.5%	8.7%
	Somewhat high/low	17	126	9	5
		42.5%	39.9%	33.3%	21.7%
	Just right	15	147	13	16
		37.5%	46.5%	48.1%	69.6%
mean =		3.35	3.66	3.59	4.22

		Race			
		None specified	White	Asian	Other
Total		34	315	27	24
		100.0%	100.0%	100.0%	100.0%
How much help do you get from your workplace with balancing your work and family life?	Not at all	11	98	9	9
		32.4%	31.1%	33.3%	37.5%
	A little	9	81	6	5
		26.5%	25.7%	22.2%	20.8%
	A moderate amount	8	83	8	3
		23.5%	26.3%	29.6%	12.5%
	A lot	3	39	4	3
		8.8%	12.4%	14.8%	12.5%
	A great deal	3	14	0	4
		8.8%	4.4%	0.0%	16.7%
mean =		2.35	2.33	2.26	2.50

Workload and balance

		Race			
		None specified	White	Asian	Other
Total		36	316	27	24
		100.0%	100.0%	100.0%	100.0%
As an employee on this campus, how difficult is it for you to balance your work and family life?	Extremely difficult	2	17	5	1
		5.6%	5.4%	18.5%	4.2%
	Very difficult	4	41	2	1
		11.1%	13.0%	7.4%	4.2%
	Moderately difficult	14	128	7	7
		38.9%	40.5%	25.9%	29.2%
	Not very difficult	12	86	10	8
		33.3%	27.2%	37.0%	33.3%
	Not at all difficult	4	44	3	7
		11.1%	13.9%	11.1%	29.2%
mean =		3.33	3.31	3.15	3.79

Departmental Diversity

		Race			
		None specified	White	Asian	Other
Total		38	315	27	23
		100.0%	100.0%	100.0%	100.0%
Overall, how satisfied are you with the diversity in your primary department/unit?	Not at all satisfied	3	19	1	3
		7.9%	6.0%	3.7%	13.0%
	Not very satisfied	4	55	3	2
		10.5%	17.5%	11.1%	8.7%
	Moderately satisfied	9	100	11	6
		23.7%	31.7%	40.7%	26.1%
	Very satisfied	11	82	6	10
		28.9%	26.0%	22.2%	43.5%
	Extremely satisfied	11	59	6	2
		28.9%	18.7%	22.2%	8.7%
mean =		3.61	3.34	3.48	3.26

		Race			
		None specified	White	Asian	Other
Total		38	311	27	24
		100.0%	100.0%	100.0%	100.0%
How effective is your department or unit in recruiting a diverse faculty and staff?	Not at all effective	2	18	1	2
		5.3%	5.8%	3.7%	8.3%
	Not very effective	5	70	2	3
		13.2%	22.5%	7.4%	12.5%
	Moderately effective	13	93	11	9
		34.2%	29.9%	40.7%	37.5%
	Very effective	13	91	10	7
		34.2%	29.3%	37.0%	29.2%
	Extremely effective	5	39	3	3
		13.2%	12.5%	11.1%	12.5%
mean =		3.37	3.20	3.44	3.25

Departmental Diversity

		Race			
		None specified	White	Asian	Other
Total		37	310	27	24
		100.0%	100.0%	100.0%	100.0%
How effective is your department or unit in retaining a diverse faculty and staff?	Not at all effective	3	22	1	2
		8.1%	7.1%	3.7%	8.3%
	Not very effective	5	48	4	4
		13.5%	15.5%	14.8%	16.7%
	Moderately effective	12	111	12	11
		32.4%	35.8%	44.4%	45.8%
	Very effective	11	96	8	6
		29.7%	31.0%	29.6%	25.0%
	Extremely effective	6	33	2	1
		16.2%	10.6%	7.4%	4.2%
mean =		3.32	3.23	3.22	3.00

Physical Safety

		Race			
		None specified	White	Asian	Other
Total		38	309	27	24
		100.0%	100.0%	100.0%	100.0%
How would you rate the physical safety of your immediate work environment?	Not safe at all	0	1	1	0
		0.0%	0.3%	3.7%	0.0%
	Not very safe	0	9	1	0
		0.0%	2.9%	3.7%	0.0%
	Moderately safe	6	47	6	4
		15.8%	15.2%	22.2%	16.7%
	Very safe	21	121	10	9
		55.3%	39.2%	37.0%	37.5%
	Extremely safe	11	131	9	11
		28.9%	42.4%	33.3%	45.8%
mean =		4.13	4.20	3.93	4.29

		Race			
		None specified	White	Asian	Other
Total		38	313	27	24
		100.0%	100.0%	100.0%	100.0%
Overall, how would you rate the physical safety on and around campus?	Not safe at all	0	0	1	0
		0.0%	0.0%	3.7%	0.0%
	Not very safe	1	3	0	0
		2.6%	1.0%	0.0%	0.0%
	Moderately safe	11	70	8	6
		28.9%	22.4%	29.6%	25.0%
	Very safe	19	146	13	13
		50.0%	46.6%	48.1%	54.2%
	Extremely safe	7	94	5	5
		18.4%	30.0%	18.5%	20.8%
mean =		3.84	4.06	3.78	3.96

Other Variables Not in Components

		Race			
		None specified	White	Asian	Other
Total		23	154	19	12
		100.0%	100.0%	100.0%	100.0%
In the past 12 months, how fair and equitable have graduate student allocation and assignments been in your department/unit/school/college/major administrative unit?	Not at all fair and equitable	2	7	2	1
		8.7%	4.5%	10.5%	8.3%
	Not very fair and equitable	3	19	3	1
		13.0%	12.3%	15.8%	8.3%
	Moderately fair and equitable	6	49	7	3
		26.1%	31.8%	36.8%	25.0%
	Very fair and equitable	8	48	4	6
		34.8%	31.2%	21.1%	50.0%
	Extremely fair and equitable	4	31	3	1
		17.4%	20.1%	15.8%	8.3%
mean =		3.39	3.50	3.16	3.42

		Race			
		None specified	White	Asian	Other
As far as you know, are there units or offices to assist employees if they experience any treatment that is not fair and equitable, or are there no such units or offices?	There are units/offices	63.2%	80.8%	52.0%	66.7%
	There are no units/offices	36.8%	19.2%	48.0%	33.3%
	Subtotal	38	312	25	24

		Race			
		None specified	White	Asian	Other
Total		7	78	5	5
		100.0%	100.0%	100.0%	100.0%
How effective are these units or offices in addressing issues of treatment that are not fair and equitable?	Not at all effective	1	9	1	0
		14.3%	11.5%	20.0%	0.0%
	Not very effective	0	20	0	0
		0.0%	25.6%	0.0%	0.0%
	Moderately effective	0	25	3	3
		0.0%	32.1%	60.0%	60.0%
	Very effective	6	15	0	2
		85.7%	19.2%	0.0%	40.0%
	Extremely effective	0	9	1	0
		0.0%	11.5%	20.0%	0.0%
mean =		3.57	2.94	3.00	3.40

Other Variables Not in Components

		Race			
		None specified	White	Asian	Other
Is there anyone at the University who gives you advice and counsel, and/or advocates for you, or is there no one at the University like that?	Yes, there is	70.0%	70.6%	57.7%	75.0%
	No, there is not	30.0%	29.4%	42.3%	25.0%
	Subtotal	40	316	26	24

		Race			
		None specified	White	Asian	Other
Total		40	314	26	24
		100.0%	100.0%	100.0%	100.0%
How important is it for you to have someone like this at the university?	Extremely important	22	169	11	13
		55.0%	53.8%	42.3%	54.2%
	Very important	13	83	8	7
		32.5%	26.4%	30.8%	29.2%
	Moderately important	2	41	5	4
		5.0%	13.1%	19.2%	16.7%
	Not very important	1	18	2	0
		2.5%	5.7%	7.7%	0.0%
	Not at all important	2	3	0	0
		5.0%	1.0%	0.0%	0.0%
mean =		1.70	1.74	1.92	1.63

		Race			
		None specified	White	Asian	Other
Are you currently providing care to a family member/or relative to help them take care of themselves?	Not providing care	76.7%	79.2%	72.0%	58.3%
	Providing care Please specify to how many	23.3%	20.8%	28.0%	41.7%
	Subtotal	30	308	25	24