Staff

2017 Oakland University Climate Survey

Contents

Appendix A. Mean Ratings by Demographics on Components Not Significantly Related to Overall Climate

Appendix B. Factors to Which Staff Respondents Attribute "Not At All" or "Not Very" Fair and Equitable Practices or Policies

Appendix C. Text of E-mail Invitations and Reminders

Appendix D. Staff Questionnaire

Appendix E. Tables of Individual Items: All Staff

Appendix F. Tables of Individual Items: By Job Role

Appendix G. Tables of Individual Items: By Gender

Appendix H. Tables of Individual Items: By Race

Tables

Figures

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 at Oakland University. The University of Illinois Survey Research Laboratory (SRL) assisted with the survey.

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 student 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 survey. 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 invitations and reminders). 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.

Emails 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)

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).

- All Faculty
- All Staff
- All Students

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%**

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 about 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 staff 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 staff; and assess whether there are any variations in these components based on staff demographics.

Computing the Outcome Variable: Overall Climate

First, we computed a measure that would capture the perception of staff on the overall work climate at Oakland University; this is the outcome variable of interest for this survey. This variable was created based on our judgment about which questions best capture respondent opinion of the overall university climate. For staff, 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 recommendation of 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 staff to these five items to create a single outcome variable, which 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 staff, 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 for specific components, analyzed by background characteristics of the respondents. Appendices D to I 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 |

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 |

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 staff data, one of the explanatory variables is personal identity belongingness. It is the mean of six individual items. Some of these items originally were written such that a value of 5 indicates a negative perception or experience: the frequency with which the respondent has personally experienced hostile behavior from university members, the frequency with which the respondent has heard or seen others experiencing hostile behavior from University members, and the extent to which the respondent feels isolated. Before computing a component mean, all items were reverse coded so that a high value indicates not at all frequent or isolated and a low value means extremely frequent or isolated.

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 reports 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 +/– 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 staff stratum, with 525 cases, the margin of error is 4.3%. 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 +/– 4.3%. On a five-point scale, that translates to a 3.0 +/– 0.21. If two means in that stratum differ by 0.21 points or more, then those differences are statistically significant. For example, if male staff rated the climate as a 3.0 and female staff rated it as a 3.22, 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, in addition to statistical significance, you need to consider whether the differences are substantively meaningful. While Table 2 shows that the sample size among Oakland staff is large enough to state that a difference between a mean of 3.0 and 3.22 is statistically significant, it is not large enough to be meaningful. In general, if a finding presenting in these results is large enough to be substantively interesting, it is also 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	1734	2.4%	0.12	3.0	3.13

Small Cell Sizes

In analyzing the climate data by background characteristics of the respondent, 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., "other" gender or Hispanic) included fewer than 15 respondents,[1] we either suppressed the results for that group or combined it with another, where appropriate. For instance, there were only two 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. 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 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 staff.

---

[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.

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 Faculty and Academic Administrator/Staff. Overall, 525 respondents who completed the questionnaire selected "Academic Administrator/Staff" 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 respondents—94.5%—indicated that they work out of the main campus location, while the rest indicated they work out of a different location. When asked to specify the other location, the following were named:

- Macomb County and Main Campus
- Anton/Frankel Center, Mount Clemens
- Beaumont Troy
- OUWB clinical skills center in Sterling Heights.
- East Campus
- John Dodge House
- OU Macomb County

As the numbers of staff who indicated they work out of a location other than the main campus is only 20, for the analysis described in this report, we have not split out the analysis by campus location.

Demographic Profile of Staff Respondents

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

Table 3. Employment & Personal Profile for Staff Respondents

CHARACTERISTIC	%	CHARACTERISTIC	%
Main campus of work (*n* = 516)		**Race/Ethnicity (*n* = 525)**	
Main campus/Rochester	96.1%	None specified	9.0
Other	3.9	White, non-Hispanic	75.2
Job role/title (*n* = 514)		African American, non-Hispanic	7.6
Executive, Academic Administrator, Academic Dean	6.0	Asian	2.7
		Hispanic	2.3
Administrative Professional, Coach	60.5	Other/Multi-racial	3.3
Dispatcher, Police Officer, Police Sergeant	<1.0	**Age (*n* = 426)**	
Service and Maintenance	3.5	39 years or less	35.4
Clerical Technical	22.8	40 years to 49 years	22.3
Other	6.8	50 years to 59 years	25.1
Number of years worked at Oakland University (*n* = 508)		60 years and above	17.1
Less than 1 year	10.4	**Highest level of education completed (*n* = 500)**	
1 year to less than 3 years	15.2	High school diploma/GED or less	8.4
3 years to less than 5 years	15.2	2-year college degree (e.g., Associates)	8.8
5 years to less than 10 years	22.8	4-year college degree (e.g., BA, BS)	31.4
10 years or more	36.4	Master's degree (e.g., MA, MS, MBA)	42.4
Number of years worked a (*n* = 504)		Professional degree (e.g., JD, MD)	2.2
Less than 1 year	15.5	Doctoral degree (e.g., PhD, EdD)	6.8
1 year to less than 3 years	18.7	**Sexual orientation (*n* = 486)**	
3 years to less than 5 years	17.5	Straight/Heterosexual	93.6
5 years to less than 10 years	21.6	Gay/Lesbian/Bisexual/Other	4.8
10 years or more	26.8	**Citizenship status (*n* = 507)**	
Gender (*n* = 486)		U.S. citizen	97.8
Female	72.6	Permanent resident/Visa holder/Other	2.2
Male	27.0	**Dependent children (*n* = 490)**	
Other	<1%	No children	40.8
Religion (n=468)		1 or more children	59.2
Christianity	75.2%	**Disability status (*n* = 499)**	
Other	24.8%	Has some type of disability	6.2
		Does not have any type of disability	93.8

Outcome Variable Index and Items

Among staff respondents, the outcome variable is the mean of five items that best capture overall climate: (1) overall rating of climate on the campus where the 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 Oakland. Responses to these five items were averaged to create the outcome variable index. 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 3.8, indicating that staff generally have a moderately positive perception of the university. The means for the five individual items asking about climate at the campus, department, and college level, job satisfaction, and willingness to recommend vary little, ranging from 3.7 to 3.9; a value of 3 on the scale used for these three items translates to a "fair" rating; a value of 4 is "good."

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

	Mean	*n*
Overall Climate	**3.8**	**524**
Overall, how would you rate the climate on the campus where you are primarily located?	3.8	525
Overall, how would you rate the climate in your primary department or unit?	3.9	524
If your department/unit is part of a school, college or major administrative office, overall, how would you rate the climate in that school/college/major administrative office?	3.7	428
How satisfied are you, in general, with your job at the University?	3.8	525
Overall, how strongly would you recommend Oakland University to others as a good place to work?	3.8	518

Figures 1 through 8 show the mean values of overall climate by several respondent demographic characteristics. If differences 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 staff questionnaire, the original response options for gender were male, female, transgender, and other. Due to small numbers in each category, Figure 1 shows the means for three groups--females, males, and other or missing. The means range from a high of 4.0 among men to a low of 3.7 among those who indicated "other" or did not provide a response.

Figure 1. Mean Scores on Overall Climate, by Gender: Staff*
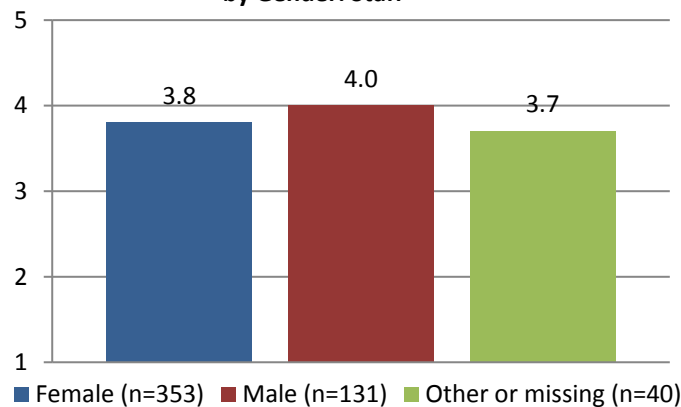
p<.05

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

White (n=395)   African American (n=40)
Multiracial (n=15)   Other (n=28)
None specified (n=46)
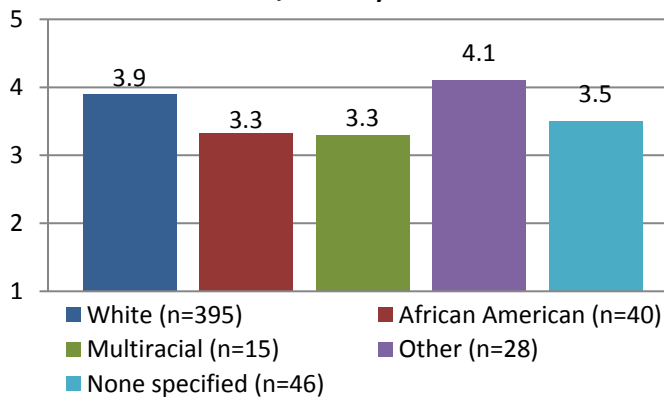
p<.01

Figure 3. Mean Scores on Overall Climate, by Job Role

Exec/Acad Admin (n=31)
Admin Prof/Coach (n=311)
Clerical (n=117)
Other (n=55)
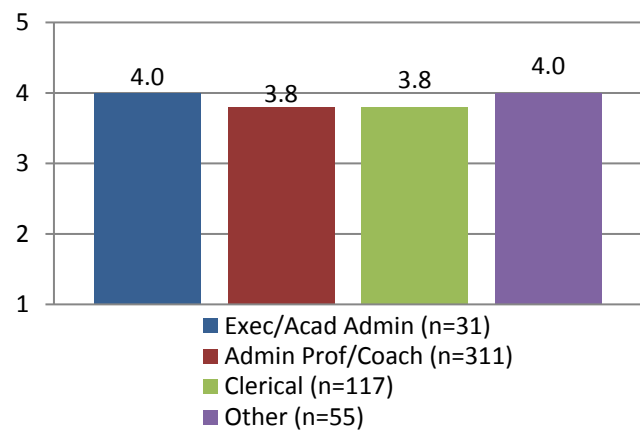
Figure 4. Mean Scores on Overall Climate, by Age: Staff

39 years or less (n=151)   40-49 yrs (n=95)
50-59 yrs (n=107)   60+ yrs (n=73)
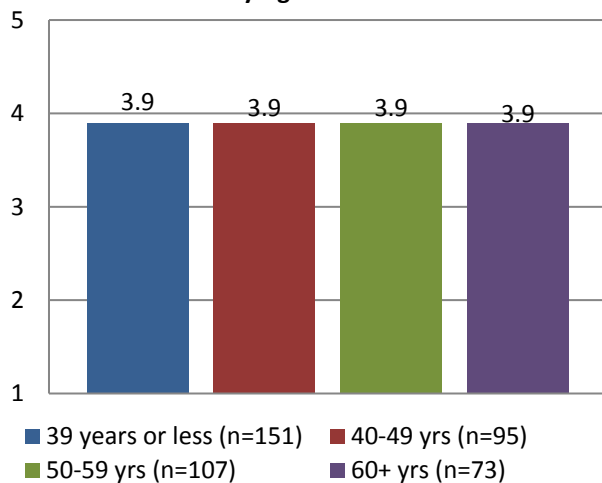
Figure 5. Mean Scores on Overall Climate, by Years Employed at the University: Staff*

<1 yr (n=53)   1 to <3 yrs (n=77)
3 to <5 yrs (n=77)   5 to <10 yrs (n=116)
10+ yrs (n=185)
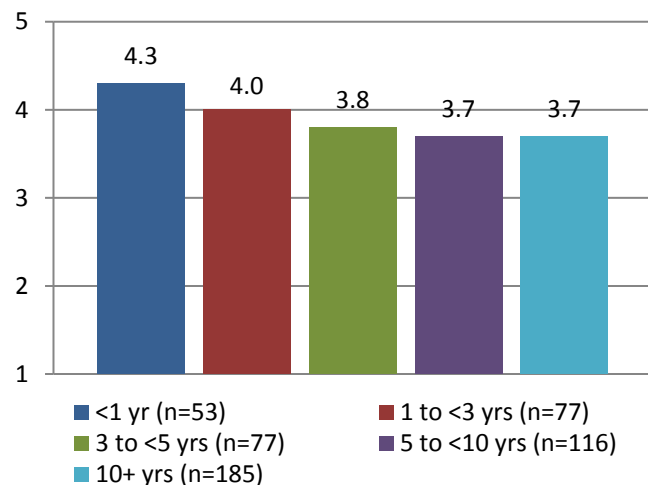
p<.01

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 Hispanic, Asian, or American Indian/Alaskan Native were combined into a single category termed "Other" owing to very small numbers for the individual groups. The evaluation of overall climate is highest among those whose race is in the "other" category (4.1) followed by Whites (3.9), and those who did not specify their race (3.5). African Americans and those who specified multiple races have the lowest rating (3.3).

Figure 3 indicates that there is not much variation in mean ratings of overall climate by job role. Similarly, Figure 4 shows that ratings of overall climate does not vary at all by staff age group (note this is higher than the overall mean of 3.8 because of different numbers of cases included in each computation).

Figure 6. Mean Scores on Overall Climate, by Sexual Orientation: Staff
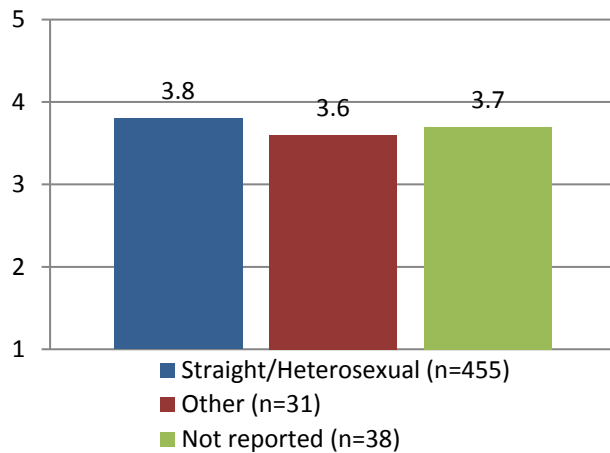
Figure 7. Mean Scores on Overall Climate, by Ability/Disability Status: Staff*

p<.01
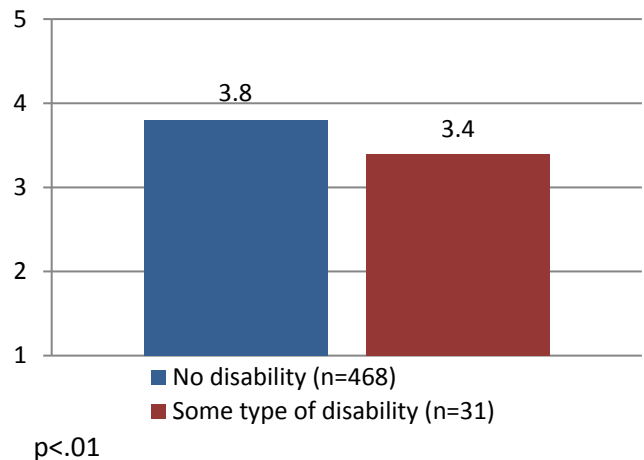
Figure 8. Mean Scores on Overall Climate, by Religion: Staff
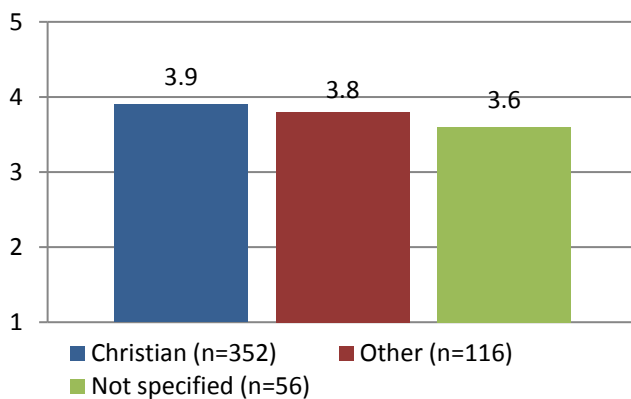
Figure 5 indicates that the overall climate index is highest for those employed most recently at the University (4.3) and lowest for those employed at the University 5 years or more (3.7).

Figure 6 shows the mean of overall climate by sexual orientation. As the number of respondents who identified themselves in any one of the categories other than straight/heterosexual— gay, lesbian, bisexual, or of other orientation— is less than 15, these categories were combined into a single one termed "other". The mean rating of overall climate varies a little between those who identify as straight/heterosexual (3.8) and those in the "other" category (3.6), but is not significantly different. Figure 7 shows that respondents with a disability rate the overall climate lower than those who do not have a disability (3.4 compared to 3.8). Finally, Figure 8 shows very little variation between those who self-identify as "Christian" and those who self-identify as something else. Ratings are lower for those who did not specify a religion, but not significantly so.

Explanatory Variables and Items

As described in the introduction, the explanatory components (or themes) were constructed based on the principal components analysis conducted for the 2013 survey. Table 5 shows the eight components and one individual explanatory item, the individual items within them and the means for all components and items.

The first component— **professional work environment**—includes ten individual items, the majority of which ask about aspects of the work environment, recognition for work contributions, career advancement, and availability of resources and information. A component score was constructed by averaging the responses to all items that comprise it. The mean on this component is 3.6; staff ratings of their professional work environment

are slightly above the midpoint. Of the individual items comprising this component, the highest rating is for being treated with respect by colleagues (mean=4.1). The lowest rating is for the item asking about opportunities for career advancement (mean = 3.1).

The second component is **personal identity and belongingness**. The component includes ratings of the frequency of personal experiences or hearsay experiences of exclusionary or hostile conduct from others at the University, comfort expressing one's personal identity at work, feelings of isolation at the University, the fairness of recruitment practices and redress for unfair practices. The two items in this table with respect to hostile conduct have been coded such that ratings close to 1 indicate a high frequency of such behavior and ratings close to 5 indicate a low frequency of such behavior (Extremely often = 1, Very often = 2, Moderately often = 3, Not very often = 4, Never = 5). The question asking about social isolation was reverse coded such that a value of 1 means extremely isolated and a value of 5 means not at all. The overall rating on this component is 3.9, which is above the midpoint, but not quite at the high end of a scale with five possible points. Item specific ratings indicate that staff have had little personal or hearsay experiences of hostile conduct (mean = 4.2 and 4.4, respectively). The lowest rating is evident for staff members' confidence are about being able to file a complaint or grievance without fear of negative consequences to oneself; the rating of 3.0 indicates a low confidence level among staff on this issue.

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

	Mean	*n*
PROFESSIONAL WORK ENVIRONMENT	**3.6**	**525**
To what extent do you feel your colleagues/coworkers treat you with respect?	4.1	525
How committed is your supervisor to creating a positive work environment for you?	3.8	521
How courteous and professional is relationship between staff and department/unit leadership?	3.8	510
To what extent do you believe you have the tools and resources to do your job well?	3.8	525
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	3.7	478
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?	3.6	522
To what extent does your current work environment provide opportunities for you to learn and grow?	3.5	522
How much of a say do you have in shaping your work environment?	3.4	520
How much recognition do you get for your contributions at work?	3.2	520
How satisfied are you, in general, with your opportunities for career advancement within the University?	3.1	524
PERSONAL IDENTITY AND BELONGINGNESS	**3.9**	**525**
In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity?	4.4	523
In the past 12 months, how often have you personally experienced excluding, intimidating, offensive, and/or hostile conduct from members of this University?	4.2	523
How comfortable do you feel expressing your personal identity in your immediate work environment?	4.0	525
Overall, how socially isolated do you feel at this University?	3.8	524
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	434
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?	3.0	522

Table 5, continued

	Mean	n
FAIRNESS OF POLICIES AND PROCEDURES	**3.3**	**404**
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	473
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	3.4	423
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Promotion decisions	3.2	383
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Salary decisions	3.1	398
WORKLOAD AND BALANCE	**3.4**	**518**
As an employee on this campus, how difficult is it for you to balance your work and family life?	3.6	517
Do you feel that the workload in your current job is too low, too high, or just right?	3.5	519
How much help do you get from your workplace with balancing your work and family life?	3.0	517
HOW EXCLUDING OR INCLUSIVE IS YOUR PRIMARY DEPARTMENT/UNIT?	**3.8**	**524**
COMMITMENT TO DIVERSITY	**3.6**	**510**
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	3.8	501
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	3.7	444
How committed is the University and its leadership to promoting practices that help recruit a diverse student body?	3.7	508
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	3.6	437
How committed is the University community at large to helping to recruit a diverse student body?	3.6	499
How committed is the University and its leadership to promoting practices that help retain a diverse student body?	3.6	503
How committed is the University community at large to helping to retain a diverse workforce?	3.5	505
DIVERSITY PRACTICES	**3.5**	**508**
Overall, how satisfied are you with the diversity in your primary department/unit?	3.6	522
How effective is your department in recruiting a diverse faculty and staff?	3.5	507
How effective is your department in retaining a diverse faculty and staff?	3.5	507
Overall, how well does your campus meet the needs of those with disabilities?	3.2	446
PROFESSIONAL RELATIONSHIPS	**3.9**	**407**
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and students	4.2	481
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff	3.8	519
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and faculty	3.7	433
PHYSICAL SAFETY	**4.2**	**518**
Overall, how would you rate the physical safety of your immediate work environment?	4.2	523
Overall, how would you rate the physical safety on and around campus?	4.1	519

The next component called **fairness of policies and procedures** has a component score of 3.3, and such is the component with the lowest rating. The component includes perceptions of the fairness of various practices at the department or college level. Ratings indicate that fairness of salary decisions has the lowest rating at 3.1.

The **workload and balance** component 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 help in balancing work and family life was coded such that a value of 1 means not at all and a value of 5 means a great deal. The mean rating of 3.4 on the component indicates that staff ratings on workload and balance are moderate.

One item on the questionnaire about whether or not the atmosphere in one's unit or department is **inclusive or excluding** of members did not load on any of the components. Therefore, the mean rating on this individual item is presented, which is 3.8.

The **commitment to diversity** component includes seven items, four of which ask about the commitment of the University community and its leadership to recruiting and retaining a diverse student body and workforce, and three about leadership actions with respect to promoting diversity. The rating on the overall component is 3.6. Ratings on the individual items range from 3.5 to 3.8, with the lowest rating for the commitment of the University community to helping to retain a diverse student body and the highest for how beneficial the department/program director is in promoting diversity.

The next component includes four items, which ask about diversity practices overall and with respect to diversity of faculty and staff, being inclusive of all members, and meeting the needs of those with disabilities. Thus, we named the component **diversity practices**. Again, a score was computed for this component by averaging responses to the four items comprising it. The overall mean on this component is 3.5; this score is close to the midpoint. The ratings on the individual items range from 3.2, for how well the campus meets the needs of those with disabilities, to 3.6 for satisfaction with diversity in the primary department/unit.

The next component called **professional relationships** includes three items. The items ask about the courteousness and professionalism of the relationship between staff and other university members. The overall mean on this component is 3.9, which is one of the three highest component means. The means on the individual items vary from 3.7 to 4.2. The lowest rating is evident for courteous and professional relationship between staff and faculty, and the highest rating is evident for courteous and professional relationship between staff and students.

The final one is **physical safety**. It includes two items that ask about the physical safety of staff members' work environment and the safety on and around the campus. The mean rating of 4.2 on the overall component indicates that the staff rate their overall work environment as very safe. The ratings for the individual items do not vary much.

After computing the components, we conducted a regression analysis in which the outcome variable— overall climate—was regressed on the eight explanatory components and one individual item not included in the components. Table 6 presents the standardized regression coefficients for each 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 5, 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 coefficient with overall climate—0.49. This indicates that the more positively staff rate this component, the higher they will rate the overall climate.

The next explanatory component—**personal identity and belongingness**—has a coefficient of .19. The more positively that staff 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: Staff

	Standardized Regression Coefficients
Professional work environment	0.49**
Personal identity and belongingness	0.19**
Fairness of policies and procedures	0.10*
Workload and balance	0.09**
How excluding or inclusive is primary department/unit?	0.09*
Adjusted R^2	.75
n	308

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

The next two explanatory components—**fairness of policies and procedures,** the individual item, **how excluding or inclusive is primary department/unit?** and **workload and balance**— are all significantly related with overall climate; however much less strongly than professional work environment and slightly less strongly than personal identity and belongingness.

The four other explanatory variables— **commitment to diversity, diversity practices, professional relationships, and physical safety** —are not listed in the table above because they are not significantly associated with the outcome variable. That is scores on these components do not have a significant effect on the outcome variable. Appendix A presents the mean ratings on these four explanatory components not significantly related to overall climate, by various demographic variables.

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 staff 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 **personal identity and belongingness**—can be tagged as primary areas because affecting scores on these two components will greatly affect scores on overall climate. **Fairness of policies and**

procedures, **workload and balance,** and the individual item, **How excluding or inclusive is primary department/unit?** 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 on 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 and 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 includes those that have a strong relationship with overall climate, and to which staff provide a high/positive rating. These are strength areas for Oakland University with respect to staff. Components in the top right cell includes those that have a strong relationship with overall climate, and to which staff provide a relatively low/negative rating. These are areas on which Oakland University could consider taking action, with respect to staff.

Components in the bottom left are those that have a relatively weaker relationship with overall climate, and to which staff provide a relatively high/positive rating. These are strong areas for Oakland University; however, not as effectual in altering perceptions of overall climate. Components in the bottom right cell have a relatively weaker relationship with overall climate, and staff provide a relatively low/negative rating to these. These are areas of concern for Oakland University, but perhaps not as critical as ones in the top right cell.

Tables 8, 9, 10, 11, and 12 provide the same type of analysis, but this time for individual items within each of the components presented in Table 7. 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.

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 (3.6) Personal identity and belongingness (3.9)	
Secondary	How excluding or inclusive is primary department/unit? (3.8)	Fairness of policies and procedures (3.3) Workload and balance (3.4)

Areas of Strength and Action by Component

Professional Work Environment

This component has the strongest relationship with overall climate, and the average rating of all individual items in this component is 3.6, which makes it a primary area of strength for Oakland University as it is a primary component on which the mean score is higher than 3.5.

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	To what extent do you feel your colleagues/coworkers treat you with respect? (4.1) How committed is your supervisor to creating a positive work environment for you? (3.8) How courteous and professional is relationship between staff and department/unit leadership? (3.8) To what extent do you believe you have the tools and resources to do your job well? (3.8) How fair and equitable do you feel has access to departmental support staff been in past 12 months? (3.7) 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? (3.6) To what extent does your current work environment provide opportunities for you to learn and grow? (3.5)	How much of a say do you have in shaping your work environment? (3.4) How much recognition do you get for your contributions at work? (3.2) How satisfied are you, in general, with your opportunities for career advancement within the University? (3.1)
Secondary		

Figures 9 to 16 show the mean scores on the professional work environment component by various demographic variables. 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 '*' at the end of the figure title, and with the p-value displayed in the lower-left of the chart.

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

3.6	3.7	3.5

Female (n=353) ■ Male (n=131) ■ Other or missing (n=41)
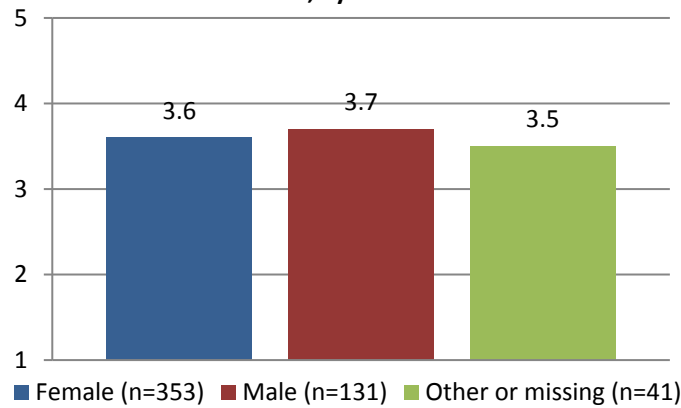
Figure 10. Mean Scores on Professional Work Environment, by Race/Ethnicity: Staff*

3.4	3.6	3.4	3.0	3.8

■ None specified (n=47)
■ White (n=395)
■ African American (n=40)
■ Multiracial (n=15)
■ Other (n=28)
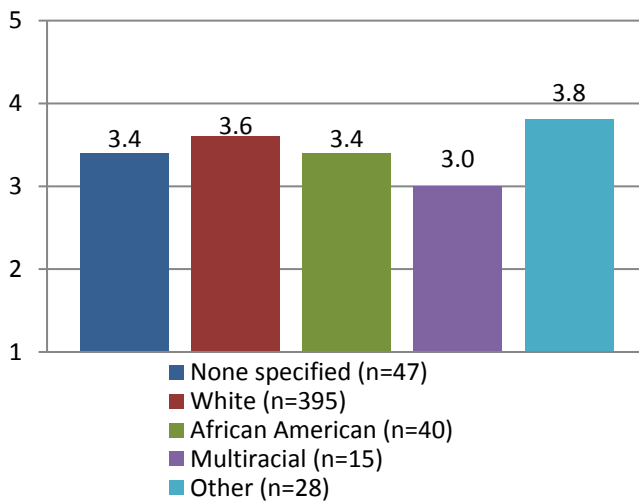
p<.01

Figure 11. Mean Scores on Professional Work Environment, by Job Role

3.7	3.6	3.5	3.7

■ Exec/Acad admin (n=31)
■ Admin prof/coach (n=311)
■ Clerical Technical (n=117)
■ Other (n=55)
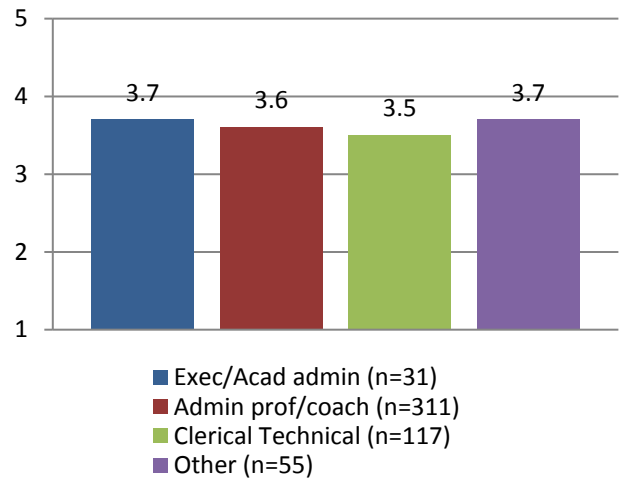
The mean rating on the "Professional work environment" component is significantly lower for those in the Multiracial, African American/Black categories and among those who did not specify their race/ethnicity (Figure 10).

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

- ■ 39 years or less (n=151) ■ 40–49 (n=95)
- ■ 50–59 (n=107) ■ 60+ years (n=73)
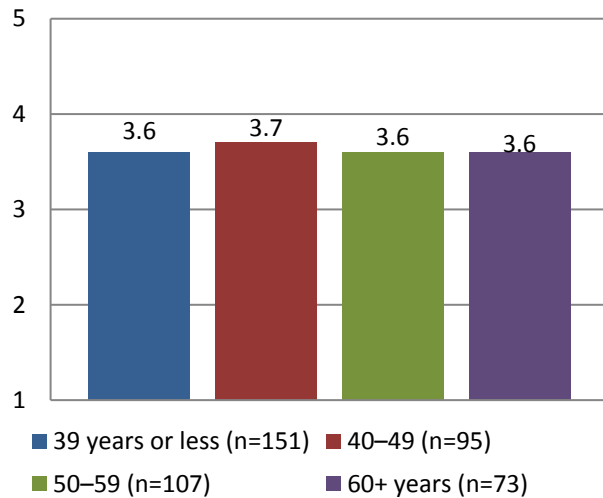
Figure 13. Mean Scores on Professional Work Environment, by Years Employed at the University: Staff*

- ■ <1 year (n=53) ■ 1 to <3 years (n=77)
- ■ 3 to <5 years (n=77) ■ 5 to <10 years (n=116)
- ■ 10+ years (n=185)
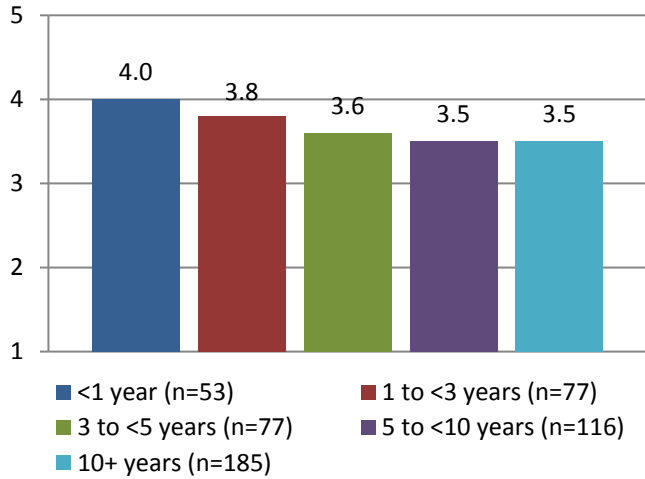
p<.01

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

- ■ Straight/Heterosexual (n=455)
- ■ Other (n=31)
- ■ Not specified (n=39)
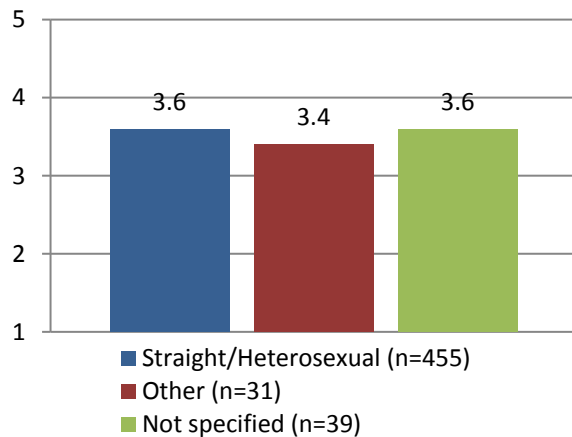
Figure 15. Mean Scores on Professional Work Environment, by Ability/Disability Status: Staff*

- ■ No disability (n=468)
- ■ Some type of disability (n=31)
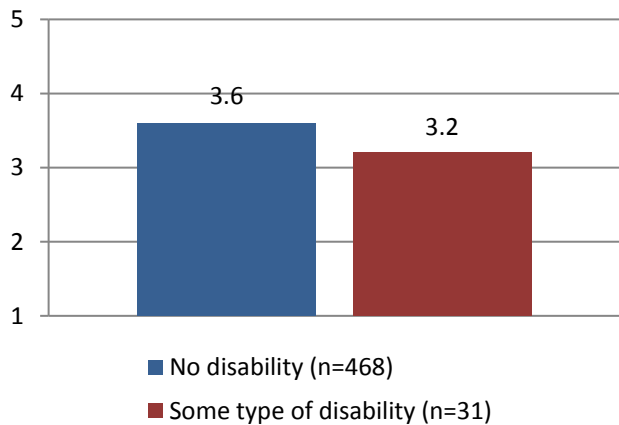
p<.01

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

- ■ Christian (n=352)
- ■ Other (n=116)
- ■ Not specified (n=57)
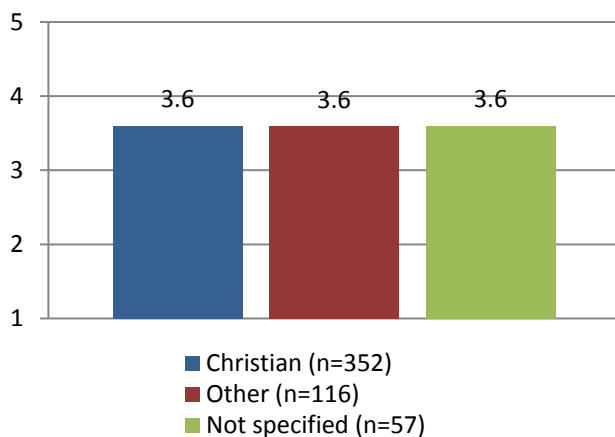
The highest mean rating on this component is evident for staff who have been employed at the University for the least number of years (Figure 13). The differences in mean rating between those who have been employed at Oakland University for less than one year and those who have been employed for 5 years and more are .5 scale points.

Staff with some disability have a significantly lower mean rating on this component as compared to staff who indicate they have no disability (Figure 15).

There are no significant differences in the mean rating on this component between respondents in terms of gender (Figure 9), job role (Figure 11), age (Figure 12), sexual orientation (Figure 14), or religion (Figure 16).

Additional questions not part of the component. Two items on the questionnaire, which are not part of this component, provide additional related information. The majority of staff respondents—72.4%—indicated that there was someone at the university who gives them advice and counsel, and/or advocates for them. Further, 86.1% of staff respondents 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).

Personal Identity and Belongingness

This component has the second strongest relationship with overall climate, and the average rating of all individual items in this component is 3.9, which makes it an area of strength for Oakland University as it is a primary component on which the mean score is higher than 3.5.

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.

Table 9. Individual Items on "Personal Identity and Belongingness" 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	In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity? (4.4) In the past 12 months, how often have you personally experienced excluding, intimidating, offensive, and/or hostile conduct from members of this University? (4.2) How comfortable do you feel expressing your personal identity in your immediate work environment? (4.0) Overall, how socially isolated do you feel at this University? (3.8) How fair and equitable do you feel recruitment policies and practices have been in past 12 months? (3.6)	How confident are you that you can file a complaint or grievance without fear of negative consequences to you? (3.0)
Secondary		

Figure 17. Mean Scores on Personal Identity and Belongingness by Gender: Staff*
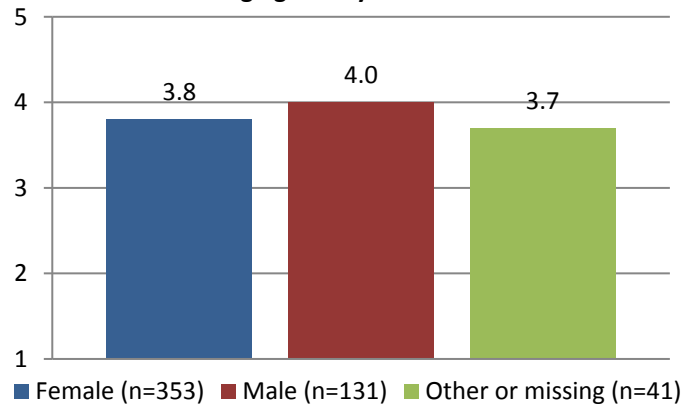
p<.01

Figure 18. Mean Scores on Personal Identity and Belongingness, by Race/Ethnicity: Staff*
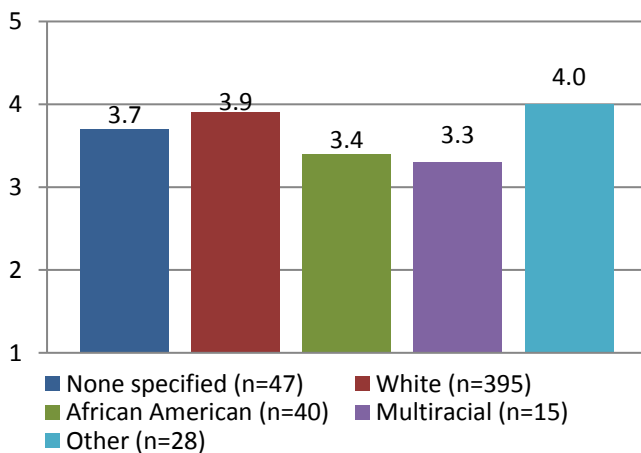
p<.01

Figure 19. Mean Scores on Personal Identity and Belongingness, by Job Role: Staff*
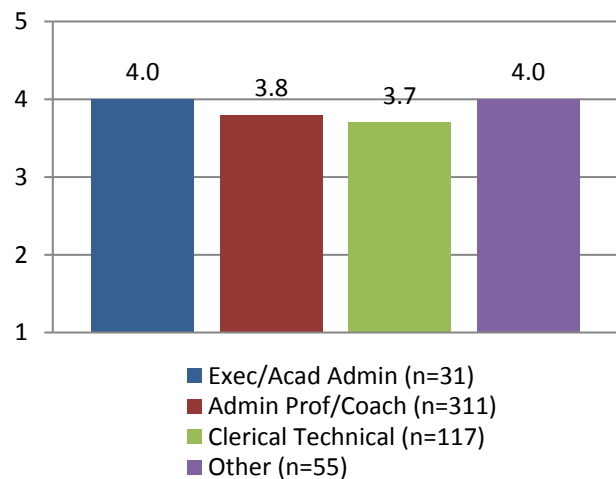
p<.05

Figures 17 to 24 shows the mean scores on the personal identity and belongingness component by various demographic variables. Scores on this component differ significantly among gender categories, race/ethnicity categories, job role categories, number of years employed at the university, and ability/disability status.

The mean rating on the "Personal identity and belongingness" component is significantly lowest among those in the "Other or missing" gender category (Figure 17), and the multiracial and African American/Black race categories (Figure 18), the Clerical Technical job role category (Figure 19), for those employed at the university for 5 or more years (Figure 21), and for those with some type of disability (Figure 23).

Figure 20. Mean Scores on Personal Identity and Belongingness, by Age: Staff

- 39 years or less (n=151)
- 40–49 (n=95)
- 50–59 (n=107)
- 60+ years n=73)
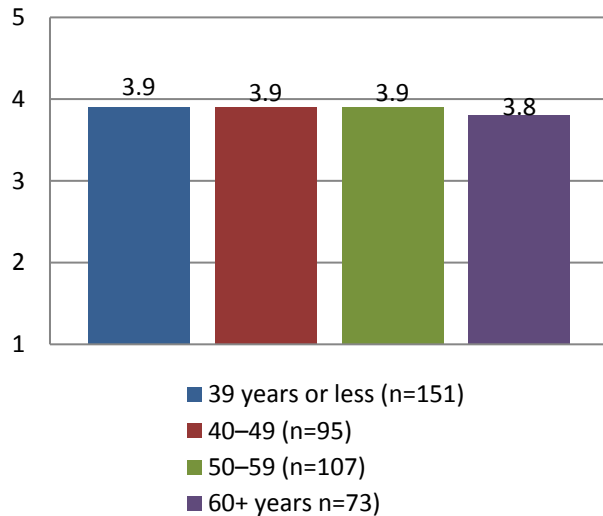
Figure 21. Mean Scores on Personal Identity and Belongingness, by Years Employed at the University: Staff*

- <1 year (n=53)
- 1 to <3 years (n=77)
- 3 to <5 years (n=77)
- 5 to <10 years (n=116)
- 10+ years (n=185)
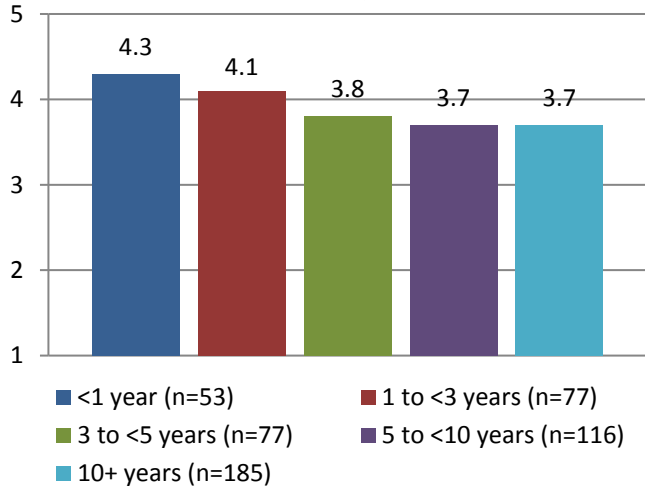
p<.01

Figure 22. Mean Scores on Personal Identity and Belongingness, by Sexual Orientation: Staff

- Straight/Heterosexual (n=455)
- Other (n=31)
- Not specified (n=39)
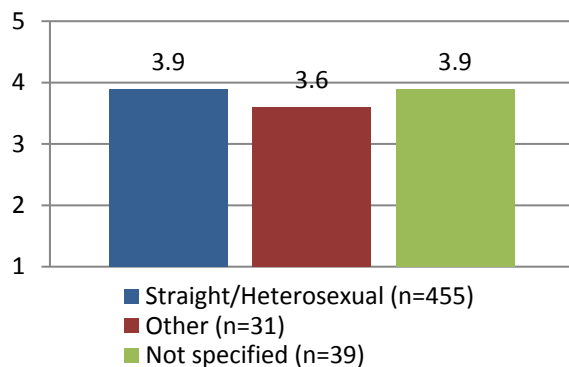
Figure 23. Mean Scores on Personal Identity and Belongingness, by Ability/Disability Status: Staff*

- No disability (n=468)
- Some type of disability (n=31)
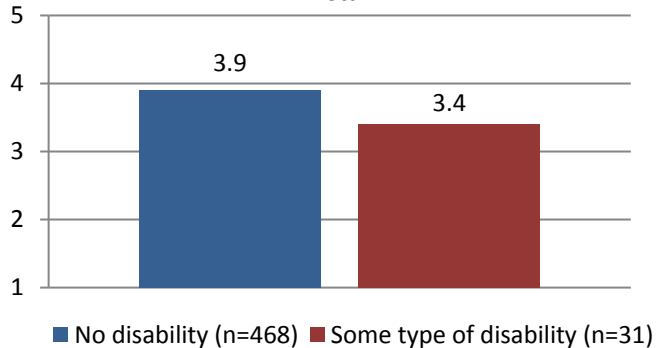
p<.01

Figure 24. Mean Scores on Personal Identity and Belongingness, by Religion: Staff
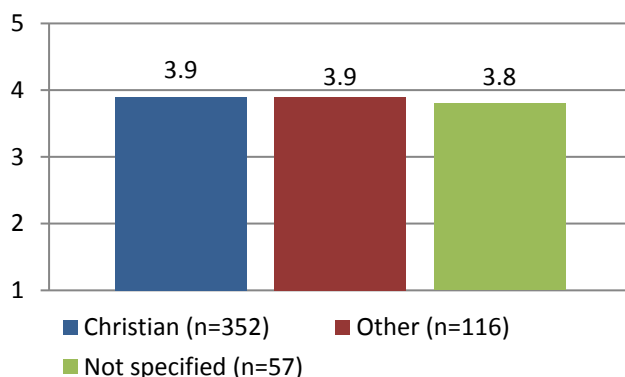
- Christian (n=352)
- Other (n=116)
- Not specified (n=57)

There is no or very little variation in ratings between respondents in terms of age (Figure 20) or religion (Figure 24).

The higher mean ratings on this component are evident among male staff (Figure 17), among staff in the Executive/Academic Administrator/Academic Dean and other job roles (Figure 19), and those employed at the university for between 1 to 5 years. (Figure 21).

The mean rating is highest among the straight/heterosexual category and among those who did not specify their orientation (Figure 22). However, the difference in ratings between these two and the "other" category is not significant.

Additional questions not part of the component. Follow-up questions were asked of three 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 43 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 9.1 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 of respondents (73.82%).

Table 9.1. Reasons for feeling "Not very/Not at all comfortable" expressing personal identity in the workplace

	% selecting reason (*n* = 42)
Fear of negative consequences, harassment, or discrimination	73.8%
Fear of intimidation from an instructor/professor/administrator	40.5%
Fear of intimidation from a peer or peers	26.2%
Some other reason	14.3%

Similarly, as follow ups to the item asking about personal experiences of excluding, bullying, intimidating, offensive, and or hostile conduct, the 103 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 9.2. Sources of personal experiences of excluding, bullying, etc. treatment

	% selecting (n = 103)
Staff member	46.6%
Supervisor	35.0%
Faculty member	22.3%
Student	5.8%
HR facilitator	2.9%
Oakland University Police	1.0%
Other	13.6%
Prefer not to answer	7.8%

As Table 9.2 shows, staff members were selected most often as the sources of excluding, bullying, intimidating, offensive, and/or hostile conduct. Oakland University Police and HR facilitators were selected least often.

And, Table 9.3 indicates that the most common respondent reactions to experiencing excluding, bullying, intimidating, offensive, and/or hostile conduct was to do nothing. Forty percent indicated that they did nothing because they are used to such treatment and 24.5% indicated that they did nothing, that is, they did not complain, because they feared that their complaint would not be taken seriously.

Finally, as follow ups to the item asking about experiences of hearing others at the University make disparaging remarks about people because of their diversity, the 50 respondents who selected "Moderately often," "Very often," or "Extremely often," for this item 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 9.3. Reaction to personal experiences of excluding, bullying, intimidating, offensive, and/or hostile conduct treatment

	% selecting (n = 102)
I am used to it, so I did nothing	40.2%
I didn't report it for fear that my complaint would not be taken seriously	24.5%
I did report it but I did not feel the complaint was taken seriously	21.6%
I didn't know what to do	14.7%
I told someone in HR/union representative	9.8%
I did report and the situation was taken seriously	5.9%
I contacted Oakland University police	1.0%
Other	27.5%

Table 9.4. Sources of disparaging remarks about others owing to their diversity

	% selecting (n = 50)
Staff member	70.0%
Student	26.0%
Faculty member	20.0%
Supervisor	20.0%
Don't know (unidentified individual)	4.0%
HR facilitator	2.0%
Other	6.0%
Prefer not to answer	8.6%

As Table 9.4 shows, staff members were selected most often—by 70.0% of the 50 respondents—as the source of excluding, bullying, intimidating, offensive, and/or hostile conduct. Students, faculty and supervisors were next, but selected by fewer respondents: 26%, 20% and 20% 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 nothing, as Table 9.5 indicates. About 37% indicated that they did nothing because they are used to such treatment. About 20% indicated that they did not know what to do, and therefore, presumably, did nothing. And while about 12% did report it, they did not feel that their complaint would be taken seriously. Only 6% complained and felt that the situation was taken seriously.

Table 9.5. Reaction to hearing disparaging remarks about others owing to their diversity

	% selecting (n = 49)
I am used to it, so I did nothing	36.7%
I didn't know what to do	20.4%
I didn't report it for fear that my complaint would not be taken seriously	18.4%
I did report it but I did not feel the complaint was taken seriously	12.2%
I did report and the situation was taken seriously	6.1%
I told someone in HR/union representative	2.0%
Other	26.5%

Fairness of Policies and Procedures

This component has the third strongest relationship with overall climate; however, 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 3.3, which makes it area of action for Oakland University; in fact, the average rating on this component is the lowest of all components significantly realted 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 "Fairness of Policies and Procedures" 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		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) 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 (3.4) In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Promotion decisions (3.2) In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Salary decisions (3.1)
Secondary		

Figure 25. Mean Scores on Fairness of Policies and Procedures, by Gender: Staff

3.2 3.5 3.2

■ Female (n=267) ■ Male (n=108) ■ Other or missing (n=29)
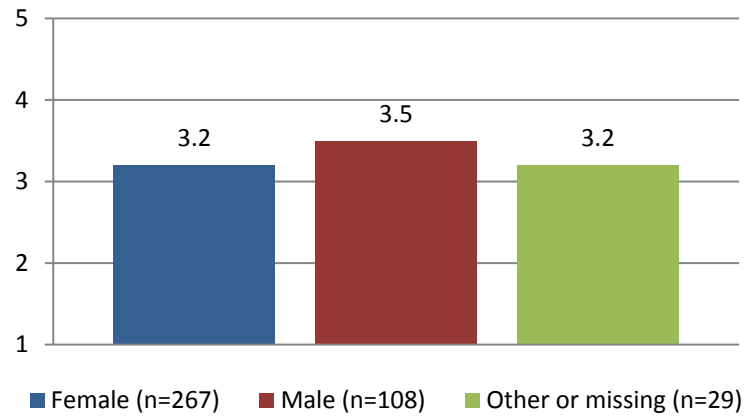
Figure 26. Mean Scores on Fairness of Policies and Procedures, by Race/Ethnicity: Staff*

3.1 3.3 2.7 3.0 3.5

■ None specified (n=34)
■ White (n=306)
■ African American/Black (n=27)
■ Multiracial (n=13)
■ Other (n=24)
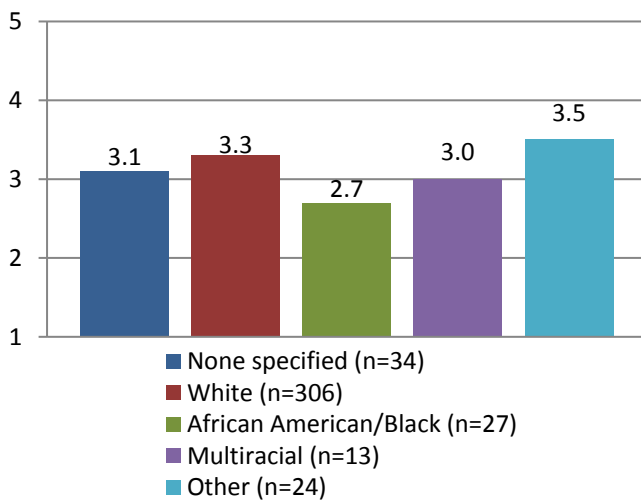
p<.01

Figure 27. Mean Scores on Fairness of Policies and Procedures, by Job Role: Staff*

3.8 3.3 3.1 3.3

■ Exec/Acad Admin (n=31)
■ Admin Prof/Coach (n=246)
■ Clerical Technical (n=86)
■ Other (n=34)
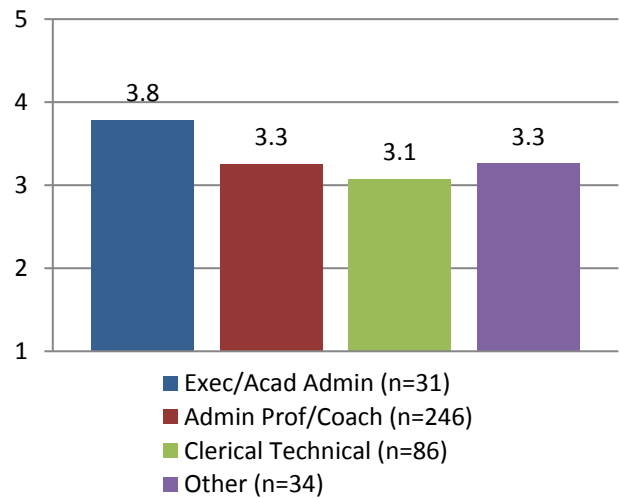
p<.01

Figures 25 to 32 shows the mean scores on the "Fairness of Policies and Procedures" component by various demographic variables.

The mean rating on the component is significantly lowest among those in the multiracial and African American/Black race categories (Figure 26), among those in the Clerical Technical job role category (Figure 27), for those employed at the university for 5 or more years (Figure 29), and for those with some type of disability (Figure 31).

Figure 28. Mean Scores on Fairness of Policies and Procedures, by Age: Staff

- 39 years or less (n=112)
- 40-49 (n=76)
- 50-59 (n=81)
- 60+ (n=62)
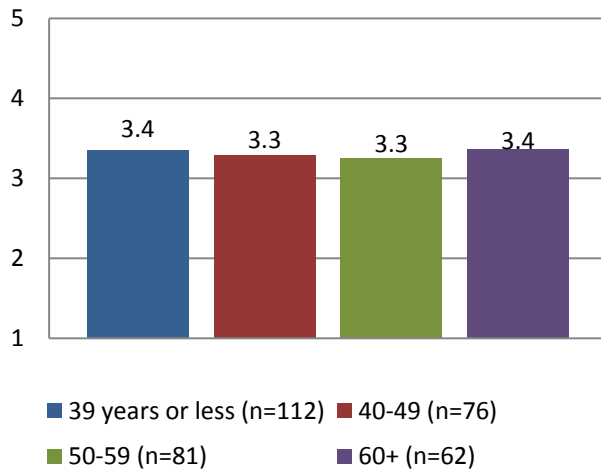
Figure 29. Mean Scores on Fairness of Policies and Procedures, by Years Employed at the University: Staff*

- < 1 year (n=21)
- 1 to < 3 years (n=54)
- 3 to < 5 years (n=59)
- 5 to < 10 years (n=96)
- 10 years + (n=162)
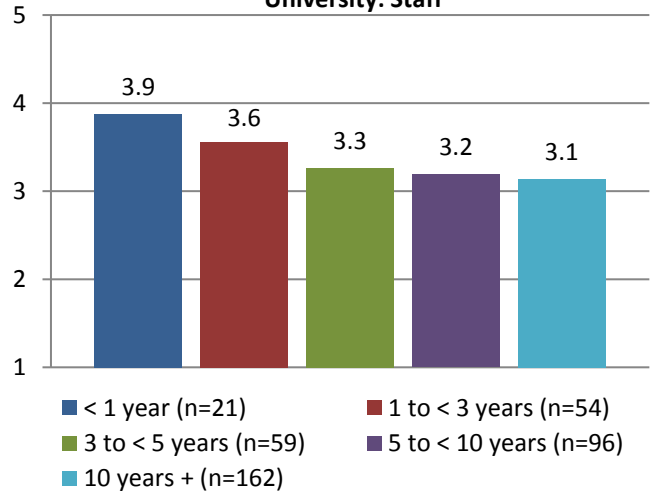
p<.01

Figure 30. Mean Scores on Fairness of Policies and Procedures, by Sexual Orientation: Staff

- Straight/Heterosexual (n=354)
- Other (n=23)
- Not specified (n=27)
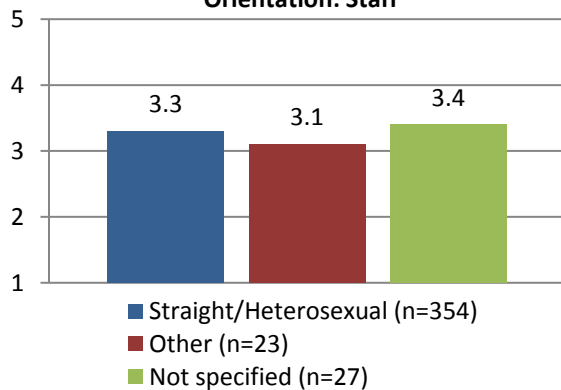
Figure 31. Mean Scores on Fairness of Policies and Procedures, by Ability/Disability Status: Staff*

- No disability (n=362)
- Some type of disability (n=23)
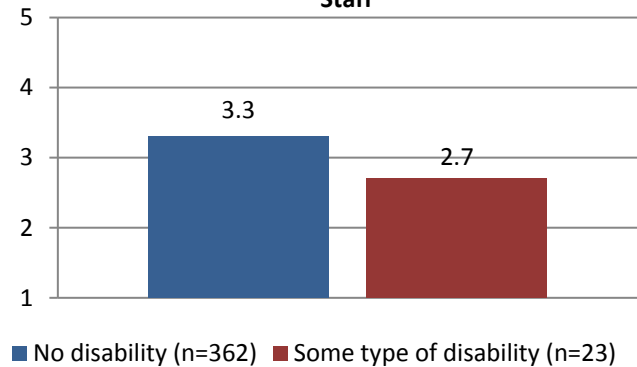
p<.05

Figure 32. Mean Scores on Fairness of Policies and Procedures, by Religion: Staff
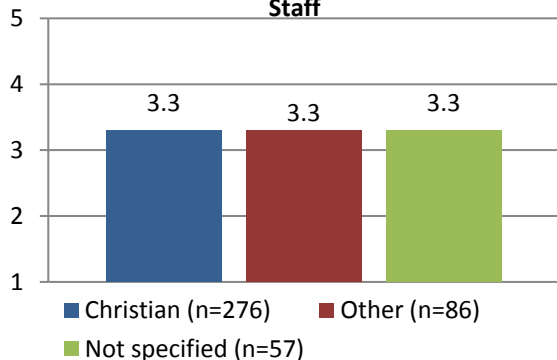
- Christian (n=276)
- Other (n=86)
- Not specified (n=57)

There is no or very little variation in ratings between respondents in terms of age (Figure 28) or religion (Figure 32).

The higher mean ratings on this component are evident among staff in the Executive/Academic Administrator/Academic Dean and other job roles (Figure 27), and those employed at the university for between 1 to 5 years. (Figure 29).

The mean rating is highest among the male staff than female staff (Figure 25). However, the difference in ratings between these categories is not significant.

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?," 83.0% (n=433) of respondents indicated that there were such units or office and 17% (n=89) indicated that there were no such units or offices.

The 433 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 (59.5%) indicated that they did not have enough information to say. Of the remaining 175, 45.7% selected *extremely* or *very effective*, 32.0% selected *not at all* or *not very effective* (mean rating of 3.2, on a scale ranging from 1=not at all effective to 5=extremely effective).

Workload and Balance

This component has the next strongest relationship with overall climate; however, 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 3.4, which makes it area of concern for Oakland University.

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" 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	As an employee on this campus, how difficult is it for you to balance your work and family life? (3.6) Do you feel that the work load in your current job is too low, too high, or just right? (3.5)	How much help do you get from your workplace with balancing your work and family life? (3.0)
Secondary		

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

- Female (n=353)
- Male (n=131)
- Other or missing (n=34)
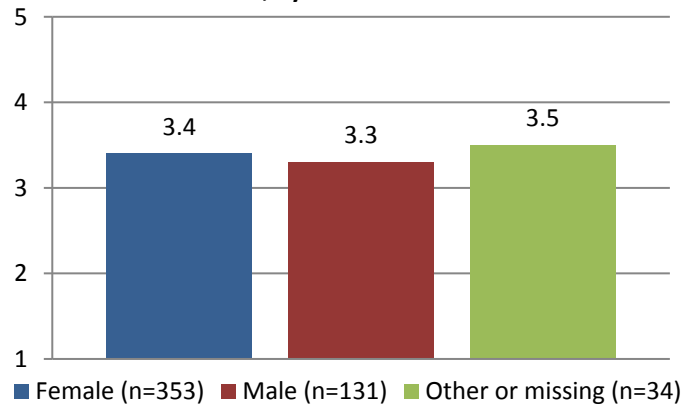
Figure 34. Mean Scores on Workload and Balance, by Race/Ethnicity: Staff

- None specified (n=40)
- White (n=395)
- African American/Black (n=40)
- Multiracial (n=15)
- Other (n=28)
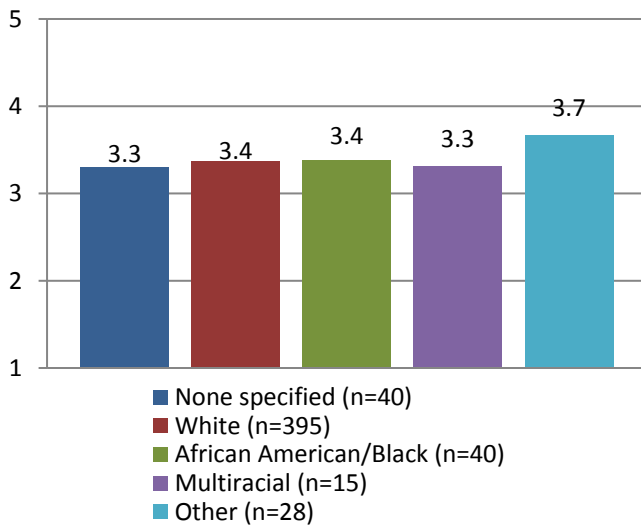
Figure 35. Mean Scores on Workload and Balance, by Job Role: Staff*

- Exec/Acad Admin (n=31)
- Admin Prof/Coach (n=311)
- Clerical Technical (n=117)
- Other (n=55)
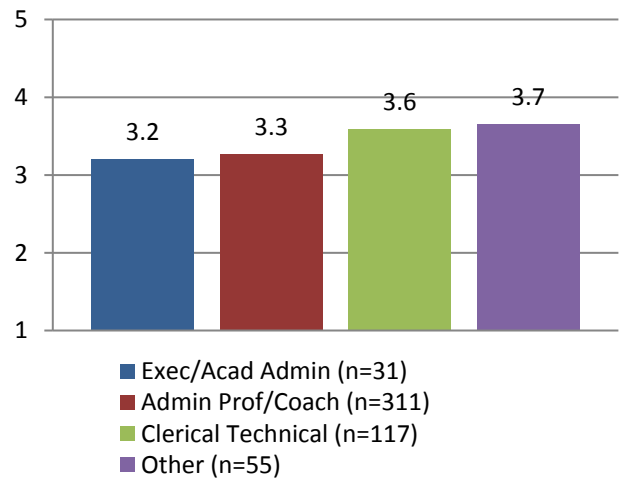
p<.01

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

The mean rating on the component does not vary significantly by gender (Figure 33), race (Figure 34), age (Figure 36), or religion (Figure 40).

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

- 39 years or less (n=151)
- 40-49 years (n=95)
- 50-59 years (n=107)
- 60+ years (n=73)
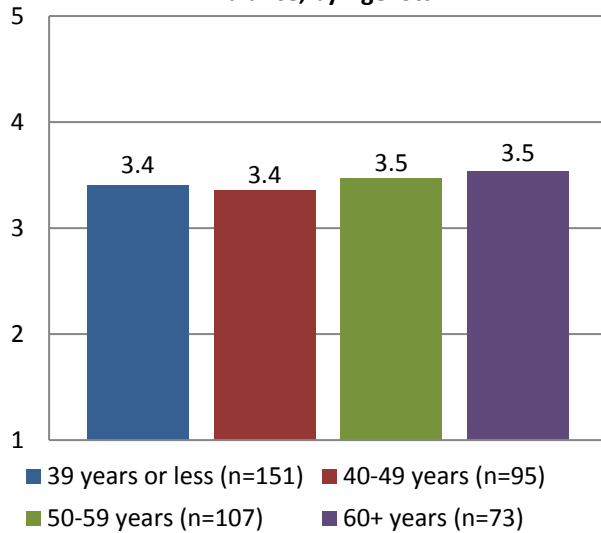
Figure 37. Mean Scores on Workload and Balance, by Years Employed at the University: Staff*

- < 1 year (n=53)
- 1 to < 3 years (n=77)
- 3 to < 5 years (n=77)
- 5 to < 10 years (n=116)
- 10 + years (n=185)

p<.01
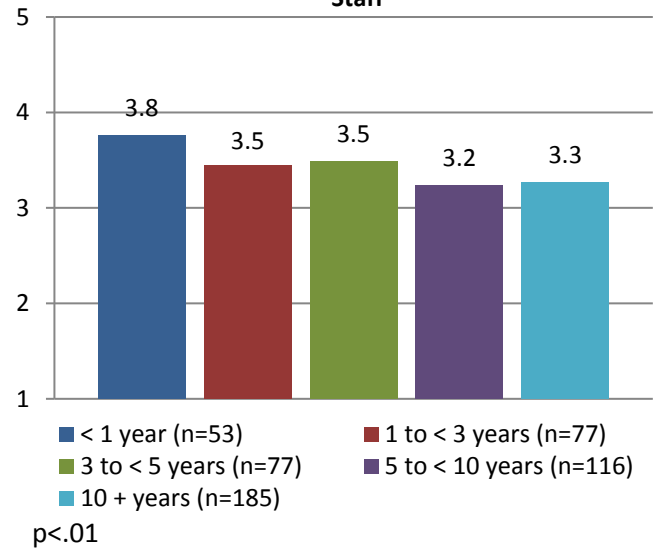
Figure 38. Mean Scores on Workload and Balance, by Sexual Orientation: Staff*

- Straight/Heterosexual (n=455)
- Other (n=31)
- Not specified (n=32)

p<.01
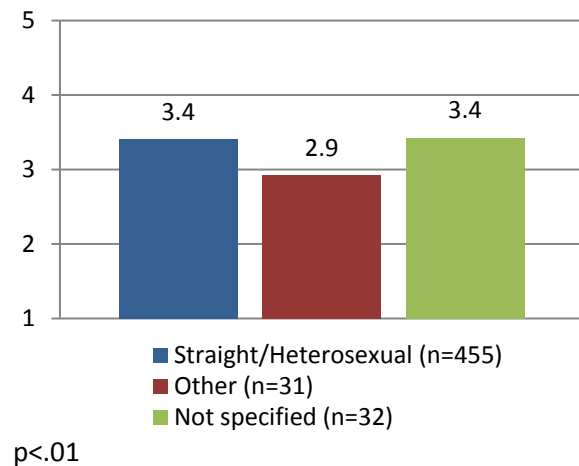
Figure 39. Mean Scores on Workload and Balance, by Ability/Disability Status: Staff*

- No disability (n=468)
- Some type of disability (n=31)

p<.01
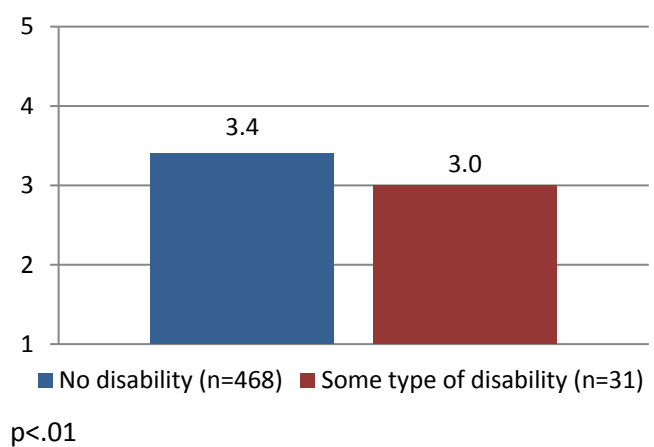
Figure 40. Mean Scores on Workload and Balance, by Religion: Staff

- Christian (n=352)
- Other (n=116)
- Not specified (n=50)
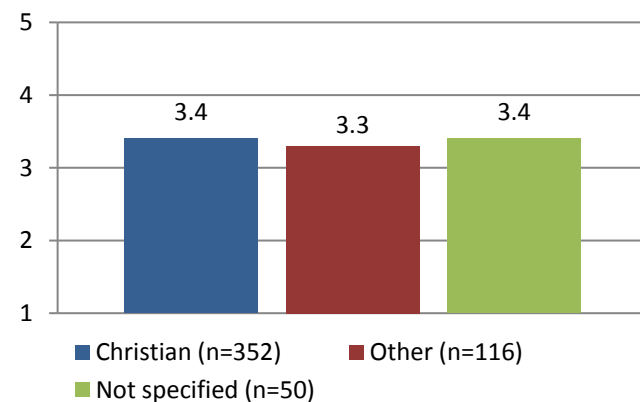
Staff in Executive, Academic Administrator, Academic Dean roles and those in Administrative Professional, Coach roles have significantly lower ratings on this component as compared to staff in other roles (Figure 35).

Staff who have been employed at the University for the least number of years (Figure 37) have a significantly higher mean rating on this component as compared to those who have been employed at Oakland University for 5 to 10 plus years.

Those in the "other" sexual orientation category (Figure 38) category have a significantly lower rating on this component as compared to those in the straight/heterosexual category and those who did not specify their orientation. Staff with some disability have a significantly lower mean rating on this component as compared to staff who indicate they have no disability (Figure 39).

Unit Excluding/Inclusive

This is a single item which did not fit into any of the other components and which is significantly related to overall climate. It is last in terms of the strength of its relationship with overall climate and, as such, it has been classified as a secondary area in terms of priority. The average rating of all individual items in this component is 3.8, which makes it strong area for Oakland University.

Table 12 provides the priority performance grid, for the single item within this component.

Table 12. Excluding/Inclusive Item Classified as Primary or Secondary, as Area of Strength or Action

	High ratings (mean rating ≥ 3.5)	Low ratings (mean rating < 3.5)
Primary	How excluding or inclusive is your primary department/ unit? (3.8)	

Figure 41. Mean Scores on Excluding/Inclusive, by Gender: Staff

■ Female (n=353)   ■ Male (n=130)   ■ Other or missing (n=41)
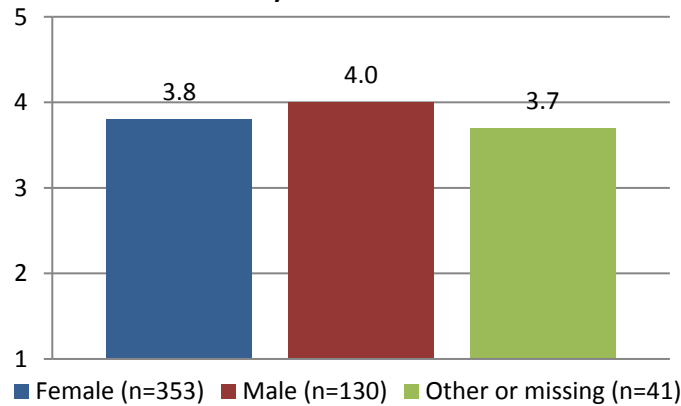
Figure 42. Mean Scores on Excluding/Inclusive, by Race/Ethnicity: Staff

■ None specified (n=46)
■ White (n=395)
■ African American/Black (n=40)
■ Multiracial (n=15)
■ Other (n=28)
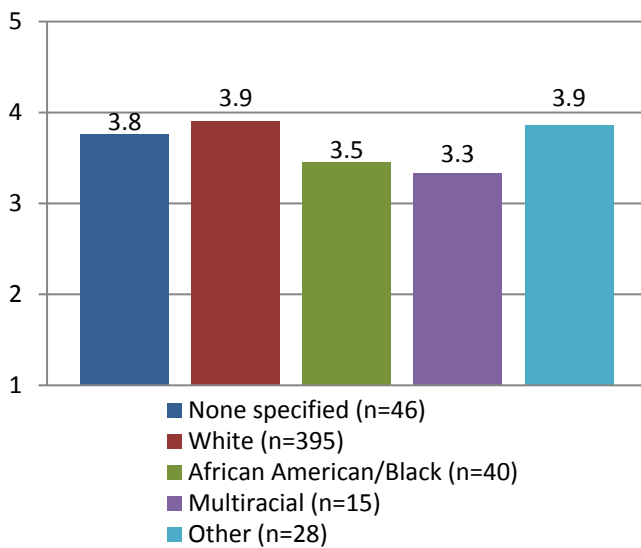
Figure 43. Mean Scores on Excluding/Inclusive, by Job Role: Staff*

■ Exec/Acad Admin (n=31)
■ Admin Prof/Coach (n=310)
■ Clerical Technical (n=117)
■ Other (n=55)
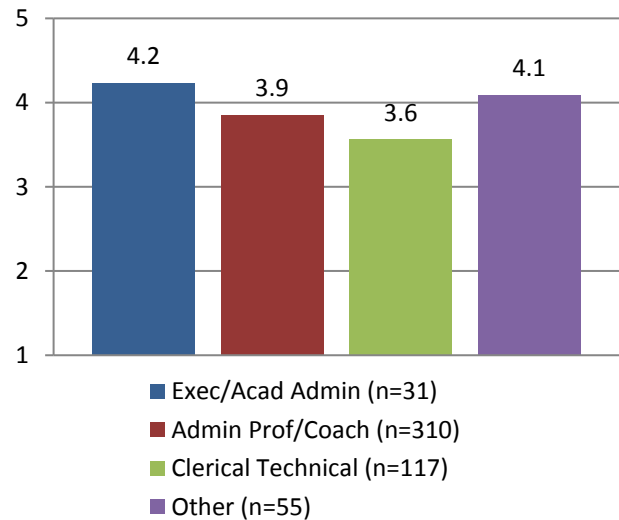
p<.01

Figure 8 to 14 shows the mean scores on the personal identity and belongingness component by various demographic variables.

The mean rating on the "excluding/inclusive" component is significantly lower among those in the "other or missing" gender category (Figure 43). While ratings for the African American/Black category are lower than those for the White category (Figure 44), this difference is not statistically significant.

**Figure 44. Mean Scores on Excluding/
Inclusive, by Age: Staff**

- 39 years or less (n=151)
- 40-49 years (n=94)
- 50-59 years (n=107)
- 60+ years (n=73)
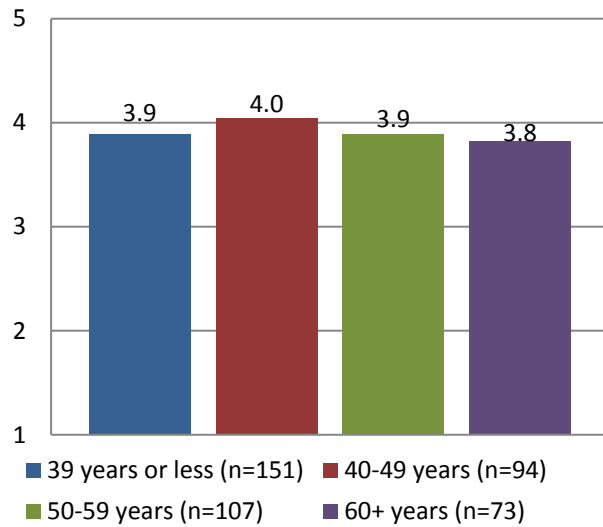
**Figure 45. Mean Scores on Excluding/Inclusive,
by Years Employed at the University: Staff***

- <1 year (n=53)
- 1 to <3 years (n=77)
- 3 to <5 years (n=77)
- 5 to <10 years (n=115)
- 10+ years (n=185)
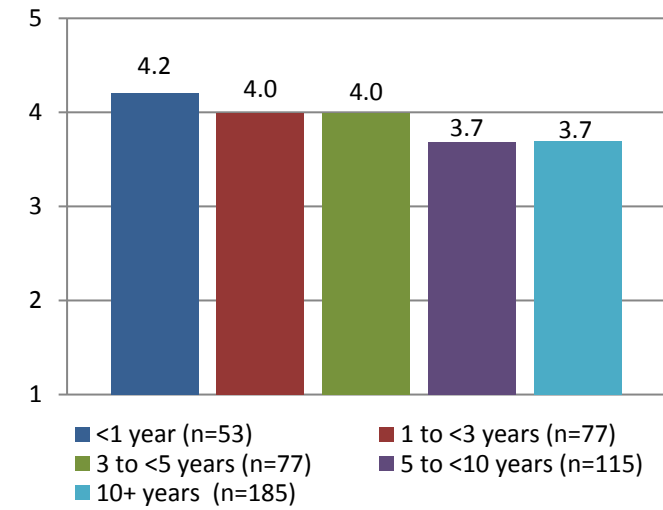
p<.05

**Figure 46. Mean Scores on Excluding/
Inclusive, by Sexual Orientation: Staff**

- Straight/Heterosexual (n=454)
- Other (n=31)
- Not specified (n=39)
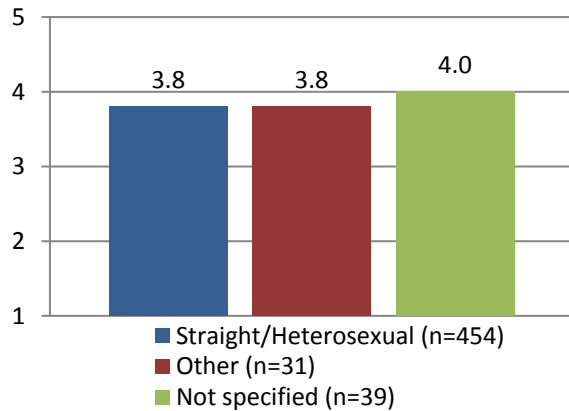
**Figure 47. Mean Scores on Excluding/Inclusive,
by Ability/Disability Status: Staff***

- No disability (n=467)
- Some type of disability (n=31)
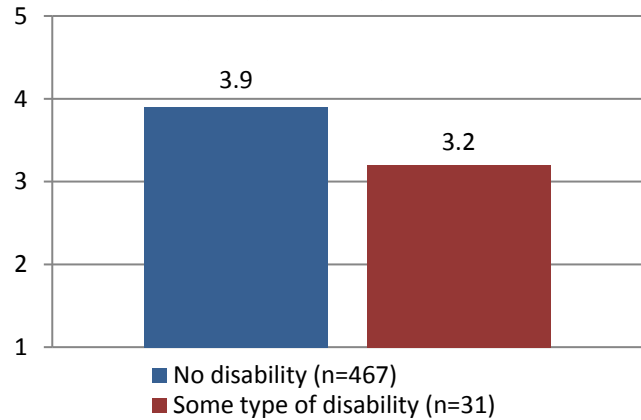
p<.01

**Figure 48. Mean Scores on
Excluding/Inclusive, by Religion: Staff**

- Christian (n=352)
- Other (n=115)
- Not specified (n=57)
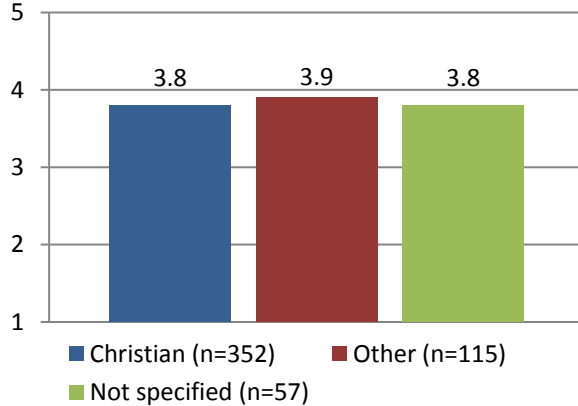
The mean rating on the component does not vary significantly by gender (Figure 41), race (Figure 42), age (Figure 44), sexual orientation (Figure 46) or religion (Figure 48).

The mean rating on this component is lowest among those in Clerical Technical job roles (Figure 43), those employed at the university for 5 to 10 plus years (Figure 45), and those with some disability (Figure 47).

Ratings are highest for those in Executive, Academic Administrator, Academic Dean job roles (Figure 43) and those employed at the university for the least amount of time (Figure 45).

Comparison with Scores from 2013 Survey

Figure 49. Mean Scores on Overall Climate, Comparison with 2013 Survey: Staff
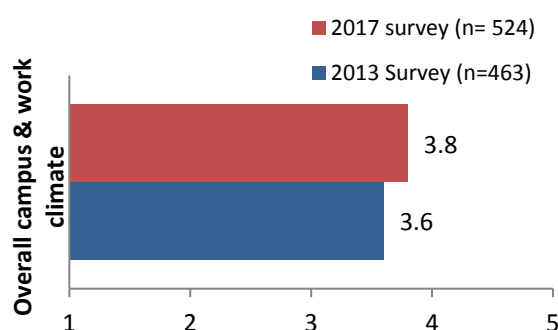
Figure 49 shows the change in overall climate ratings between the survey conducted in 2013 and now. As is evident, the overall climate ratings have gone up from 3.6 in 2013 to 3.8 in 2017. The difference between these ratings is significant at the $p < .01$ level.

Figure 50 shows the change in ratings of the overall explanatory components between the survey conducted in 2013 and now. Scores on all components have gone up.

Figure 50. Mean Scores on Significant Explanatory Components, by Year of Survey: Staff
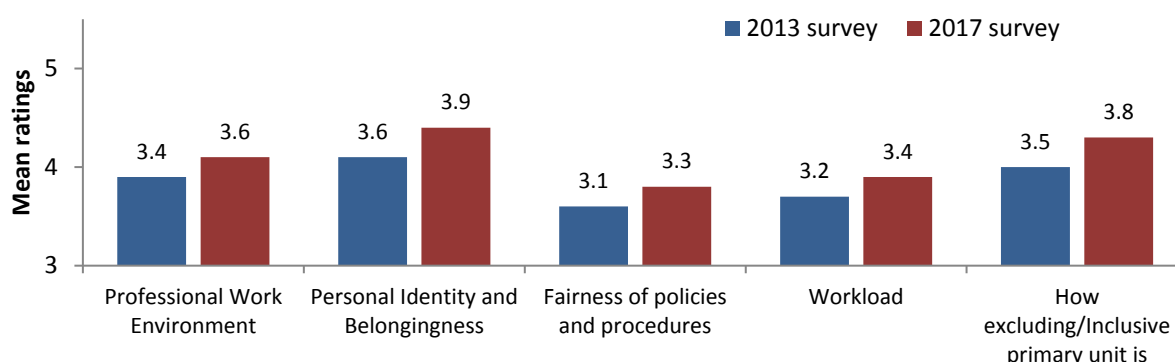
Table 13 shows the explanatory components and their constituent items in the current 2017 survey and compares the mean scores obtained to the scores on the same or similar items in the 2013 survey. Explanatory components and items in green font indicate ones on which mean scores are higher in 2017 as 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 13. Explanatory Components & Constituent Items: Comparison of Mean Ratings from 2013 and Current Survey - Staff

	2017		2013	
	Mean	*n*	**Mean**	n
PROFESSIONAL WORK ENVIRONMENT	**3.6**	**525**	**3.4**	**463**
How much of a say do you have in shaping your work environment?	3.4	520	3.1	462
How committed is your supervisor to creating a positive work environment for you?	3.8	521	3.5	459
How much recognition do you get for your contributions at work?	3.2	520	2.9	458
How satisfied are you, in general, with your opportunities for career advancement within the University?	3.1	524	2.8	459
To what extent do you feel your colleagues/coworkers treat you with respect?	4.1	525	3.8	461
To what extent does your current work environment provide opportunities for you to learn and grow?	3.5	522	3.3	461
To what extent do you believe you have the tools and resources to do your job well?	3.8	525	3.6	463
How courteous and professional is relationship between staff and department/unit leadership?	3.8	510	3.8	459
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	3.7	478	3.7	419
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?[2]	3.6	522	3.7	459
PERSONAL IDENTITY AND BELONGINGNESS	**3.9**	**525**	**3.6**	**463**
How comfortable do you feel expressing your personal identity in your immediate work environment?	4.0	525	3.5	463
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?	3.0	522	2.7	459
In the past 12 months, how often have you personally experienced excluding, intimidating, offensive, and/or hostile conduct from members of this University?	4.2	523	4	462
Overall, how socially isolated do you feel at this University?	3.8	524	3.6	462
In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity?	4.4	523	4.3	457
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	434	3.7	395

---

[2] 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 13. continued

	2017		2013	
	Mean	*n*	**Mean**	n
Fairness of policies and procedures	**3.3**	**404**	**3.1**	**385**
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Salary decisions	3.1	398	2.7	365
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Promotion decisions	3.2	383	3.1	363
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	473	3.4	431
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	3.4	423	NA	
Workload and balance	**3.4**	**518**	**3.2**	**461**
Do you feel that the workload in your current job is too low, too high, or just right?	3.5	519	3.1	462
As an employee on this campus, how difficult is it for you to balance your work and family life?	3.6	517	3.4	462
How much help do you get from your workplace with balancing your work and family life?	3.0	517	NA	
How excluding or inclusive is your primary department/unit?	**3.8**	**524**	**3.5**	**458**
Commitment to diversity	**3.6**	**510**	**3.6**	**459**
How committed is the University community at large to helping to recruit/retain a diverse student body?	3.6	499	3.4	447
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	3.7	444	3.6	374
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	3.8	501	3.7	438
How committed is the University and its leadership to promoting practices that help recruit a diverse student body?	3.7	508	3.6	446
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	3.6	437	3.6	366
How committed is the University and its leadership to promoting practices that help retain a diverse student body?	3.6	503	NA	
How committed is the University community at large to helping to retain a diverse workforce?	3.5	505	NA	

Table 13. continued

	2017		2013	
	Mean	*n*	**Mean**	n
Diversity practices	**3.5**	**508**	**3.3**	**459**
How effective is your department in recruiting a diverse faculty and staff?	3.5	507	3.3	454
Overall, how satisfied are you with the diversity in your primary department/unit?	3.6	522	3.4	461
How effective is your department in retaining a diverse faculty and staff?	3.5	507	3.3	449
Overall, how well does your campus meet the needs of those with disabilities?	3.2	446	3.3	409
Professional relationships	**3.9**	**407**	**3.9**	**447**
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and students	4.2	481	4.2	431
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and faculty	3.7	433	3.7	409
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff	3.8	519	3.9	461
Physical safety	**4.2**	**518**	**4.0**	**462**
Overall, how would you rate the physical safety of your immediate work environment?	4.2	523	4.0	462
Overall, how would you rate the physical safety on and around campus?[3]	4.1	519	4.0	457

Summary of Results

In summary, these analyses derived an outcome variable termed "overall climate"—the mean rating on which is 3.8 (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; Personal identity and belongingness; Fairness of policies and procedures; Workload and balance; how inclusive or excluding one's unit is; Commitment to diversity; Diversity Practices; Professional relationships; and Physical safety. Of these explanatory variables, the first five listed— Professional work environment; Personal identity and belongingness; Fairness of policies and procedures; Workload and balance; and how inclusive or excluding one's unit is—significantly influence ratings on overall climate.

---

[3] 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?"

Both Professional work environment and Personal identity and belongingness are significantly related to overall climate and have mean ratings greater than 3.5. Thus they are primary areas of strength for Oakland University.

Of the three components that have less strong associations with overall climate— Fairness of policies and procedures, Workload and balance, and how inclusive or excluding one's unit is —the only one with a mean rating greater than 3.5 is *how inclusive or excluding one's unit is*. The other two are areas for action for Oakland University among staff 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 3.0 to 4.0 across all demographic groups. Ratings on this component are lower among African American, multiracial staff, and those who did not specify their race; it is highest for those report a race other than White, African American, or multiracial. Ratings are lower among those who report a sexual orientation other than straight/heterosexual, and those with some type of disability. Ratings are higher among those who do not specify a sexual orientation and among staff employed for between 1 to about 5 years.

Ratings on personal identity and belongingness range from 3.3 to 4.3. Again, ratings are lowest among African American and multiracial staff, and among those with some type of disability. Ratings are highest among male staff, among staff classified as Executive/Academic Administrator/Academic Dean, and those employed at the university for between 1 to 5 years.

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 four components which were not significantly related to overall climate: commitment to diversity, diversity practices, professional relationships, and physical safety.

Figure A1. Mean Scores on Components Not Significantly Related to Overall Climate, by Gender: Staff
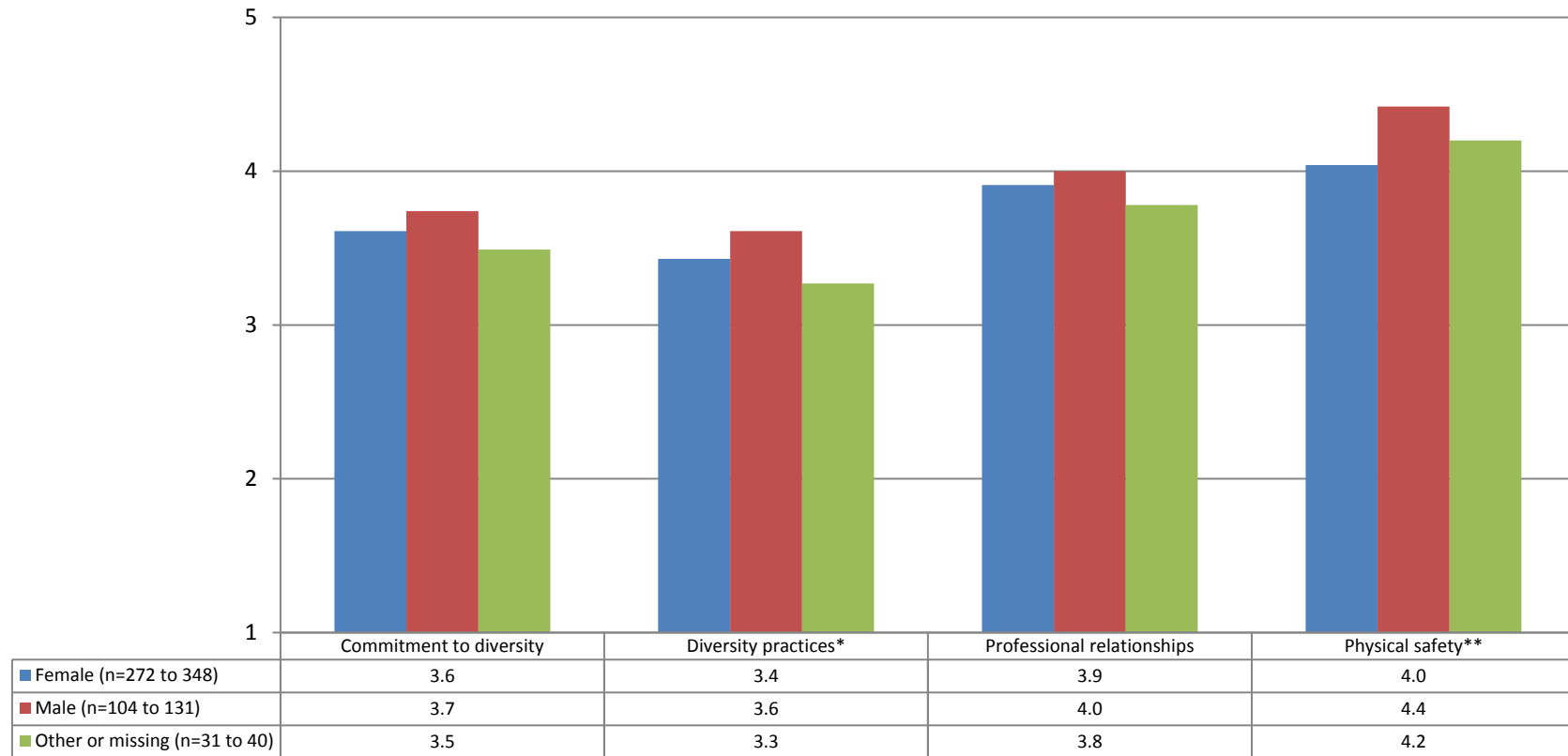
	Commitment to diversity	Diversity practices*	Professional relationships	Physical safety**
■ Female (n=272 to 348)	3.6	3.4	3.9	4.0
■ Male (n=104 to 131)	3.7	3.6	4.0	4.4
■ Other or missing (n=31 to 40)	3.5	3.3	3.8	4.2

---

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

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

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

	Commitment to diversity**	Diversity practices**	Professional relationships**	Physical safety**
■ None specified (n=35 to 46)	3.3	3.4	3.6	4.1
■ White (n=303 to 391)	3.7	3.5	4.0	4.2
■ African American (n=35 to 39)	3.2	3.0	3.9	4.0
■ Multiracial (n=13 to15)	3.3	3.1	3.6	3.5
■ Other (n=21 to 28)	3.6	3.5	3.8	4.2

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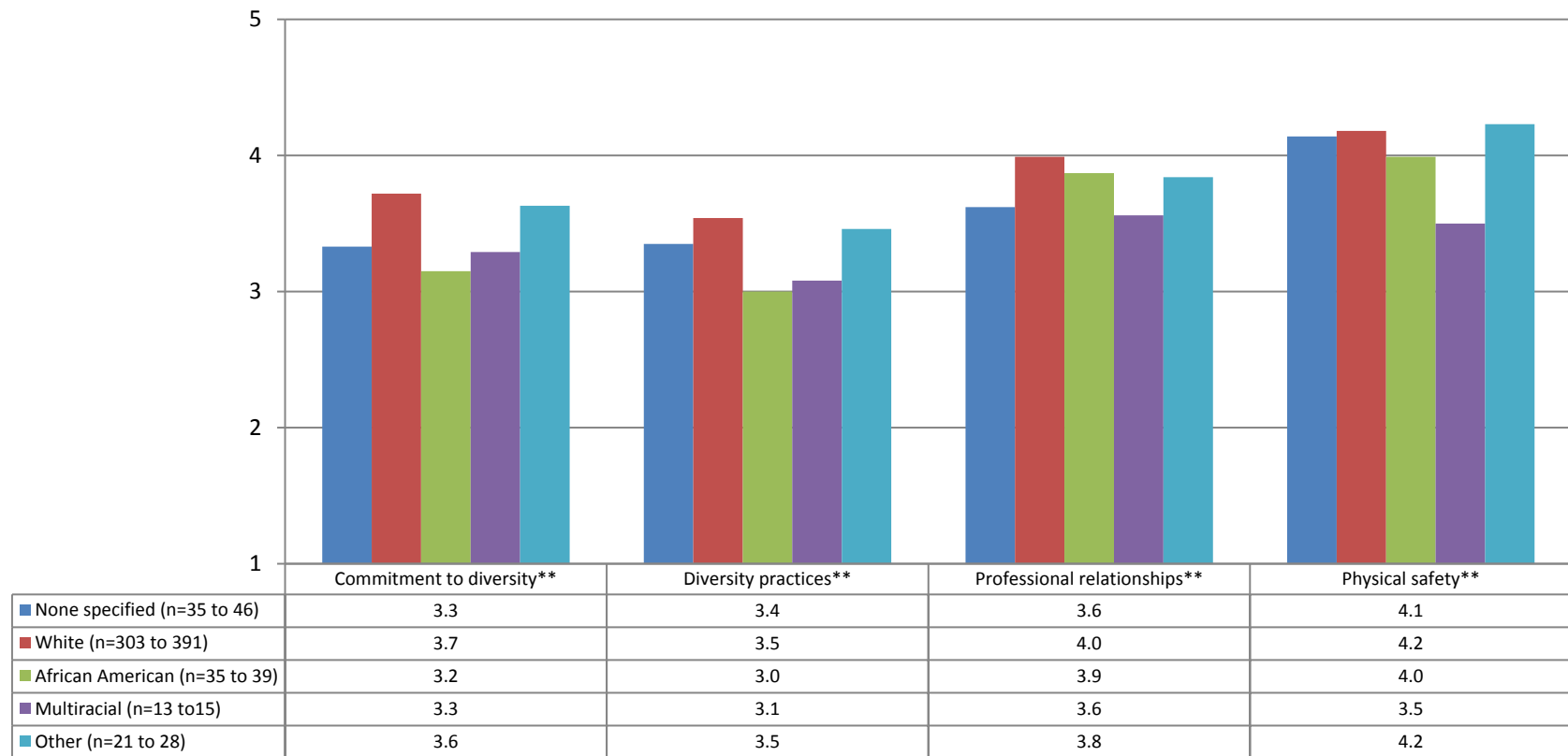
*   Difference in means significant at the p<.05 level

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

Figure A3. Mean Scores on Components Not Significantly Related to Overall Climate, by Staff Classification: Staff
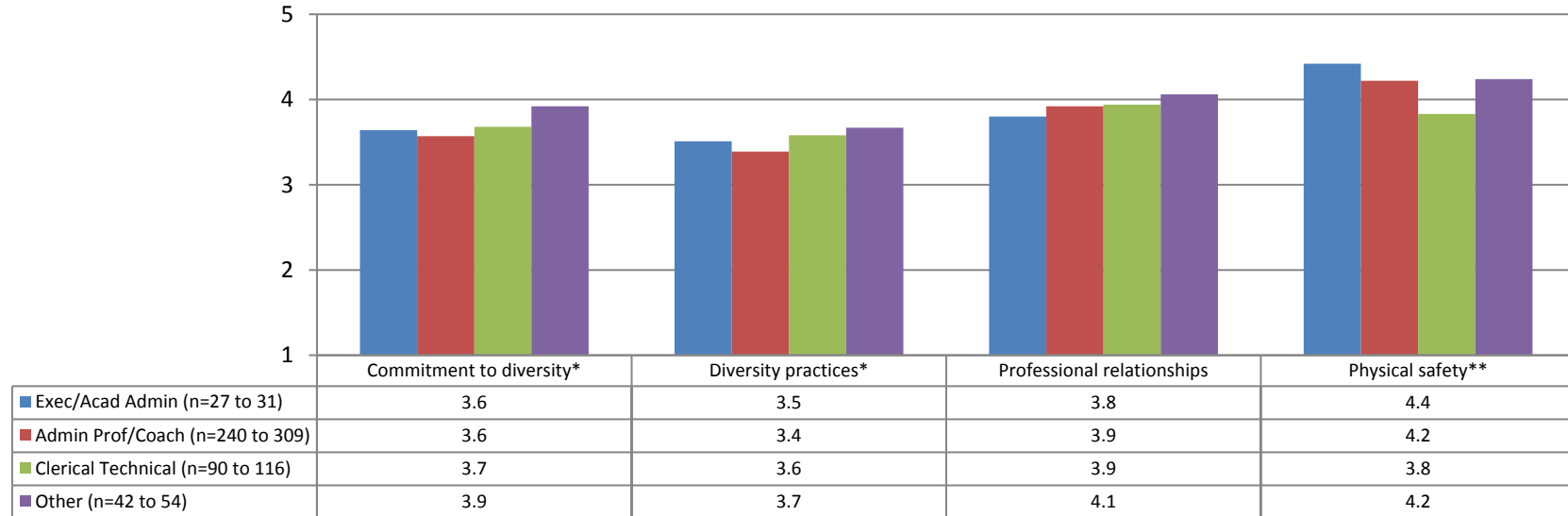
	Commitment to diversity*	Diversity practices*	Professional relationships	Physical safety**
■ Exec/Acad Admin (n=27 to 31)	3.6	3.5	3.8	4.4
■ Admin Prof/Coach (n=240 to 309)	3.6	3.4	3.9	4.2
■ Clerical Technical (n=90 to 116)	3.7	3.6	3.9	3.8
■ Other (n=42 to 54)	3.9	3.7	4.1	4.2

---

*   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: Staff
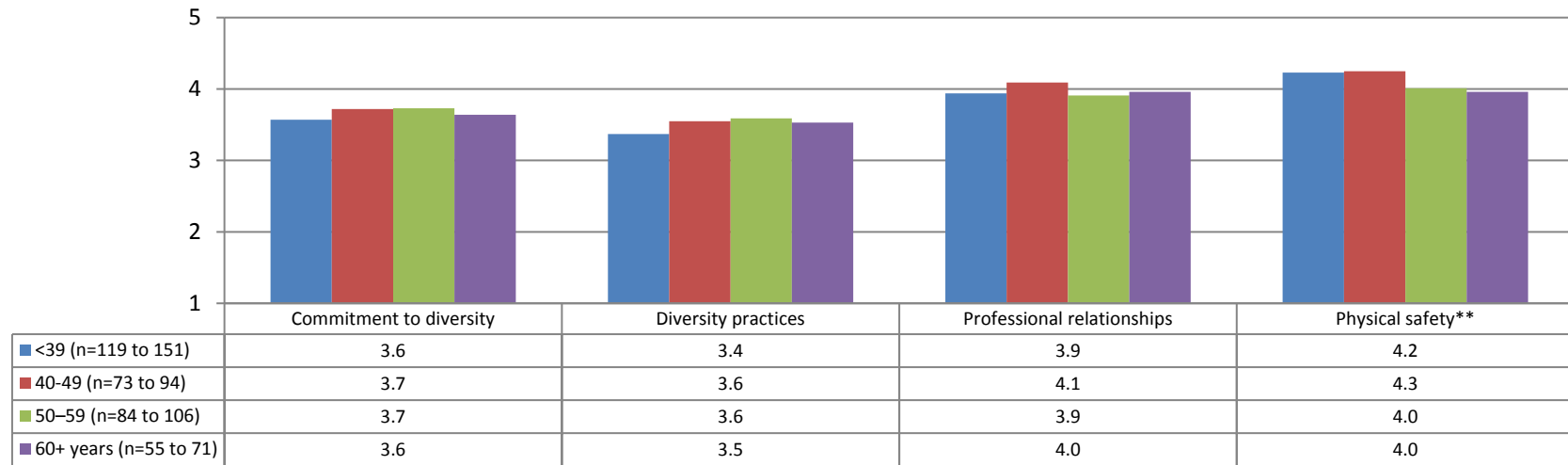
	Commitment to diversity	Diversity practices	Professional relationships	Physical safety**
■ <39 (n=119 to 151)	3.6	3.4	3.9	4.2
■ 40-49 (n=73 to 94)	3.7	3.6	4.1	4.3
■ 50–59 (n=84 to 106)	3.7	3.6	3.9	4.0
■ 60+ years (n=55 to 71)	3.6	3.5	4.0	4.0

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

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

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

	Commitment to diversity**	Diversity practices**	Professional relationships*	Physical safety
■ <1 year (n=40 to 53)	4.0	3.8	4.2	4.3
■ 1 to <3 years (n=55 to 76)	3.8	3.6	4.0	4.3
■ 3 to <5 years (n=59 to 75)	3.7	3.5	3.9	4.1
■ 5 to <10 years (n=94 to 116)	3.5	3.3	3.9	4.1
■ 10+ years (n=147 to 185)	3.5	3.4	3.9	4.1
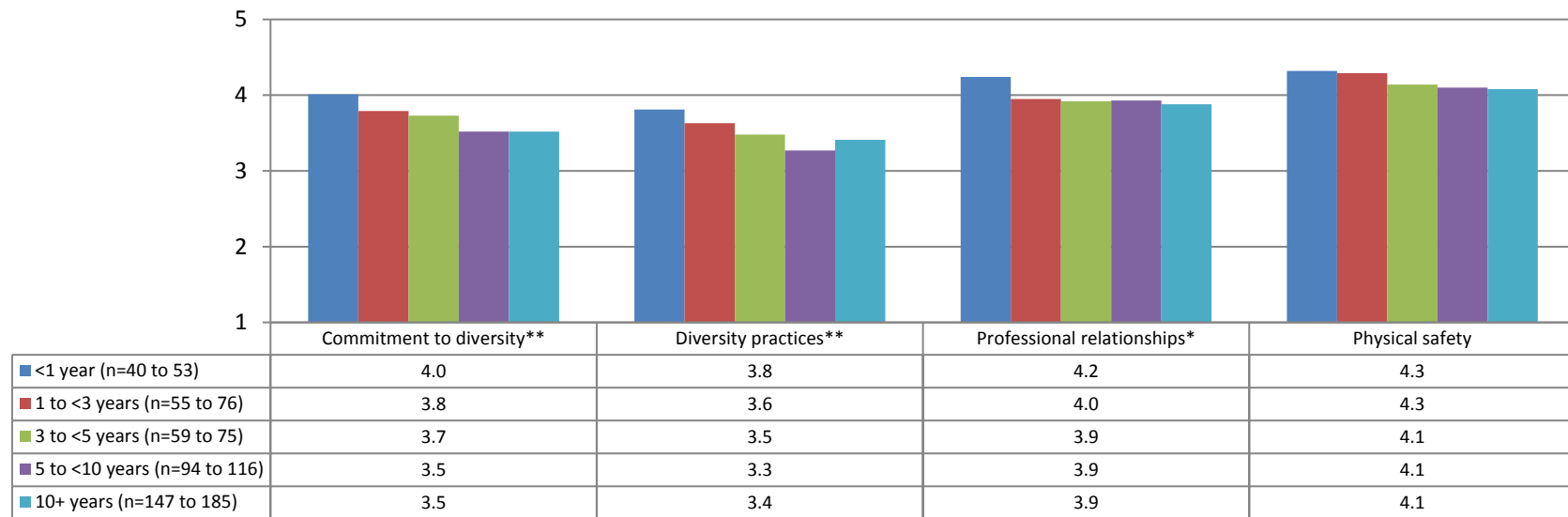
*   Difference in means significant at the p<.05 level

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

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

	Commitment to diversity	Diversity practices	Professional relationships	Physical safety
■ Straight/Heterosexual (n=353 to 449)	3.7	3.5	3.9	4.2
■ Other (n=26 to 31)	3.4	3.1	3.9	4.0
■ Not specified (n=28 to 38)	3.6	3.5	3.8	4.2

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

	Commitment to diversity**	Diversity practices	Professional relationships	Physical safety**
■ No disability (n=27 to 31)	3.7	3.5	4.0	4.2
■ Some type of disability (n=359 to 462)	3.3	3.2	3.7	3.6

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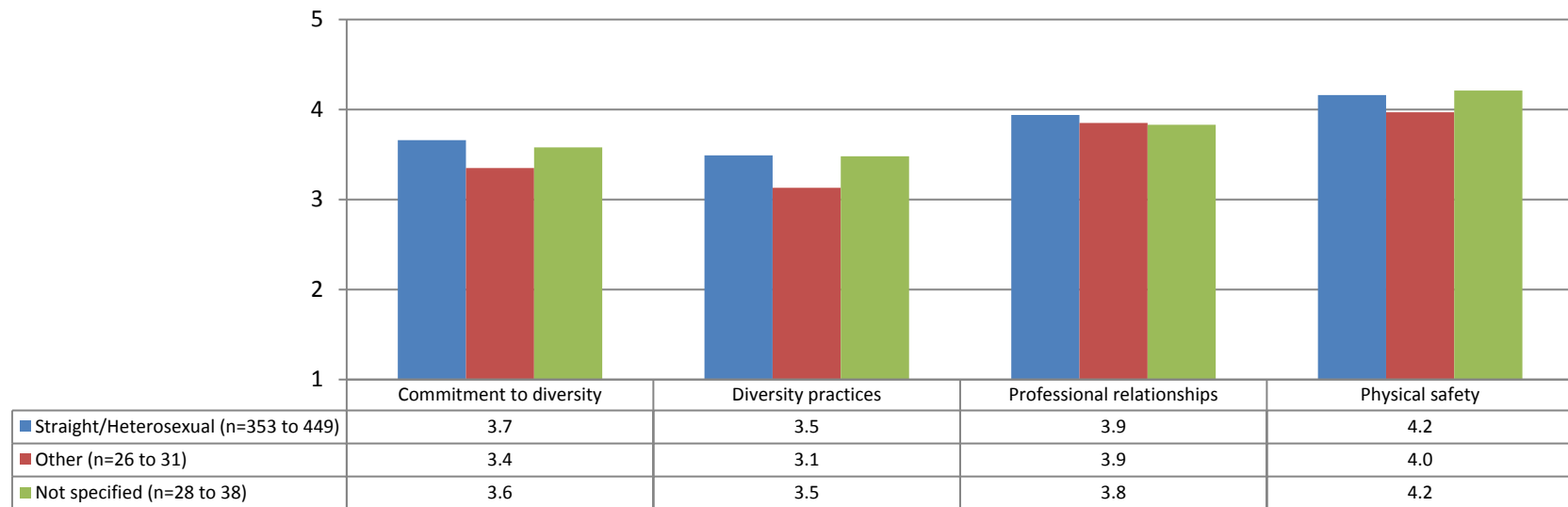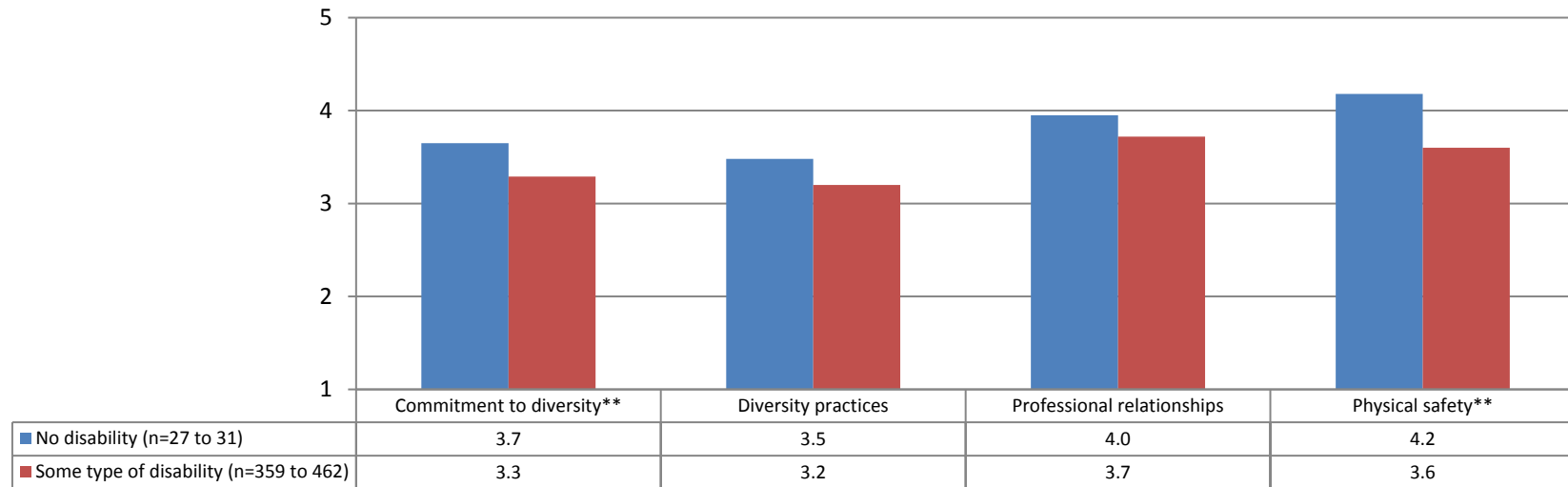
*   Difference in means significant at the p<.05 level

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

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

	Commitment to diversity	Diversity practices	Professional relationships	Physical safety
Christian (n=280 to 347)	3.7	3.5	4.0	4.2
Other (n=85 to 116)	3.5	3.3	3.9	4.1
Not specified (n=42 to 56)	3.6	3.4	3.8	4.1
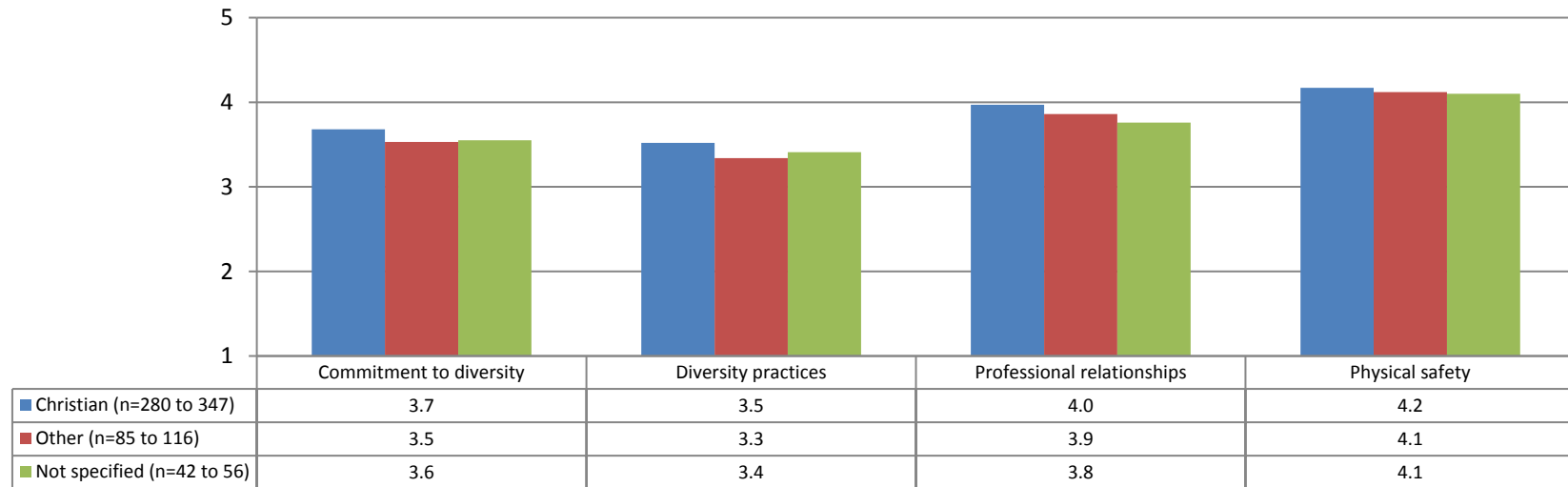
Appendix B

Factors to Which Staff 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 =	47	83	101	110	82	46	30
	% of Respondents Attributing to "Not At All" or "Not Very" Fair and Equitable Practices to Factor						
Ability/disability status	6.4%	2.4%	3.0%	4.5%	2.4%	2.2%	3.3%
Age	25.5%	14.5%	17.8%	20.9%	4.9%	8.7%	6.7%
Citizenship status	--	--	--	0.9%	--	--	--
Gender identity/gender expression	6.4%	13.3%	12.9%	7.3%	1.2%	2.2%	3.3%
Height	--	--	--	--	--	--	--
Marital or family status	8.5%	6.0%	6.9%	5.5%	1.2%	4.3%	--
National origin	4.3%	2.4%	2.0%	1.8%	1.2%	--	--
Political beliefs	8.5%	3.6%	5.9%	1.8%	4.9%	4.3%	3.3%
Race/ethnicity	46.8%	15.7%	21.8%	10.9%	8.5%	10.9%	6.7%
Religious/spiritual beliefs	8.5%	2.4%	--	2.7%	1.2%	--	3.3%
Sex	23.4%	16.9%	23.8%	25.5%	4.9%	19.6%	6.7%
Sexual orientation	4.3%	3.6%	1.0%	0.9%	1.2%	2.2%	3.3%
Socioeconomic status	8.5%	3.6%	5.9%	5.5%	6.1%	4.3%	3.3%
Veteran status	4.3%	--	1.0%	--	--	--	--
Weight	2.1%	--	1.0%	0.9%	1.2%	--	--
Some other factor	40.4%	66.3%	55.4%	57.3%	78.0%	65.2%	73.3%

Appendix C

Text of E-mail Invitations and Reminders

<u>Initial Email Invitation</u>

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

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

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

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

Staff 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---

Page exit logic: 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 <u>inclusiveness, diversity*</u>[4], 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 <u>campus</u> where you are primarily located?

---

[4] 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."

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.

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

--NEXT SCREEN--

Show if "Academic Administrator/Staff "

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

- ☐ 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*[5] 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	*Not enough information to say*
☐	☐	☐	☐	☐	☐

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

Extremely detrimental	Quite detrimental	Neither beneficial nor detrimental	Quite beneficial	Extremely beneficial	*Not enough information to say*
☐	☐	☐	☐	☐	☐

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

---

[5] 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."

Extremely detrimental	Quite detrimental	Neither beneficial nor detrimental	Quite beneficial	Extremely beneficial	*Not enough information to say*
☐	☐	☐	☐	☐	☐

---NEXT SCREEN---

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---

> **S**how 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---

> **S**how 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

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 <u>heard others at the University</u> make disparaging remarks about people because of their <u>diversity*</u>?
*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 <u>heard others at the University</u> make disparaging remarks about people because of their <u>diversity*</u>? 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*
☐	☐	☐	☐	☐	☐

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*
☐	☐	☐	☐	☐	☐

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*
☐	☐	☐	☐	☐	☐

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*
☐	☐	☐	☐	☐	☐

---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*
☐	☐	☐	☐	☐	☐

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*
☐	☐	☐	☐	☐	☐

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*
☐	☐	☐	☐	☐	☐

---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	*Not enough information to say*
☐	☐	☐	☐	☐	☐

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	*Not enough information to say*
☐	☐	☐	☐	☐	☐

--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 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	*Not enough information to say*
☐	☐	☐	☐	☐	☐

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	*Not enough information to say*
☐	☐	☐	☐	☐	☐

--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	*Not enough information to say*
☐	☐	☐	☐	☐	☐

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	*Not enough information to say*
☐	☐	☐	☐	☐	☐

--NEXT SCREEN--

Show if "Faculty"

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---

Show if "Academic Administrator/Staff"

How much recognition do you get for your contributions at work?

☐ A great deal

☐ A lot

☐ A moderate amount

☐ A little bit

☐ None at all

---NEXT SCREEN---

Show if "Academic Administrator/Staff"

How committed is your supervisor 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 <u>recruiting</u> 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 <u>retaining</u> a diverse faculty and staff?

- [ ] Extremely effective
- [ ] Very effective
- [ ] Moderately effective
- [ ] Not very effective
- [ ] Not at all effective

--NEXT SCREEN--

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

- [ ] Extremely committed
- [ ] Very committed
- [ ] Moderately committed
- [ ] Not very committed
- [ ] Not at all committed

--NEXT SCREEN--

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

☐ Extremely committed

☐ Very committed

☐ Moderately committed

☐ Not very committed

☐ Not at all committed

--NEXT SCREEN--

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

☐ Extremely committed

☐ Very committed

☐ Moderately committed

☐ Not very committed

☐ Not at all committed

--NEXT SCREEN--

How committed is the <u>University community at large</u> to helping to <u>retain</u> 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---

Show if "Academic Administrator/Staff"

Which of the following best describes your job title or role?

☐ Administrative Professional, Coach

☐ Clerical Technical

☐ Dispatcher, Police Officer, Police Sergeant

☐ Executive, Academic Administrator, Academic Dean

☐ Service and Maintenance

☐ Other

---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]

Logic: Hidden by default Dynamically shown 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)*[6], or are you not?
*Move your cursor over the term to see a definition.

☐ Hispanic/Latino(a)

☐ Not Hispanic/Latino(a)

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 Native[7]

☐ Asian[8]

☐ Black or African American[9]

☐ Native Hawaiian or Other Pacific Islander[10]

☐ White[11]

--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.

---

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

[7] 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.]

[8] DISPLAY "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.

[9] DISPLAY "A person having origins in any of the Black racial groups of Africa" AS DEFINITION.

[10] DISPLAY "A person having origins in any of the original persons of Hawaii, Guam, Samoa or other Pacific Islands" AS DEFINITION.

[11] DISPLAY "A person having origins in any of the original peoples of Europe, North Africa, or the Middle East" AS DEFINITION.

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]

Logic: Hidden by default Dynamically shown 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)*[6], or are you not?
*Move your cursor over the term to see a definition.

☐ Hispanic/Latino(a)

☐ Not Hispanic/Latino(a)

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 Native[7]

☐ Asian[8]

☐ Black or African American[9]

☐ Native Hawaiian or Other Pacific Islander[10]

☐ White[11]

---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.

---

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

[7] 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.]

[8] DISPLAY "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.

[9] DISPLAY "A person having origins in any of the Black racial groups of Africa" AS DEFINITION.

[10] DISPLAY "A person having origins in any of the original persons of Hawaii, Guam, Samoa or other Pacific Islands" AS DEFINITION.

[11] 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 Staff

	All
	Staff
Total	525
	100.0%
Overall, how would you rate the climate on the campus where you are primarily located? — Very poor	19
	3.6%
Poor	34
	6.5%
Fair	116
	22.1%
Good	248
	47.2%
Very good	108
	20.6%
mean =	3.75

	All
	Staff
Total	524
	100.0%
Overall, how would you rate the climate in your primary department or unit? — Very poor	26
	5.0%
Poor	36
	6.9%
Fair	99
	18.9%
Good	171
	32.6%
Very good	192
	36.6%
mean =	3.89

		All
		Staff
Total		428
		100.0%
If your department/unit is part of a school, college or major administrative office, overall, how would you rate the climate in that school/college/major administrative office?	Very poor	19
		4.4%
	Poor	36
		8.4%
	Fair	96
		22.4%
	Good	169
		39.5%
	Very good	108
		25.2%
mean =		3.73

		All
		Staff
Total		518
		100.0%
Overall, how strongly would you recommend Oakland University to others as a good place to work?	Not at all strongly	12
		2.3%
	Not very strongly	36
		6.9%
	Moderately strongly	128
		24.7%
	Very strongly	189
		36.5%
	Extremely strongly	153
		29.5%
mean =		3.84

		All
		Staff
Total		525
		100.0%
How satisfied are you, in general, with your job at the University?	Not at all satisfied	9
		1.7%
	Not very satisfied	28
		5.3%
	Moderately satisfied	139
		26.5%
	Very satisfied	216
		41.1%
	Extremely satisfied	133
		25.3%
mean =		3.83

| | | All |
		Staff
Total		520
		100.0%
How much of a say do you have in shaping your work environment?	None at all	33
		6.3%
	A little bit	66
		12.7%
	A moderate amount	163
		31.3%
	A lot	170
		32.7%
	A great deal	88
		16.9%
mean =		3.41

| | | All |
		Staff
Total		521
		100.0%
How committed is your supervisor to creating a positive work environment for you?	Not at all committed	26
		5.0%
	Not very committed	42
		8.1%
	Moderately committed	113
		21.7%
	Very committed	178
		34.2%
	Extremely committed	162
		31.1%
mean =		3.78

		All
		Staff
Total		520
		100.0%
How much recognition do you get for your contributions at work?	None at all	34
		6.5%
	A little	114
		21.9%
	A moderate amount	174
		33.5%
	A lot	134
		25.8%
	A great deal	64
		12.3%
mean =		3.15

		All
		Staff
Total		522
		100.0%
To what extent does your current work environment provide opportunities for you to learn and grow?	Not at all	33
		6.3%
	To a slight extent	68
		13.0%
	To a moderate extent	147
		28.2%
	To a large extent	165
		31.6%
	To a great extent	109
		20.9%
mean =		3.48

	All
	Staff
Total	510
	100.0%
How courteous and professional are relationships between staff and department/unit leadership?	Not at all courteous and professional
	11
	2.2%
	Not very courteous and professional
	32
	6.3%
	Moderately courteous and professional
	110
	21.6%
	Very courteous and professional
	244
	47.8%
	Extremely courteous and professional
	113
	22.2%
mean =	3.82

	All
	Staff
Total	524
	100.0%
How satisfied are you, in general, with your opportunities for career advancement within the University?	Not at all satisfied
	49
	9.4%
	Not very satisfied
	103
	19.7%
	Moderately satisfied
	176
	33.6%
	Very satisfied
	151
	28.8%
	Extremely satisfied
	45
	8.6%
mean =	3.08

		All
		Staff
Total		478
		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	23
		4.8%
	Not very fair and equitable	28
		5.9%
	Moderately fair and equitable	110
		23.0%
	Very fair and equitable	218
		45.6%
	Extremely fair and equitable	99
		20.7%
mean =		3.72

		All
		Staff
Total		525
		100.0%
To what extent do you feel your colleagues/coworkers treat you with dignity and respect?	Not at all	6
		1.1%
	To a slight extent	17
		3.2%
	To a moderate extent	72
		13.7%
	To a large extent	245
		46.7%
	To a great extent	185
		35.2%
mean =		4.12

	All
	Staff
Total	525
	100.0%
To what extent do you believe you have the tools and resources to do your job well?	
Not at all	6
	1.1%
To a slight extent	28
	5.3%
To a moderate extent	131
	25.0%
To a large extent	257
	49.0%
To a great extent	103
	19.6%
mean =	3.81

	All
	Staff
Total	522
	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	12
	2.3%
Not very easy	36
	6.9%
Moderately easy	188
	36.0%
Very easy	202
	38.7%
Extremely easy	84
	16.1%
mean =	3.59

		All
		Staff
Total		523
		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	12
		2.3%
	Very often	23
		4.4%
	Moderately often	68
		13.0%
	Not very often	159
		30.4%
	Never	261
		49.9%
mean =		4.21

		All
		Staff
Total		523
		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*? *Move your cursor over the term to see a definition	Extremely often	3
		0.6%
	Very often	13
		2.5%
	Moderately often	34
		6.5%
	Not very often	199
		38.0%
	Never	274
		52.4%
mean =		4.39

		All
		Staff
Total		525
		100.0%
How comfortable do you feel expressing your personal identity in your immediate work environment?	Not at all comfortable	13
		2.5%
	Not very comfortable	29
		5.5%
	Moderately comfortable	103
		19.6%
	Very comfortable	192
		36.6%
	Extremely comfortable	188
		35.8%
mean =		3.98

		All
		Staff
Total		522
		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	71
		13.6%
	Not very confident	113
		21.6%
	Moderately confident	155
		29.7%
	Very confident	120
		23.0%
	Extremely confident	63
		12.1%
mean =		2.98

		All
		Staff
Total		524
		100.0%
Overall, how socially isolated do you feel at this University?	Extremely isolated	12
		2.3%
	Very isolated	38
		7.3%
	Moderately isolated	123
		23.5%
	Not very isolated	199
		38.0%
	Not at all isolated	152
		29.0%
mean =		3.84

		All
		Staff
Total		434
		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	27
		6.2%
	Not very fair and equitable	22
		5.1%
	Moderately fair and equitable	122
		28.1%
	Very fair and equitable	171
		39.4%
	Extremely fair and equitable	92
		21.2%
mean =		3.64

		All
		Staff
Total		473
		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	35
		7.4%
	Not very fair and equitable	55
		11.6%
	Moderately fair and equitable	139
		29.4%
	Very fair and equitable	181
		38.3%
	Extremely fair and equitable	63
		13.3%
mean =		3.38

		All
		Staff
Total		398
		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	49
		12.3%
	Not very fair and equitable	66
		16.6%
	Moderately fair and equitable	123
		30.9%
	Very fair and equitable	117
		29.4%
	Extremely fair and equitable	43
		10.8%
mean =		3.10

	All
	Staff
Total	423
	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	36
	8.5%
Not very fair and equitable	52
	12.3%
Moderately fair and equitable	112
	26.5%
Very fair and equitable	150
	35.5%
Extremely fair and equitable	73
	17.3%
mean =	3.41

	All
	Staff
Total	383
	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	44
	11.5%
Not very fair and equitable	60
	15.7%
Moderately fair and equitable	98
	25.6%
Very fair and equitable	124
	32.4%
Extremely fair and equitable	57
	14.9%
mean =	3.23

		All
		Staff
Total		519
		100.0%
Do you feel that the workload in your current job is too low, too high, or just right?	Too high/too low	84
		16.2%
	Somewhat high/low	218
		42.0%
	Just right	217
		41.8%
mean =		3.51

		All
		Staff
Total		517
		100.0%
As an employee on this campus, how difficult is it for you to balance your work and family life?	Extremely difficult	19
		3.7%
	Very difficult	34
		6.6%
	Moderately difficult	149
		28.8%
	Not very difficult	232
		44.9%
	Not at all difficult	83
		16.1%
mean =		3.63

		All
		Staff
Total		517
		100.0%
How much help do you get from your workplace with balancing your work and family life?	Not at all	74
		14.3%
	A little	95
		18.4%
	A moderate amount	161
		31.1%
	A lot	123
		23.8%
	A great deal	64
		12.4%
mean =		3.02

		All
		Staff
Total		524
		100.0%
How excluding or inclusive is your primary department/unit?	Extremely excluding	20
		3.8%
	Somewhat excluding	62
		11.8%
	Neither inclusive nor excluding	86
		16.4%
	Somewhat inclusive	168
		32.1%
	Extremely inclusive	188
		35.9%
mean =		3.84

		All
		Staff
Total		437
		100.0%
How beneficial/detrimental in promoting diversity: the university leadership?	Extremely detrimental	19
		4.3%
	Quite detrimental	47
		10.8%
	Neither beneficial nor detrimental	120
		27.5%
	Quite beneficial	173
		39.6%
	Extremely beneficial	78
		17.8%
mean =		3.56

		All
		Staff
Total		444
		100.0%
How beneficial/detrimental in promoting diversity: campus leadership?	Extremely detrimental	9
		2.0%
	Quite detrimental	35
		7.9%
	Neither beneficial nor detrimental	121
		27.3%
	Quite beneficial	201
		45.3%
	Extremely beneficial	78
		17.6%
mean =		3.68

		All
		Staff
Total		501
		100.0%
How beneficial/detrimental in promoting diversity: your department/unit leadership?	Extremely detrimental	19
		3.8%
	Quite detrimental	27
		5.4%
	Neither beneficial nor detrimental	112
		22.4%
	Quite beneficial	205
		40.9%
	Extremely beneficial	138
		27.5%
mean =		3.83

		All
		Staff
Total		505
		100.0%
How committed is the University community at large to helping to retain a diverse workforce?	Not at all committed	11
		2.2%
	Not very committed	49
		9.7%
	Moderately committed	188
		37.2%
	Very committed	196
		38.8%
	Extremely committed	61
		12.1%
mean =		3.49

		All
		Staff
Total		508
		100.0%
How committed is the University and its leadership to promoting practices that help recruit a diverse student body?	Not at all committed	7
		1.4%
	Not very committed	27
		5.3%
	Moderately committed	161
		31.7%
	Very committed	234
		46.1%
	Extremely committed	79
		15.6%
mean =		3.69

		All
		Staff
Total		499
		100.0%
How committed is the University community at large to helping to recruit a diverse student body?	Not at all committed	6
		1.2%
	Not very committed	32
		6.4%
	Moderately committed	184
		36.9%
	Very committed	210
		42.1%
	Extremely committed	67
		13.4%
mean =		3.60

		All
		Staff
Total		503
		100.0%
How committed is the University and its leadership to promoting practices that help retain a diverse student body?	Not at all committed	9
		1.8%
	Not very committed	46
		9.1%
	Moderately committed	158
		31.4%
	Very committed	217
		43.1%
	Extremely committed	73
		14.5%
mean =		3.59

		All
		Staff
Total		507
		100.0%
How effective is your department or unit in recruiting a diverse faculty and staff?	Not at all effective	18
		3.6%
	Not very effective	51
		10.1%
	Moderately effective	175
		34.5%
	Very effective	184
		36.3%
	Extremely effective	79
		15.6%
mean =		3.50

		All
		Staff
Total		522
		100.0%
Overall, how satisfied are you with the diversity in your primary department/unit?	Not at all satisfied	19
		3.6%
	Not very satisfied	55
		10.5%
	Moderately satisfied	139
		26.6%
	Very satisfied	192
		36.8%
	Extremely satisfied	117
		22.4%
mean =		3.64

| | | All |
		Staff
Total		507
		100.0%
How effective is your department or unit in retaining a diverse faculty and staff?	Not at all effective	16
		3.2%
	Not very effective	48
		9.5%
	Moderately effective	186
		36.7%
	Very effective	193
		38.1%
	Extremely effective	64
		12.6%
mean =		3.48

| | | All |
		Staff
Total		446
		100.0%
Overall, how well does your campus meet the needs of those with disabilities?	Not well at all	18
		4.0%
	Not very well	83
		18.6%
	Moderately well	176
		39.5%
	Very well	129
		28.9%
	Extremely well	40
		9.0%
mean =		3.20

		All
		Staff
Total		481
		100.0%
How courteous and professional are relationships between staff and students?	Not very courteous and professional	3
		0.6%
	Moderately courteous and professional	54
		11.2%
	Very courteous and professional	264
		54.9%
	Extremely courteous and professional	160
		33.3%
mean =		4.21

		All
		Staff
Total		433
		100.0%
How courteous and professional are relationships between faculty and staff?	Not at all courteous and professional	9
		2.1%
	Not very courteous and professional	18
		4.2%
	Moderately courteous and professional	135
		31.2%
	Very courteous and professional	201
		46.4%
	Extremely courteous and professional	70
		16.2%
mean =		3.70

		All
		Staff
Total		519
		100.0%
How courteous and professional are relationships between staff?	Not at all courteous and professional	5
		1.0%
	Not very courteous and professional	16
		3.1%
	Moderately courteous and professional	140
		27.0%
	Very courteous and professional	252
		48.6%
	Extremely courteous and professional	106
		20.4%
mean =		3.84

		All
		Staff
Total		523
		100.0%
How would you rate the physical safety of your immediate work environment?	Not safe at all	3
		0.6%
	Not very safe	9
		1.7%
	Moderately safe	88
		16.8%
	Very safe	203
		38.8%
	Extremely safe	220
		42.1%
mean =		4.20

		All
		Staff
Total		519
		100.0%
Overall, how would you rate the physical safety on and around campus?	Not very safe	4
		0.8%
	Moderately safe	99
		19.1%
	Very safe	260
		50.1%
	Extremely safe	156
		30.1%
mean =		4.09

		All
		Staff
Total		211
		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	14
		6.6%
	Not very fair and equitable	17
		8.1%
	Moderately fair and equitable	62
		29.4%
	Very fair and equitable	94
		44.5%
	Extremely fair and equitable	24
		11.4%
mean =		3.46

		All
		Staff
Total		523
		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	22
		4.2%
	Not very well	37
		7.1%
	Moderately well	62
		11.9%
	Very well	112
		21.4%
	Extremely well	89
		17.0%
	Not enough information to say	201
		38.4%
mean =		3.65

		All
		Staff
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	83.0%
	There are no units/offices	17.0%
	Subtotal	522

		All
		Staff
Total		175
		100.0%
How effective are these units or offices in addressing issues of treatment that are not fair and equitable?	Not at all effective	17
		9.7%
	Not very effective	39
		22.3%
	Moderately effective	39
		22.3%
	Very effective	58
		33.1%
	Extremely effective	22
		12.6%
mean =		3.17

		All
		Staff
Total		517
		100.0%
How courteous and professional are relationships between faculty?	Not at all courteous and professional	3
		0.6%
	Not very courteous and professional	21
		4.1%
	Moderately courteous and professional	96
		18.6%
	Very courteous and professional	191
		36.9%
	Extremely courteous and professional	69
		13.3%
	Not enough information to say	137
		26.5%
mean =		3.79

		All
		Staff
Total		513
		100.0%
How courteous and professional are relationships between faculty and students?	Not at all courteous and professional	2
		0.4%
	Not very courteous and professional	12
		2.3%
	Moderately courteous and professional	86
		16.8%
	Very courteous and professional	176
		34.3%
	Extremely courteous and professional	73
		14.2%
	Not enough information to say	164
		32.0%
mean =		3.88

		All
		Staff
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	72.4%
	No, there is not	27.6%
	Subtotal	519

		All
		Staff
Total		518
		100.0%
How important is it for you to have someone like this at the university?	Extremely important	267
		51.5%
	Very important	179
		34.6%
	Moderately important	48
		9.3%
	Not very important	18
		3.5%
	Not at all important	6
		1.2%
mean =		1.68

		All
		Staff
Are you currently providing care to a family member/or relative to help them take care of themselves?	Not providing care	74.3%
	Providing care Please specify to how many	25.7%
	Subtotal	510

Appendix F

Tables of Individual Items: By Job Role

Overall Climate

		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	311	117	55
		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	0	11	7	1
		0.0%	3.5%	6.0%	1.8%
	Poor	5	14	12	3
		16.1%	4.5%	10.3%	5.5%
	Fair	4	83	19	5
		12.9%	26.7%	16.2%	9.1%
	Good	15	145	55	29
		48.4%	46.6%	47.0%	52.7%
	Very good	7	58	24	17
		22.6%	18.6%	20.5%	30.9%
mean =		3.77	3.72	3.66	4.05

Overall Climate

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	310	117	55
		100.0%	100.0%	100.0%	100.0%
Overall, how would you rate the climate in your primary department or unit?	Very poor	0	16	9	1
		0.0%	5.2%	7.7%	1.8%
	Poor	0	22	10	3
		0.0%	7.1%	8.5%	5.5%
	Fair	6	62	20	9
		19.4%	20.0%	17.1%	16.4%
	Good	10	100	38	19
		32.3%	32.3%	32.5%	34.5%
	Very good	15	110	40	23
		48.4%	35.5%	34.2%	41.8%
mean =		4.29	3.86	3.77	4.09

Overall Climate

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		30	245	105	38
		100.0%	100.0%	100.0%	100.0%
If your department/unit is part of a school, college or major administrative office, overall, how would you rate the climate in that school/college/major administrative office?	Very poor	1	10	7	1
		3.3%	4.1%	6.7%	2.6%
	Poor	2	17	13	3
		6.7%	6.9%	12.4%	7.9%
	Fair	6	65	18	5
		20.0%	26.5%	17.1%	13.2%
	Good	11	104	34	16
		36.7%	42.4%	32.4%	42.1%
	Very good	10	49	33	13
		33.3%	20.0%	31.4%	34.2%
mean =		3.90	3.67	3.70	3.97

Overall Climate

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	311	117	55
		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	8	4	0
		0.0%	2.6%	3.4%	0.0%
	Not very strongly	1	20	11	3
		3.2%	6.4%	9.4%	5.5%
	Moderately strongly	9	86	22	9
		29.0%	27.7%	18.8%	16.4%
	Very strongly	12	107	42	27
		38.7%	34.4%	35.9%	49.1%
	Extremely strongly	9	90	38	16
		29.0%	28.9%	32.5%	29.1%
mean =		3.94	3.81	3.85	4.02

Overall Climate

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	311	117	55
		100.0%	100.0%	100.0%	100.0%
How satisfied are you, in general, with your job at the University?	Not at all satisfied	1	3	5	0
		3.2%	1.0%	4.3%	0.0%
	Not very satisfied	2	19	5	1
		6.5%	6.1%	4.3%	1.8%
	Moderately satisfied	6	88	31	11
		19.4%	28.3%	26.5%	20.0%
	Very satisfied	13	125	43	28
		41.9%	40.2%	36.8%	50.9%
	Extremely satisfied	9	76	33	15
		29.0%	24.4%	28.2%	27.3%
mean =		3.87	3.81	3.80	4.04

Professional Work Environment

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	310	117	55
		100.0%	100.0%	100.0%	100.0%
How much of a say do you have in shaping your work environment?	None at all	0	18	9	5
		0.0%	5.8%	7.7%	9.1%
	A little bit	2	40	19	4
		6.5%	12.9%	16.2%	7.3%
	A moderate amount	5	90	41	24
		16.1%	29.0%	35.0%	43.6%
	A lot	17	103	38	12
		54.8%	33.2%	32.5%	21.8%
	A great deal	7	59	10	10
		22.6%	19.0%	8.5%	18.2%
mean =		3.94	3.47	3.18	3.33

Professional Work Environment

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	311	117	55
		100.0%	100.0%	100.0%	100.0%
How committed is your supervisor to creating a positive work environment for you?	Not at all committed	1	18	5	2
		3.2%	5.8%	4.3%	3.6%
	Not very committed	1	27	12	2
		3.2%	8.7%	10.3%	3.6%
	Moderately committed	8	70	19	12
		25.8%	22.5%	16.2%	21.8%
	Very committed	15	102	41	19
		48.4%	32.8%	35.0%	34.5%
	Extremely committed	6	94	40	20
		19.4%	30.2%	34.2%	36.4%
mean =		3.77	3.73	3.85	3.96

Professional Work Environment

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	311	116	55
		100.0%	100.0%	100.0%	100.0%
How much recognition do you get for your contributions at work?	None at all	3	21	9	1
		9.7%	6.8%	7.8%	1.8%
	A little	2	78	24	8
		6.5%	25.1%	20.7%	14.5%
	A moderate amount	14	95	37	28
		45.2%	30.5%	31.9%	50.9%
	A lot	7	80	29	14
		22.6%	25.7%	25.0%	25.5%
	A great deal	5	37	17	4
		16.1%	11.9%	14.7%	7.3%
mean =		3.29	3.11	3.18	3.22

Professional Work Environment

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	311	116	55
		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	2	13	15	3
		6.5%	4.2%	12.9%	5.5%
	To a slight extent	1	38	16	12
		3.2%	12.2%	13.8%	21.8%
	To a moderate extent	8	83	41	12
		25.8%	26.7%	35.3%	21.8%
	To a large extent	10	105	26	20
		32.3%	33.8%	22.4%	36.4%
	To a great extent	10	72	18	8
		32.3%	23.2%	15.5%	14.5%
mean =		3.81	3.59	3.14	3.33

Professional Work Environment

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	304	114	52
		100.0%	100.0%	100.0%	100.0%
How courteous and professional are relationships between staff and department/unit leadership?	Not at all courteous and professional	0	5	6	0
		0.0%	1.6%	5.3%	0.0%
	Not very courteous and professional	0	20	10	2
		0.0%	6.6%	8.8%	3.8%
	Moderately courteous and professional	10	62	23	11
		32.3%	20.4%	20.2%	21.2%
	Very courteous and professional	13	159	42	26
		41.9%	52.3%	36.8%	50.0%
	Extremely courteous and professional	8	58	33	13
		25.8%	19.1%	28.9%	25.0%
mean =		3.94	3.81	3.75	3.96

Professional Work Environment

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	311	117	54
		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	2	28	16	3
		6.5%	9.0%	13.7%	5.6%
	Not very satisfied	1	74	18	9
		3.2%	23.8%	15.4%	16.7%
	Moderately satisfied	14	99	40	16
		45.2%	31.8%	34.2%	29.6%
	Very satisfied	11	84	32	21
		35.5%	27.0%	27.4%	38.9%
	Extremely satisfied	3	26	11	5
		9.7%	8.4%	9.4%	9.3%
mean =		3.39	3.02	3.03	3.30

Professional Work Environment

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	288	103	47
		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	17	6	0
		0.0%	5.9%	5.8%	0.0%
	Not very fair and equitable	3	18	6	1
		9.7%	6.3%	5.8%	2.1%
	Moderately fair and equitable	7	68	24	9
		22.6%	23.6%	23.3%	19.1%
	Very fair and equitable	17	126	42	27
		54.8%	43.8%	40.8%	57.4%
	Extremely fair and equitable	4	59	25	10
		12.9%	20.5%	24.3%	21.3%
mean =		3.71	3.67	3.72	3.98

Professional Work Environment

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	311	117	55
		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	3	3	0
		0.0%	1.0%	2.6%	0.0%
	To a slight extent	0	7	10	0
		0.0%	2.3%	8.5%	0.0%
	To a moderate extent	8	39	17	8
		25.8%	12.5%	14.5%	14.5%
	To a large extent	13	157	41	27
		41.9%	50.5%	35.0%	49.1%
	To a great extent	10	105	46	20
		32.3%	33.8%	39.3%	36.4%
mean =		4.06	4.14	4.00	4.22

Professional Work Environment

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	311	117	55
		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	5	1	0
		0.0%	1.6%	0.9%	0.0%
	To a slight extent	3	18	4	2
		9.7%	5.8%	3.4%	3.6%
	To a moderate extent	8	83	27	9
		25.8%	26.7%	23.1%	16.4%
	To a large extent	13	153	54	34
		41.9%	49.2%	46.2%	61.8%
	To a great extent	7	52	31	10
		22.6%	16.7%	26.5%	18.2%
mean =		3.77	3.74	3.94	3.95

Professional Work Environment

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	309	116	55
		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	9	2	0
		3.2%	2.9%	1.7%	0.0%
	Not very easy	3	22	7	3
		9.7%	7.1%	6.0%	5.5%
	Moderately easy	10	121	48	8
		32.3%	39.2%	41.4%	14.5%
	Very easy	10	116	38	29
		32.3%	37.5%	32.8%	52.7%
	Extremely easy	7	41	21	15
		22.6%	13.3%	18.1%	27.3%
mean =		3.61	3.51	3.59	4.02

Personal Identity and Belongingness

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	310	117	54
		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	0	6	5	1
		0.0%	1.9%	4.3%	1.9%
	Very often	2	11	9	1
		6.5%	3.5%	7.7%	1.9%
	Moderately often	6	37	22	2
		19.4%	11.9%	18.8%	3.7%
	Not very often	9	104	26	17
		29.0%	33.5%	22.2%	31.5%
	Never	14	152	55	33
		45.2%	49.0%	47.0%	61.1%
mean =		4.13	4.24	4.00	4.48

Personal Identity and Belongingness

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	310	117	55
		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*? *Move your cursor over the term to see a definition	Extremely often	0	0	2	1
		0.0%	0.0%	1.7%	1.8%
	Very often	1	10	2	0
		3.2%	3.2%	1.7%	0.0%
	Moderately often	1	19	12	2
		3.2%	6.1%	10.3%	3.6%
	Not very often	11	126	42	16
		35.5%	40.6%	35.9%	29.1%
	Never	18	155	59	36
		58.1%	50.0%	50.4%	65.5%
mean =		4.48	4.37	4.32	4.56

Personal Identity and Belongingness

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	311	117	55
		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	8	4	1
		0.0%	2.6%	3.4%	1.8%
	Not very comfortable	0	17	10	2
		0.0%	5.5%	8.5%	3.6%
	Moderately comfortable	5	61	24	9
		16.1%	19.6%	20.5%	16.4%
	Very comfortable	13	104	45	24
		41.9%	33.4%	38.5%	43.6%
	Extremely comfortable	13	121	34	19
		41.9%	38.9%	29.1%	34.5%
mean =		4.26	4.01	3.81	4.05

Personal Identity and Belongingness

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	310	116	54
		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	4	41	21	3
		12.9%	13.2%	18.1%	5.6%
	Not very confident	8	79	17	5
		25.8%	25.5%	14.7%	9.3%
	Moderately confident	6	88	37	21
		19.4%	28.4%	31.9%	38.9%
	Very confident	7	72	23	17
		22.6%	23.2%	19.8%	31.5%
	Extremely confident	6	30	18	8
		19.4%	9.7%	15.5%	14.8%
mean =		3.10	2.91	3.00	3.41

Personal Identity and Belongingness

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	310	117	55
		100.0%	100.0%	100.0%	100.0%
Overall, how socially isolated do you feel at this University?	Extremely isolated	0	5	7	0
		0.0%	1.6%	6.0%	0.0%
	Very isolated	2	25	10	1
		6.5%	8.1%	8.5%	1.8%
	Moderately isolated	7	72	27	16
		22.6%	23.2%	23.1%	29.1%
	Not very isolated	12	125	39	18
		38.7%	40.3%	33.3%	32.7%
	Not at all isolated	10	83	34	20
		32.3%	26.8%	29.1%	36.4%
mean =		3.97	3.83	3.71	4.04

Personal Identity and Belongingness

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	262	92	41
		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	0	14	9	4
		0.0%	5.3%	9.8%	9.8%
	Not very fair and equitable	1	14	6	1
		3.2%	5.3%	6.5%	2.4%
	Moderately fair and equitable	7	75	25	13
		22.6%	28.6%	27.2%	31.7%
	Very fair and equitable	15	102	31	19
		48.4%	38.9%	33.7%	46.3%
	Extremely fair and equitable	8	57	21	4
		25.8%	21.8%	22.8%	9.8%
mean =		3.97	3.66	3.53	3.44

Fairness of policies and procedures

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	282	107	44
		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	1	22	10	2
		3.2%	7.8%	9.3%	4.5%
	Not very fair and equitable	4	33	13	5
		12.9%	11.7%	12.1%	11.4%
	Moderately fair and equitable	5	78	39	15
		16.1%	27.7%	36.4%	34.1%
	Very fair and equitable	17	113	27	17
		54.8%	40.1%	25.2%	38.6%
	Extremely fair and equitable	4	36	18	5
		12.9%	12.8%	16.8%	11.4%
mean =		3.61	3.38	3.28	3.41

Fairness of policies and procedures

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		28	254	78	33
		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	0	33	14	2
		0.0%	13.0%	17.9%	6.1%
	Not very fair and equitable	5	39	15	5
		17.9%	15.4%	19.2%	15.2%
	Moderately fair and equitable	6	80	26	10
		21.4%	31.5%	33.3%	30.3%
	Very fair and equitable	11	78	15	11
		39.3%	30.7%	19.2%	33.3%
	Extremely fair and equitable	6	24	8	5
		21.4%	9.4%	10.3%	15.2%
mean =		3.64	3.08	2.85	3.36

Fairness of policies and procedures

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	257	93	35
		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	1	21	12	2
		3.2%	8.2%	12.9%	5.7%
	Not very fair and equitable	0	33	13	5
		0.0%	12.8%	14.0%	14.3%
	Moderately fair and equitable	7	71	23	10
		22.6%	27.6%	24.7%	28.6%
	Very fair and equitable	14	91	27	14
		45.2%	35.4%	29.0%	40.0%
	Extremely fair and equitable	9	41	18	4
		29.0%	16.0%	19.4%	11.4%
mean =		3.97	3.38	3.28	3.37

Fairness of policies and procedures

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	230	81	34
		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	27	12	4
		3.2%	11.7%	14.8%	11.8%
	Not very fair and equitable	2	37	16	4
		6.5%	16.1%	19.8%	11.8%
	Moderately fair and equitable	5	59	24	9
		16.1%	25.7%	29.6%	26.5%
	Very fair and equitable	13	73	18	16
		41.9%	31.7%	22.2%	47.1%
	Extremely fair and equitable	10	34	11	1
		32.3%	14.8%	13.6%	2.9%
mean =		3.94	3.22	3.00	3.18

Workload and balance

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	310	114	55
		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/too low	5	62	10	6
		16.1%	20.0%	8.8%	10.9%
	Somewhat high/low	17	130	52	17
		54.8%	41.9%	45.6%	30.9%
	Just right	9	118	52	32
		29.0%	38.1%	45.6%	58.2%
mean =		3.26	3.36	3.74	3.95

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	310	117	55
		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	1	18	0	0
		3.2%	5.8%	0.0%	0.0%
	Very difficult	5	20	4	5
		16.1%	6.5%	3.4%	9.1%
	Moderately difficult	10	94	26	17
		32.3%	30.3%	22.2%	30.9%
	Not very difficult	10	143	60	18
		32.3%	46.1%	51.3%	32.7%
	Not at all difficult	5	35	27	15
		16.1%	11.3%	23.1%	27.3%
mean =		3.42	3.51	3.94	3.78

Workload and balance

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	310	117	55
		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	3	48	16	7
		9.7%	15.5%	13.7%	12.7%
	A little	6	60	20	8
		19.4%	19.4%	17.1%	14.5%
	A moderate amount	14	92	38	15
		45.2%	29.7%	32.5%	27.3%
	A lot	6	82	21	14
		19.4%	26.5%	17.9%	25.5%
	A great deal	2	28	22	11
		6.5%	9.0%	18.8%	20.0%
mean =		2.94	2.94	3.11	3.25

Unit inclusive/excluding

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	310	117	55
		100.0%	100.0%	100.0%	100.0%
How excluding or inclusive is your primary department/unit?	Extremely excluding	0	11	8	1
		0.0%	3.5%	6.8%	1.8%
	Somewhat excluding	4	42	14	2
		12.9%	13.5%	12.0%	3.6%
	Neither inclusive nor excluding	0	43	31	9
		0.0%	13.9%	26.5%	16.4%
	Somewhat inclusive	12	100	33	22
		38.7%	32.3%	28.2%	40.0%
	Extremely inclusive	15	114	31	21
		48.4%	36.8%	26.5%	38.2%
mean =		4.23	3.85	3.56	4.09

Commitment to Diversity

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		30	262	97	41
		100.0%	100.0%	100.0%	100.0%
How beneficial/detrimental in promoting diversity: the university leadership?	Extremely detrimental	2	12	4	1
		6.7%	4.6%	4.1%	2.4%
	Quite detrimental	4	28	13	0
		13.3%	10.7%	13.4%	0.0%
	Neither beneficial nor detrimental	10	69	28	11
		33.3%	26.3%	28.9%	26.8%
	Quite beneficial	9	104	35	22
		30.0%	39.7%	36.1%	53.7%
	Extremely beneficial	5	49	17	7
		16.7%	18.7%	17.5%	17.1%
mean =		3.37	3.57	3.49	3.83

Commitment to Diversity

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		30	269	97	41
		100.0%	100.0%	100.0%	100.0%
How beneficial/detrimental in promoting diversity: campus leadership?	Extremely detrimental	1	6	2	0
		3.3%	2.2%	2.1%	0.0%
	Quite detrimental	2	23	10	0
		6.7%	8.6%	10.3%	0.0%
	Neither beneficial nor detrimental	9	65	31	12
		30.0%	24.2%	32.0%	29.3%
	Quite beneficial	12	125	38	23
		40.0%	46.5%	39.2%	56.1%
	Extremely beneficial	6	50	16	6
		20.0%	18.6%	16.5%	14.6%
mean =		3.67	3.71	3.58	3.85

Commitment to Diversity

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		29	301	113	49
		100.0%	100.0%	100.0%	100.0%
How beneficial/detrimental in promoting diversity: your department/unit leadership?	Extremely detrimental	0	11	6	2
		0.0%	3.7%	5.3%	4.1%
	Quite detrimental	1	19	6	1
		3.4%	6.3%	5.3%	2.0%
	Neither beneficial nor detrimental	7	70	24	9
		24.1%	23.3%	21.2%	18.4%
	Quite beneficial	11	121	47	21
		37.9%	40.2%	41.6%	42.9%
	Extremely beneficial	10	80	30	16
		34.5%	26.6%	26.5%	32.7%
mean =		4.03	3.80	3.79	3.98

Commitment to Diversity

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	304	112	54
		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	5	6	0
		0.0%	1.6%	5.4%	0.0%
	Not very committed	4	32	10	2
		12.9%	10.5%	8.9%	3.7%
	Moderately committed	9	129	32	16
		29.0%	42.4%	28.6%	29.6%
	Very committed	12	117	40	26
		38.7%	38.5%	35.7%	48.1%
	Extremely committed	6	21	24	10
		19.4%	6.9%	21.4%	18.5%
mean =		3.65	3.38	3.59	3.81

Commitment to Diversity

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	307	113	53
		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	0	4	3	0
		0.0%	1.3%	2.7%	0.0%
	Not very committed	3	18	5	1
		9.7%	5.9%	4.4%	1.9%
	Moderately committed	11	110	27	11
		35.5%	35.8%	23.9%	20.8%
	Very committed	12	137	56	27
		38.7%	44.6%	49.6%	50.9%
	Extremely committed	5	38	22	14
		16.1%	12.4%	19.5%	26.4%
mean =		3.61	3.61	3.79	4.02

Commitment to Diversity

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	301	110	53
		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	3	3	0
		0.0%	1.0%	2.7%	0.0%
	Not very committed	2	28	1	0
		6.5%	9.3%	0.9%	0.0%
	Moderately committed	13	114	40	15
		41.9%	37.9%	36.4%	28.3%
	Very committed	12	132	42	23
		38.7%	43.9%	38.2%	43.4%
	Extremely committed	4	24	24	15
		12.9%	8.0%	21.8%	28.3%
mean =		3.58	3.49	3.75	4.00

Commitment to Diversity

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	301	112	54
		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	6	3	0
		0.0%	2.0%	2.7%	0.0%
	Not very committed	4	36	5	1
		12.9%	12.0%	4.5%	1.9%
	Moderately committed	9	99	32	14
		29.0%	32.9%	28.6%	25.9%
	Very committed	12	128	50	26
		38.7%	42.5%	44.6%	48.1%
	Extremely committed	6	32	22	13
		19.4%	10.6%	19.6%	24.1%
mean =		3.65	3.48	3.74	3.94

Diversity Practices

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	307	110	53
		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	0	11	4	3
		0.0%	3.6%	3.6%	5.7%
	Not very effective	4	33	8	6
		12.9%	10.7%	7.3%	11.3%
	Moderately effective	12	113	30	16
		38.7%	36.8%	27.3%	30.2%
	Very effective	10	108	44	20
		32.3%	35.2%	40.0%	37.7%
	Extremely effective	5	42	24	8
		16.1%	13.7%	21.8%	15.1%
mean =		3.52	3.45	3.69	3.45

Diversity Practices

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	309	116	55
		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	0	12	5	2
		0.0%	3.9%	4.3%	3.6%
	Not very satisfied	4	38	11	2
		12.9%	12.3%	9.5%	3.6%
	Moderately satisfied	7	90	23	14
		22.6%	29.1%	19.8%	25.5%
	Very satisfied	14	111	42	20
		45.2%	35.9%	36.2%	36.4%
	Extremely satisfied	6	58	35	17
		19.4%	18.8%	30.2%	30.9%
mean =		3.71	3.53	3.78	3.87

Diversity Practices

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	304	113	54
		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	0	12	3	1
		0.0%	3.9%	2.7%	1.9%
	Not very effective	3	30	9	6
		9.7%	9.9%	8.0%	11.1%
	Moderately effective	12	121	31	19
		38.7%	39.8%	27.4%	35.2%
	Very effective	13	107	49	22
		41.9%	35.2%	43.4%	40.7%
	Extremely effective	3	34	21	6
		9.7%	11.2%	18.6%	11.1%
mean =		3.52	3.40	3.67	3.48

Diversity Practices

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		27	263	103	45
		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	1	9	6	0
		3.7%	3.4%	5.8%	0.0%
	Not very well	4	52	21	6
		14.8%	19.8%	20.4%	13.3%
	Moderately well	11	112	39	11
		40.7%	42.6%	37.9%	24.4%
	Very well	8	75	29	14
		29.6%	28.5%	28.2%	31.1%
	Extremely well	3	15	8	14
		11.1%	5.7%	7.8%	31.1%
mean =		3.30	3.13	3.12	3.80

Professional Relationships

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	285	106	49
		100.0%	100.0%	100.0%	100.0%
How courteous and professional are relationships between staff and students?	Not very courteous and professional	0	0	2	1
		0.0%	0.0%	1.9%	2.0%
	Moderately courteous and professional	4	32	11	4
		12.9%	11.2%	10.4%	8.2%
	Very courteous and professional	19	162	51	26
		61.3%	56.8%	48.1%	53.1%
	Extremely courteous and professional	8	91	42	18
		25.8%	31.9%	39.6%	36.7%
mean =		4.13	4.21	4.25	4.24

Professional Relationships

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		27	255	98	45
		100.0%	100.0%	100.0%	100.0%
How courteous and professional are relationships between faculty and staff?	Not at all courteous and professional	1	4	4	0
		3.7%	1.6%	4.1%	0.0%
	Not very courteous and professional	3	11	4	0
		11.1%	4.3%	4.1%	0.0%
	Moderately courteous and professional	8	82	29	11
		29.6%	32.2%	29.6%	24.4%
	Very courteous and professional	11	123	39	26
		40.7%	48.2%	39.8%	57.8%
	Extremely courteous and professional	4	35	22	8
		14.8%	13.7%	22.4%	17.8%
mean =		3.52	3.68	3.72	3.93

Professional Relationships

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	310	115	53
		100.0%	100.0%	100.0%	100.0%
How courteous and professional are relationships between staff?	Not at all courteous and professional	0	3	2	0
		0.0%	1.0%	1.7%	0.0%
	Not very courteous and professional	0	9	6	1
		0.0%	2.9%	5.2%	1.9%
	Moderately courteous and professional	11	80	35	13
		35.5%	25.8%	30.4%	24.5%
	Very courteous and professional	15	161	42	26
		48.4%	51.9%	36.5%	49.1%
	Extremely courteous and professional	5	57	30	13
		16.1%	18.4%	26.1%	24.5%
mean =		3.81	3.84	3.80	3.96

Physical Safety

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	310	117	55
		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	0	3	0
		0.0%	0.0%	2.6%	0.0%
	Not very safe	0	7	2	0
		0.0%	2.3%	1.7%	0.0%
	Moderately safe	4	41	31	11
		12.9%	13.2%	26.5%	20.0%
	Very safe	9	121	50	20
		29.0%	39.0%	42.7%	36.4%
	Extremely safe	18	141	31	24
		58.1%	45.5%	26.5%	43.6%
mean =		4.45	4.28	3.89	4.24

Physical Safety

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	310	116	52
		100.0%	100.0%	100.0%	100.0%
Overall, how would you rate the physical safety on and around campus?	Not very safe	0	0	4	0
		0.0%	0.0%	3.4%	0.0%
	Moderately safe	3	52	37	6
		9.7%	16.8%	31.9%	11.5%
	Very safe	13	155	56	29
		41.9%	50.0%	48.3%	55.8%
	Extremely safe	15	103	19	17
		48.4%	33.2%	16.4%	32.7%
mean =		4.39	4.16	3.78	4.21

Other Variables Not in Components

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		15	124	43	22
		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	0	9	4	0
		0.0%	7.3%	9.3%	0.0%
	Not very fair and equitable	1	12	2	2
		6.7%	9.7%	4.7%	9.1%
	Moderately fair and equitable	4	37	13	7
		26.7%	29.8%	30.2%	31.8%
	Very fair and equitable	8	51	17	13
		53.3%	41.1%	39.5%	59.1%
	Extremely fair and equitable	2	15	7	0
		13.3%	12.1%	16.3%	0.0%
mean =		3.73	3.41	3.49	3.50

Other Variables Not in Components

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	309	117	55
		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	0	12	7	3
		0.0%	3.9%	6.0%	5.5%
	Not very well	3	22	8	4
		9.7%	7.1%	6.8%	7.3%
	Moderately well	4	42	12	4
		12.9%	13.6%	10.3%	7.3%
	Very well	9	61	23	15
		29.0%	19.7%	19.7%	27.3%
	Extremely well	10	48	21	8
		32.3%	15.5%	17.9%	14.5%
	Not enough information to say	5	124	46	21
		16.1%	40.1%	39.3%	38.2%
mean =		4.00	3.60	3.61	3.62

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	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	87.1%	84.9%	76.7%	84.9%
	There are no units/offices	12.9%	15.1%	23.3%	15.1%
	Subtotal	31	311	116	53

Other Variables Not in Components

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		18	98	39	17
		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	0	8	9	0
		0.0%	8.2%	23.1%	0.0%
	Not very effective	4	26	9	0
		22.2%	26.5%	23.1%	0.0%
	Moderately effective	3	25	5	5
		16.7%	25.5%	12.8%	29.4%
	Very effective	6	27	12	11
		33.3%	27.6%	30.8%	64.7%
	Extremely effective	5	12	4	1
		27.8%	12.2%	10.3%	5.9%
mean =		3.67	3.09	2.82	3.76

Other Variables Not in Components

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	304	117	54
		100.0%	100.0%	100.0%	100.0%
How courteous and professional are relationships between faculty?	Not at all courteous and professional	1	1	1	0
		3.2%	0.3%	0.9%	0.0%
	Not very courteous and professional	1	11	6	2
		3.2%	3.6%	5.1%	3.7%
	Moderately courteous and professional	8	58	21	6
		25.8%	19.1%	17.9%	11.1%
	Very courteous and professional	11	111	44	20
		35.5%	36.5%	37.6%	37.0%
	Extremely courteous and professional	4	35	21	9
		12.9%	11.5%	17.9%	16.7%
	Not enough information to say	6	88	24	17
		19.4%	28.9%	20.5%	31.5%
mean =		3.64	3.78	3.84	3.97

Other Variables Not in Components

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	302	114	55
		100.0%	100.0%	100.0%	100.0%
How courteous and professional are relationships between faculty and students?	Not at all courteous and professional	0	1	1	0
		0.0%	0.3%	0.9%	0.0%
	Not very courteous and professional	3	6	2	1
		9.7%	2.0%	1.8%	1.8%
	Moderately courteous and professional	4	57	16	5
		12.9%	18.9%	14.0%	9.1%
	Very courteous and professional	13	104	33	22
		41.9%	34.4%	28.9%	40.0%
	Extremely courteous and professional	6	34	23	9
		19.4%	11.3%	20.2%	16.4%
	Not enough information to say	5	100	39	18
		16.1%	33.1%	34.2%	32.7%
mean =		3.85	3.81	4.00	4.05

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	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	74.2%	71.6%	71.8%	79.2%
	No, there is not	25.8%	28.4%	28.2%	20.8%
	Subtotal	31	310	117	53

Other Variables Not in Components

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Total		31	309	117	53
		100.0%	100.0%	100.0%	100.0%
How important is it for you to have someone like this at the university?	Extremely important	18	171	52	22
		58.1%	55.3%	44.4%	41.5%
	Very important	12	94	47	25
		38.7%	30.4%	40.2%	47.2%
	Moderately important	0	31	16	1
		0.0%	10.0%	13.7%	1.9%
	Not very important	1	11	1	4
		3.2%	3.6%	0.9%	7.5%
	Not at all important	0	2	1	1
		0.0%	0.6%	0.9%	1.9%
mean =		1.48	1.64	1.74	1.81

		Job Role			
		Exec/Acad Admin	Admin Prof/Coach	Clerical Technical	Other
Are you currently providing care to a family member/or relative to help them take care of themselves?	Not providing care	74.2%	76.1%	70.4%	72.7%
	Providing care Please specify to how many	25.8%	23.9%	29.6%	27.3%
	Subtotal	31	306	115	55

Appendix G

Tables of Individual Items: By Gender

Overall Climate

		Gender		
		Female	Male	Other or missing
Total		353	131	41
		100.0%	100.0%	100.0%
Overall, how would you rate the climate on the campus where you are primarily located?	Very poor	12	4	3
		3.4%	3.1%	7.3%
	Poor	24	8	2
		6.8%	6.1%	4.9%
	Fair	84	22	10
		23.8%	16.8%	24.4%
	Good	168	63	17
		47.6%	48.1%	41.5%
	Very good	65	34	9
		18.4%	26.0%	22.0%
mean =		3.71	3.88	3.66

		Gender		
		Female	Male	Other or missing
Total		352	131	41
		100.0%	100.0%	100.0%
Overall, how would you rate the climate in your primary department or unit?	Very poor	18	4	4
		5.1%	3.1%	9.8%
	Poor	28	4	4
		8.0%	3.1%	9.8%
	Fair	68	26	5
		19.3%	19.8%	12.2%
	Good	120	39	12
		34.1%	29.8%	29.3%
	Very good	118	58	16
		33.5%	44.3%	39.0%
mean =		3.83	4.09	3.78

Overall Climate

		Gender		
		Female	Male	Other or missing
Total		295	97	36
		100.0%	100.0%	100.0%
If your department/unit is part of a school, college or major administrative office, overall, how would you rate the climate in that school/college/major administrative office?	Very poor	15	2	2
		5.1%	2.1%	5.6%
	Poor	24	8	4
		8.1%	8.2%	11.1%
	Fair	76	14	6
		25.8%	14.4%	16.7%
	Good	109	45	15
		36.9%	46.4%	41.7%
	Very good	71	28	9
		24.1%	28.9%	25.0%
mean =		3.67	3.92	3.69

		Gender		
		Female	Male	Other or missing
Total		353	131	34
		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	7	3	2
		2.0%	2.3%	5.9%
	Not very strongly	22	8	6
		6.2%	6.1%	17.6%
	Moderately strongly	95	28	5
		26.9%	21.4%	14.7%
	Very strongly	132	41	16
		37.4%	31.3%	47.1%
	Extremely strongly	97	51	5
		27.5%	38.9%	14.7%
mean =		3.82	3.98	3.47

Overall Climate

		Gender		
		Female	Male	Other or missing
Total		353	131	41
		100.0%	100.0%	100.0%
How satisfied are you, in general, with your job at the University?	Not at all satisfied	6	2	1
		1.7%	1.5%	2.4%
	Not very satisfied	17	8	3
		4.8%	6.1%	7.3%
	Moderately satisfied	101	28	10
		28.6%	21.4%	24.4%
	Very satisfied	149	46	21
		42.2%	35.1%	51.2%
	Extremely satisfied	80	47	6
		22.7%	35.9%	14.6%
mean =		3.79	3.98	3.68

Professional Work Environment

		Gender		
		Female	Male	Other or missing
Total		352	131	37
		100.0%	100.0%	100.0%
How much of a say do you have in shaping your work environment?	None at all	25	5	3
		7.1%	3.8%	8.1%
	A little bit	50	13	3
		14.2%	9.9%	8.1%
	A moderate amount	111	39	13
		31.5%	29.8%	35.1%
	A lot	112	43	15
		31.8%	32.8%	40.5%
	A great deal	54	31	3
		15.3%	23.7%	8.1%
mean =		3.34	3.63	3.32

		Gender		
		Female	Male	Other or missing
Total		353	131	37
		100.0%	100.0%	100.0%
How committed is your supervisor to creating a positive work environment for you?	Not at all committed	20	6	0
		5.7%	4.6%	0.0%
	Not very committed	27	11	4
		7.6%	8.4%	10.8%
	Moderately committed	74	26	13
		21.0%	19.8%	35.1%
	Very committed	122	44	12
		34.6%	33.6%	32.4%
	Extremely committed	110	44	8
		31.2%	33.6%	21.6%
mean =		3.78	3.83	3.65

Professional Work Environment

		Gender		
		Female	Male	Other or missing
Total		352	131	37
		100.0%	100.0%	100.0%
How much recognition do you get for your contributions at work?	None at all	24	7	3
		6.8%	5.3%	8.1%
	A little	76	28	10
		21.6%	21.4%	27.0%
	A moderate amount	117	47	10
		33.2%	35.9%	27.0%
	A lot	89	33	12
		25.3%	25.2%	32.4%
	A great deal	46	16	2
		13.1%	12.2%	5.4%
mean =		3.16	3.18	3.00

		Gender		
		Female	Male	Other or missing
Total		352	131	39
		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	22	8	3
		6.3%	6.1%	7.7%
	To a slight extent	50	15	3
		14.2%	11.5%	7.7%
	To a moderate extent	101	31	15
		28.7%	23.7%	38.5%
	To a large extent	108	45	12
		30.7%	34.4%	30.8%
	To a great extent	71	32	6
		20.2%	24.4%	15.4%
mean =		3.44	3.60	3.38

Professional Work Environment

		Gender		
		Female	Male	Other or missing
Total		345	127	38
		100.0%	100.0%	100.0%
How courteous and professional are relationships between staff and department/unit leadership?	Not at all courteous and professional	8	1	2
		2.3%	0.8%	5.3%
	Not very courteous and professional	23	7	2
		6.7%	5.5%	5.3%
	Moderately courteous and professional	76	25	9
		22.0%	19.7%	23.7%
	Very courteous and professional	159	66	19
		46.1%	52.0%	50.0%
	Extremely courteous and professional	79	28	6
		22.9%	22.0%	15.8%
mean =		3.81	3.89	3.66

		Gender		
		Female	Male	Other or missing
Total		352	131	41
		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	33	11	5
		9.4%	8.4%	12.2%
	Not very satisfied	73	24	6
		20.7%	18.3%	14.6%
	Moderately satisfied	119	40	17
		33.8%	30.5%	41.5%
	Very satisfied	99	41	11
		28.1%	31.3%	26.8%
	Extremely satisfied	28	15	2
		8.0%	11.5%	4.9%
mean =		3.05	3.19	2.98

| | | Gender | | |
		Female	Male	Other or missing
Total		320	123	35
		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	18	2	3
		5.6%	1.6%	8.6%
	Not very fair and equitable	23	4	1
		7.2%	3.3%	2.9%
	Moderately fair and equitable	82	18	10
		25.6%	14.6%	28.6%
	Very fair and equitable	136	67	15
		42.5%	54.5%	42.9%
	Extremely fair and equitable	61	32	6
		19.1%	26.0%	17.1%
mean =		3.62	4.00	3.57

| | | Gender | | |
		Female	Male	Other or missing
Total		353	131	41
		100.0%	100.0%	100.0%
To what extent do you feel your colleagues/coworkers treat you with dignity and respect?	Not at all	4	2	0
		1.1%	1.5%	0.0%
	To a slight extent	13	3	1
		3.7%	2.3%	2.4%
	To a moderate extent	52	16	4
		14.7%	12.2%	9.8%
	To a large extent	161	58	26
		45.6%	44.3%	63.4%
	To a great extent	123	52	10
		34.8%	39.7%	24.4%
mean =		4.09	4.18	4.10

Professional Work Environment

		Gender		
				Other or
		Female	Male	missing
Total		353	131	41
		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	2	3	1
		0.6%	2.3%	2.4%
	To a slight extent	16	9	3
		4.5%	6.9%	7.3%
	To a moderate extent	94	28	9
		26.6%	21.4%	22.0%
	To a large extent	175	60	22
		49.6%	45.8%	53.7%
	To a great extent	66	31	6
		18.7%	23.7%	14.6%
mean =		3.81	3.82	3.71

		Gender		
				Other or
		Female	Male	missing
Total		350	131	41
		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	6	3	3
		1.7%	2.3%	7.3%
	Not very easy	22	12	2
		6.3%	9.2%	4.9%
	Moderately easy	143	33	12
		40.9%	25.2%	29.3%
	Very easy	122	57	23
		34.9%	43.5%	56.1%
	Extremely easy	57	26	1
		16.3%	19.8%	2.4%
mean =		3.58	3.69	3.41

Personal Identity and Belongingness

		Gender		
		Female	Male	Other or missing
Total		352	130	41
		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	9	1	2
		2.6%	0.8%	4.9%
	Very often	18	5	0
		5.1%	3.8%	0.0%
	Moderately often	53	11	4
		15.1%	8.5%	9.8%
	Not very often	108	35	16
		30.7%	26.9%	39.0%
	Never	164	78	19
		46.6%	60.0%	46.3%
mean =		4.14	4.42	4.22

		Gender		
		Female	Male	Other or missing
Total		352	131	40
		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*? *Move your cursor over the term to see a definition	Extremely often	2	1	0
		0.6%	0.8%	0.0%
	Very often	11	1	1
		3.1%	0.8%	2.5%
	Moderately often	25	8	1
		7.1%	6.1%	2.5%
	Not very often	140	43	16
		39.8%	32.8%	40.0%
	Never	174	78	22
		49.4%	59.5%	55.0%
mean =		4.34	4.50	4.48

		Gender		
		Female	Male	Other or missing
Total		353	131	41
		100.0%	100.0%	100.0%
How comfortable do you feel expressing your personal identity in your immediate work environment?	Not at all comfortable	6	3	4
		1.7%	2.3%	9.8%
	Not very comfortable	22	7	0
		6.2%	5.3%	0.0%
	Moderately comfortable	77	19	7
		21.8%	14.5%	17.1%
	Very comfortable	124	50	18
		35.1%	38.2%	43.9%
	Extremely comfortable	124	52	12
		35.1%	39.7%	29.3%
mean =		3.96	4.08	3.83

		Gender		
		Female	Male	Other or missing
Total		352	131	39
		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	48	15	8
		13.6%	11.5%	20.5%
	Not very confident	77	19	17
		21.9%	14.5%	43.6%
	Moderately confident	110	34	11
		31.3%	26.0%	28.2%
	Very confident	80	38	2
		22.7%	29.0%	5.1%
	Extremely confident	37	25	1
		10.5%	19.1%	2.6%
mean =		2.95	3.30	2.26

Personal Identity and Belongingness

		Gender		
				Other or
		Female	Male	missing
Total		352	131	41
		100.0%	100.0%	100.0%
Overall, how socially isolated do you feel at this University?	Extremely isolated	9	2	1
		2.6%	1.5%	2.4%
	Very isolated	24	7	7
		6.8%	5.3%	17.1%
	Moderately isolated	86	30	7
		24.4%	22.9%	17.1%
	Not very isolated	140	49	10
		39.8%	37.4%	24.4%
	Not at all isolated	93	43	16
		26.4%	32.8%	39.0%
mean =		3.81	3.95	3.80

		Gender		
				Other or
		Female	Male	missing
Total		287	116	31
		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	20	4	3
		7.0%	3.4%	9.7%
	Not very fair and equitable	16	5	1
		5.6%	4.3%	3.2%
	Moderately fair and equitable	86	25	11
		30.0%	21.6%	35.5%
	Very fair and equitable	111	47	13
		38.7%	40.5%	41.9%
	Extremely fair and equitable	54	35	3
		18.8%	30.2%	9.7%
mean =		3.57	3.90	3.39

Fairness of policies and procedures

		Gender		
		Female	Male	Other or missing
Total		323	116	34
		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	24	8	3
		7.4%	6.9%	8.8%
	Not very fair and equitable	41	12	2
		12.7%	10.3%	5.9%
	Moderately fair and equitable	101	25	13
		31.3%	21.6%	38.2%
	Very fair and equitable	118	51	12
		36.5%	44.0%	35.3%
	Extremely fair and equitable	39	20	4
		12.1%	17.2%	11.8%
mean =		3.33	3.54	3.35

		Gender		
		Female	Male	Other or missing
Total		262	110	26
		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	10	4
		13.4%	9.1%	15.4%
	Not very fair and equitable	42	16	8
		16.0%	14.5%	30.8%
	Moderately fair and equitable	86	32	5
		32.8%	29.1%	19.2%
	Very fair and equitable	78	32	7
		29.8%	29.1%	26.9%
	Extremely fair and equitable	21	20	2
		8.0%	18.2%	7.7%
mean =		3.03	3.33	2.81

Fairness of policies and procedures

		Gender		
		Female	Male	Other or missing
Total		279	115	29
		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	27	7	2
		9.7%	6.1%	6.9%
	Not very fair and equitable	32	16	4
		11.5%	13.9%	13.8%
	Moderately fair and equitable	74	28	10
		26.5%	24.3%	34.5%
	Very fair and equitable	106	35	9
		38.0%	30.4%	31.0%
	Extremely fair and equitable	40	29	4
		14.3%	25.2%	13.8%
mean =		3.36	3.55	3.31

		Gender		
		Female	Male	Other or missing
Total		252	104	27
		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	31	9	4
		12.3%	8.7%	14.8%
	Not very fair and equitable	41	15	4
		16.3%	14.4%	14.8%
	Moderately fair and equitable	71	22	5
		28.2%	21.2%	18.5%
	Very fair and equitable	76	37	11
		30.2%	35.6%	40.7%
	Extremely fair and equitable	33	21	3
		13.1%	20.2%	11.1%
mean =		3.15	3.44	3.19

Workload and balance

		Gender		
		Female	Male	Other or missing
Total		351	129	39
		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/too low	60	21	3
		17.1%	16.3%	7.7%
	Somewhat high/low	148	51	19
		42.2%	39.5%	48.7%
	Just right	143	57	17
		40.7%	44.2%	43.6%
mean =		3.47	3.56	3.72

		Gender		
		Female	Male	Other or missing
Total		352	131	34
		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	11	8	0
		3.1%	6.1%	0.0%
	Very difficult	23	9	2
		6.5%	6.9%	5.9%
	Moderately difficult	100	37	12
		28.4%	28.2%	35.3%
	Not very difficult	167	53	12
		47.4%	40.5%	35.3%
	Not at all difficult	51	24	8
		14.5%	18.3%	23.5%
mean =		3.64	3.58	3.76

Workload and balance

| | | Gender | | |
		Female	Male	Other or missing
Total		352	131	34
		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	49	21	4
		13.9%	16.0%	11.8%
	A little	56	33	6
		15.9%	25.2%	17.6%
	A moderate amount	110	38	13
		31.3%	29.0%	38.2%
	A lot	95	22	6
		27.0%	16.8%	17.6%
	A great deal	42	17	5
		11.9%	13.0%	14.7%
mean =		3.07	2.85	3.06

Unit inclusive/excluding

		Gender		
		Female	Male	Other or missing
Total		353	130	41
		100.0%	100.0%	100.0%
How excluding or inclusive is your primary department/unit?	Extremely excluding	16	4	0
		4.5%	3.1%	0.0%
	Somewhat excluding	45	10	7
		12.7%	7.7%	17.1%
	Neither inclusive nor excluding	55	20	11
		15.6%	15.4%	26.8%
	Somewhat inclusive	111	48	9
		31.4%	36.9%	22.0%
	Extremely inclusive	126	48	14
		35.7%	36.9%	34.1%
mean =		3.81	3.97	3.73

		Gender		
		Female	Male	Other or missing
Total		292	111	34
		100.0%	100.0%	100.0%
How beneficial/detrimental in promoting diversity: the university leadership?	Extremely detrimental	13	4	2
		4.5%	3.6%	5.9%
	Quite detrimental	34	10	3
		11.6%	9.0%	8.8%
	Neither beneficial nor detrimental	81	28	11
		27.7%	25.2%	32.4%
	Quite beneficial	108	51	14
		37.0%	45.9%	41.2%
	Extremely beneficial	56	18	4
		19.2%	16.2%	11.8%
mean =		3.55	3.62	3.44

		Gender		
		Female	Male	Other or missing
Total		294	115	35
		100.0%	100.0%	100.0%
How beneficial/detrimental in promoting diversity: campus leadership?	Extremely detrimental	7	1	1
		2.4%	0.9%	2.9%
	Quite detrimental	26	7	2
		8.8%	6.1%	5.7%
	Neither beneficial nor detrimental	79	29	13
		26.9%	25.2%	37.1%
	Quite beneficial	127	58	16
		43.2%	50.4%	45.7%
	Extremely beneficial	55	20	3
		18.7%	17.4%	8.6%
mean =		3.67	3.77	3.51

Commitment to Diversity

		Gender		
		Female	Male	Other or missing
Total		341	122	38
		100.0%	100.0%	100.0%
How beneficial/detrimental in promoting diversity: your department/unit leadership?	Extremely detrimental	11	6	2
		3.2%	4.9%	5.3%
	Quite detrimental	18	6	3
		5.3%	4.9%	7.9%
	Neither beneficial nor detrimental	84	22	6
		24.6%	18.0%	15.8%
	Quite beneficial	134	53	18
		39.3%	43.4%	47.4%
	Extremely beneficial	94	35	9
		27.6%	28.7%	23.7%
mean =		3.83	3.86	3.76

		Gender		
		Female	Male	Other or missing
Total		344	130	31
		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	9	0	2
		2.6%	0.0%	6.5%
	Not very committed	39	7	3
		11.3%	5.4%	9.7%
	Moderately committed	129	47	12
		37.5%	36.2%	38.7%
	Very committed	126	59	11
		36.6%	45.4%	35.5%
	Extremely committed	41	17	3
		11.9%	13.1%	9.7%
mean =		3.44	3.66	3.32

Commitment to Diversity

		Gender		
		Female	Male	Other or missing
Total		346	131	31
		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	5	1	1
		1.4%	0.8%	3.2%
	Not very committed	20	5	2
		5.8%	3.8%	6.5%
	Moderately committed	116	35	10
		33.5%	26.7%	32.3%
	Very committed	154	68	12
		44.5%	51.9%	38.7%
	Extremely committed	51	22	6
		14.7%	16.8%	19.4%
mean =		3.65	3.80	3.65

		Gender		
		Female	Male	Other or missing
Total		338	130	31
		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	4	1	1
		1.2%	0.8%	3.2%
	Not very committed	25	4	3
		7.4%	3.1%	9.7%
	Moderately committed	126	46	12
		37.3%	35.4%	38.7%
	Very committed	142	57	11
		42.0%	43.8%	35.5%
	Extremely committed	41	22	4
		12.1%	16.9%	12.9%
mean =		3.57	3.73	3.45

Commitment to Diversity

		Gender		
		Female	Male	Other or missing
Total		343	129	31
		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	7	1	1
		2.0%	0.8%	3.2%
	Not very committed	37	6	3
		10.8%	4.7%	9.7%
	Moderately committed	107	40	11
		31.2%	31.0%	35.5%
	Very committed	147	57	13
		42.9%	44.2%	41.9%
	Extremely committed	45	25	3
		13.1%	19.4%	9.7%
mean =		3.54	3.77	3.45

Diversity Practices

		Gender		
		Female	Male	Other or missing
Total		344	130	33
		100.0%	100.0%	100.0%
How effective is your department or unit in recruiting a diverse faculty and staff?	Not at all effective	10	5	3
		2.9%	3.8%	9.1%
	Not very effective	36	13	2
		10.5%	10.0%	6.1%
	Moderately effective	120	44	11
		34.9%	33.8%	33.3%
	Very effective	127	42	15
		36.9%	32.3%	45.5%
	Extremely effective	51	26	2
		14.8%	20.0%	6.1%
mean =		3.50	3.55	3.33

		Gender		
		Female	Male	Other or missing
Total		351	130	41
		100.0%	100.0%	100.0%
Overall, how satisfied are you with the diversity in your primary department/unit?	Not at all satisfied	12	4	3
		3.4%	3.1%	7.3%
	Not very satisfied	37	14	4
		10.5%	10.8%	9.8%
	Moderately satisfied	106	22	11
		30.2%	16.9%	26.8%
	Very satisfied	126	49	17
		35.9%	37.7%	41.5%
	Extremely satisfied	70	41	6
		19.9%	31.5%	14.6%
mean =		3.58	3.84	3.46

Diversity Practices

		Gender		
		Female	Male	Other or missing
Total		344	130	33
		100.0%	100.0%	100.0%
How effective is your department or unit in retaining a diverse faculty and staff?	Not at all effective	10	3	3
		2.9%	2.3%	9.1%
	Not very effective	36	10	2
		10.5%	7.7%	6.1%
	Moderately effective	125	50	11
		36.3%	38.5%	33.3%
	Very effective	132	45	16
		38.4%	34.6%	48.5%
	Extremely effective	41	22	1
		11.9%	16.9%	3.0%
mean =		3.46	3.56	3.30

		Gender		
		Female	Male	Other or missing
Total		302	112	32
		100.0%	100.0%	100.0%
Overall, how well does your campus meet the needs of those with disabilities?	Not well at all	11	2	5
		3.6%	1.8%	15.6%
	Not very well	64	17	2
		21.2%	15.2%	6.3%
	Moderately well	117	44	15
		38.7%	39.3%	46.9%
	Very well	90	31	8
		29.8%	27.7%	25.0%
	Extremely well	20	18	2
		6.6%	16.1%	6.3%
mean =		3.15	3.41	3.00

		Gender		
		Female	Male	Other or missing
Total		324	120	37
		100.0%	100.0%	100.0%
How courteous and professional are relationships between staff and students?	Not very courteous and professional	1	1	1
		0.3%	0.8%	2.7%
	Moderately courteous and professional	37	11	6
		11.4%	9.2%	16.2%
	Very courteous and professional	177	69	18
		54.6%	57.5%	48.6%
	Extremely courteous and professional	109	39	12
		33.6%	32.5%	32.4%
mean =		4.22	4.22	4.11

		Gender		
		Female	Male	Other or missing
Total		291	110	32
		100.0%	100.0%	100.0%
How courteous and professional are relationships between faculty and staff?	Not at all courteous and professional	6	1	2
		2.1%	0.9%	6.3%
	Not very courteous and professional	11	4	3
		3.8%	3.6%	9.4%
	Moderately courteous and professional	96	29	10
		33.0%	26.4%	31.3%
	Very courteous and professional	135	55	11
		46.4%	50.0%	34.4%
	Extremely courteous and professional	43	21	6
		14.8%	19.1%	18.8%
mean =		3.68	3.83	3.50

		Gender		
		Female	Male	Other or missing
Total		351	129	39
		100.0%	100.0%	100.0%
How courteous and professional are relationships between staff?	Not at all courteous and professional	2	2	1
		0.6%	1.6%	2.6%
	Not very courteous and professional	11	3	2
		3.1%	2.3%	5.1%
	Moderately courteous and professional	104	27	9
		29.6%	20.9%	23.1%
	Very courteous and professional	165	68	19
		47.0%	52.7%	48.7%
	Extremely courteous and professional	69	29	8
		19.7%	22.5%	20.5%
mean =		3.82	3.92	3.79

Physical Safety

		Gender		
				Other or
		Female	Male	missing
Total		352	131	40
		100.0%	100.0%	100.0%
How would you rate the physical safety of your immediate work environment?	Not safe at all	3	0	0
		0.9%	0.0%	0.0%
	Not very safe	7	2	0
		2.0%	1.5%	0.0%
	Moderately safe	68	11	9
		19.3%	8.4%	22.5%
	Very safe	150	42	11
		42.6%	32.1%	27.5%
	Extremely safe	124	76	20
		35.2%	58.0%	50.0%
mean =		4.09	4.47	4.28

		Gender		
				Other or
		Female	Male	missing
Total		349	130	40
		100.0%	100.0%	100.0%
Overall, how would you rate the physical safety on and around campus?	Not very safe	4	0	0
		1.1%	0.0%	0.0%
	Moderately safe	79	13	7
		22.6%	10.0%	17.5%
	Very safe	183	56	21
		52.4%	43.1%	52.5%
	Extremely safe	83	61	12
		23.8%	46.9%	30.0%
mean =		3.99	4.37	4.13

		Gender		
		Female	Male	Other or missing
Total		138	55	18
		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	9	2	3
		6.5%	3.6%	16.7%
	Not very fair and equitable	12	5	0
		8.7%	9.1%	0.0%
	Moderately fair and equitable	43	15	4
		31.2%	27.3%	22.2%
	Very fair and equitable	60	25	9
		43.5%	45.5%	50.0%
	Extremely fair and equitable	14	8	2
		10.1%	14.5%	11.1%
mean =		3.42	3.58	3.39

		Gender		
		Female	Male	Other or missing
Total		352	131	40
		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	17	3	2
		4.8%	2.3%	5.0%
	Not very well	25	7	5
		7.1%	5.3%	12.5%
	Moderately well	48	12	2
		13.6%	9.2%	5.0%
	Very well	71	31	10
		20.2%	23.7%	25.0%
	Extremely well	59	26	4
		16.8%	19.8%	10.0%
	Not enough information to say	132	52	17
		37.5%	39.7%	42.5%
mean =		3.59	3.89	3.39

| | | Gender | | |
		Female	Male	Other or missing
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	81.8%	88.5%	75.0%
	There are no units/offices	18.2%	11.5%	25.0%
	Subtotal	351	131	40

| | | Gender | | |
		Female	Male	Other or missing
Total		115	48	12
		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	13	2	2
		11.3%	4.2%	16.7%
	Not very effective	27	7	5
		23.5%	14.6%	41.7%
	Moderately effective	26	12	1
		22.6%	25.0%	8.3%
	Very effective	37	18	3
		32.2%	37.5%	25.0%
	Extremely effective	12	9	1
		10.4%	18.8%	8.3%
mean =		3.07	3.52	2.67

		Gender		
		Female	Male	Other or missing
Total		348	129	40
		100.0%	100.0%	100.0%
How courteous and professional are relationships between faculty?	Not at all courteous and professional	3	0	0
		0.9%	0.0%	0.0%
	Not very courteous and professional	11	5	5
		3.2%	3.9%	12.5%
	Moderately courteous and professional	68	21	7
		19.5%	16.3%	17.5%
	Very courteous and professional	128	49	14
		36.8%	38.0%	35.0%
	Extremely courteous and professional	47	17	5
		13.5%	13.2%	12.5%
	Not enough information to say	91	37	9
		26.1%	28.7%	22.5%
mean =		3.80	3.85	3.61

		Gender		
		Female	Male	Other or missing
Total		344	129	40
		100.0%	100.0%	100.0%
How courteous and professional are relationships between faculty and students?	Not at all courteous and professional	2	0	0
		0.6%	0.0%	0.0%
	Not very courteous and professional	4	6	2
		1.2%	4.7%	5.0%
	Moderately courteous and professional	58	18	10
		16.9%	14.0%	25.0%
	Very courteous and professional	115	49	12
		33.4%	38.0%	30.0%
	Extremely courteous and professional	51	14	8
		14.8%	10.9%	20.0%
	Not enough information to say	114	42	8
		33.1%	32.6%	20.0%
mean =		3.91	3.82	3.81

Other Variables Not in Components

		Gender		
		Female	Male	Other or missing
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	72.0%	74.0%	71.1%
	No, there is not	28.0%	26.0%	28.9%
	Subtotal	350	131	38

		Gender		
		Female	Male	Other or missing
Total		350	130	38
		100.0%	100.0%	100.0%
How important is it for you to have someone like this at the university?	Extremely important	183	61	23
		52.3%	46.9%	60.5%
	Very important	120	49	10
		34.3%	37.7%	26.3%
	Moderately important	35	12	1
		10.0%	9.2%	2.6%
	Not very important	11	5	2
		3.1%	3.8%	5.3%
	Not at all important	1	3	2
		0.3%	2.3%	5.3%
mean =		1.65	1.77	1.68

		Gender		
		Female	Male	Other or missing
Are you currently providing care to a family member/or relative to help them take care of themselves?	Not providing care	70.8%	81.7%	81.8%
	Providing care Please specify to how many	29.2%	18.3%	18.2%
	Subtotal	346	131	33

Appendix H

Tables of Individual Items: By Race

Overall Climate

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		47	395	40	15	28
		100.0%	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	3	10	4	2	0
		6.4%	2.5%	10.0%	13.3%	0.0%
	Poor	4	22	5	1	2
		8.5%	5.6%	12.5%	6.7%	7.1%
	Fair	14	82	13	3	4
		29.8%	20.8%	32.5%	20.0%	14.3%
	Good	21	190	15	8	14
		44.7%	48.1%	37.5%	53.3%	50.0%
	Very good	5	91	3	1	8
		10.6%	23.0%	7.5%	6.7%	28.6%
mean =		3.45	3.84	3.20	3.33	4.00

Overall Climate

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		47	394	40	15	28
		100.0%	100.0%	100.0%	100.0%	100.0%
Overall, how would you rate the climate in your primary department or unit?	Very poor	3	15	5	1	2
		6.4%	3.8%	12.5%	6.7%	7.1%
	Poor	6	23	5	1	1
		12.8%	5.8%	12.5%	6.7%	3.6%
	Fair	11	73	8	2	5
		23.4%	18.5%	20.0%	13.3%	17.9%
	Good	11	132	12	9	7
		23.4%	33.5%	30.0%	60.0%	25.0%
	Very good	16	151	10	2	13
		34.0%	38.3%	25.0%	13.3%	46.4%
mean =		3.66	3.97	3.43	3.67	4.00

Overall Climate

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		39	318	34	15	22
		100.0%	100.0%	100.0%	100.0%	100.0%
If your department/unit is part of a school, college or major administrative office, overall, how would you rate the climate in that school/college/major administrative office?	Very poor	3	10	4	2	0
		7.7%	3.1%	11.8%	13.3%	0.0%
	Poor	5	21	6	2	2
		12.8%	6.6%	17.6%	13.3%	9.1%
	Fair	9	66	12	5	4
		23.1%	20.8%	35.3%	33.3%	18.2%
	Good	16	133	8	5	7
		41.0%	41.8%	23.5%	33.3%	31.8%
	Very good	6	88	4	1	9
		15.4%	27.7%	11.8%	6.7%	40.9%
mean =		3.44	3.84	3.06	3.07	4.05

Overall Climate

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		40	395	40	15	28
		100.0%	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	2	6	3	1	0
		5.0%	1.5%	7.5%	6.7%	0.0%
	Not very strongly	7	20	6	2	1
		17.5%	5.1%	15.0%	13.3%	3.6%
	Moderately strongly	10	94	12	7	5
		25.0%	23.8%	30.0%	46.7%	17.9%
	Very strongly	15	148	10	3	13
		37.5%	37.5%	25.0%	20.0%	46.4%
	Extremely strongly	6	127	9	2	9
		15.0%	32.2%	22.5%	13.3%	32.1%
mean =		3.40	3.94	3.40	3.20	4.07

Overall Climate

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		47	395	40	15	28
		100.0%	100.0%	100.0%	100.0%	100.0%
How satisfied are you, in general, with your job at the University?	Not at all satisfied	1	4	3	1	0
		2.1%	1.0%	7.5%	6.7%	0.0%
	Not very satisfied	3	21	2	2	0
		6.4%	5.3%	5.0%	13.3%	0.0%
	Moderately satisfied	14	99	13	7	6
		29.8%	25.1%	32.5%	46.7%	21.4%
	Very satisfied	23	160	17	4	12
		48.9%	40.5%	42.5%	26.7%	42.9%
	Extremely satisfied	6	111	5	1	10
		12.8%	28.1%	12.5%	6.7%	35.7%
mean =		3.64	3.89	3.48	3.13	4.14

Professional Work Environment

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		43	394	40	15	28
		100.0%	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	23	5	1	1
		7.0%	5.8%	12.5%	6.7%	3.6%
	A little bit	5	48	5	4	4
		11.6%	12.2%	12.5%	26.7%	14.3%
	A moderate amount	19	117	12	7	8
		44.2%	29.7%	30.0%	46.7%	28.6%
	A lot	10	137	13	2	8
		23.3%	34.8%	32.5%	13.3%	28.6%
	A great deal	6	69	5	1	7
		14.0%	17.5%	12.5%	6.7%	25.0%
mean =		3.26	3.46	3.20	2.87	3.57

Professional Work Environment

		None specified	White	African American	Multiracial	Other
				Race in 4 categories		
Total		43	395	40	15	28
		100.0%	100.0%	100.0%	100.0%	100.0%
How committed is your supervisor to creating a positive work environment for you?	Not at all committed	2	14	6	2	2
		4.7%	3.5%	15.0%	13.3%	7.1%
	Not very committed	4	30	2	4	2
		9.3%	7.6%	5.0%	26.7%	7.1%
	Moderately committed	14	85	7	3	4
		32.6%	21.5%	17.5%	20.0%	14.3%
	Very committed	12	134	15	4	13
		27.9%	33.9%	37.5%	26.7%	46.4%
	Extremely committed	11	132	10	2	7
		25.6%	33.4%	25.0%	13.3%	25.0%
mean =		3.60	3.86	3.53	3.00	3.75

Professional Work Environment

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		43	394	40	15	28
		100.0%	100.0%	100.0%	100.0%	100.0%
How much recognition do you get for your contributions at work?	None at all	3	22	5	2	2
		7.0%	5.6%	12.5%	13.3%	7.1%
	A little	12	85	7	6	4
		27.9%	21.6%	17.5%	40.0%	14.3%
	A moderate amount	14	133	13	5	9
		32.6%	33.8%	32.5%	33.3%	32.1%
	A lot	11	102	9	1	11
		25.6%	25.9%	22.5%	6.7%	39.3%
	A great deal	3	52	6	1	2
		7.0%	13.2%	15.0%	6.7%	7.1%
mean =		2.98	3.20	3.10	2.53	3.25

Professional Work Environment

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		45	394	40	15	28
		100.0%	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	5	20	5	2	1
		11.1%	5.1%	12.5%	13.3%	3.6%
	To a slight extent	5	51	6	4	2
		11.1%	12.9%	15.0%	26.7%	7.1%
	To a moderate extent	13	110	10	6	8
		28.9%	27.9%	25.0%	40.0%	28.6%
	To a large extent	12	129	10	2	12
		26.7%	32.7%	25.0%	13.3%	42.9%
	To a great extent	10	84	9	1	5
		22.2%	21.3%	22.5%	6.7%	17.9%
mean =		3.38	3.52	3.30	2.73	3.64

Professional Work Environment

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		43	386	39	14	28
		100.0%	100.0%	100.0%	100.0%	100.0%
How courteous and professional are relationships between staff and department/unit leadership?	Not at all courteous and professional	3	6	2	0	0
		7.0%	1.6%	5.1%	0.0%	0.0%
	Not very courteous and professional	3	22	2	3	2
		7.0%	5.7%	5.1%	21.4%	7.1%
	Moderately courteous and professional	10	78	12	3	7
		23.3%	20.2%	30.8%	21.4%	25.0%
	Very courteous and professional	21	188	17	6	12
		48.8%	48.7%	43.6%	42.9%	42.9%
	Extremely courteous and professional	6	92	6	2	7
		14.0%	23.8%	15.4%	14.3%	25.0%
mean =		3.56	3.88	3.59	3.50	3.86

Professional Work Environment

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		47	394	40	15	28
		100.0%	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	5	34	5	4	1
		10.6%	8.6%	12.5%	26.7%	3.6%
	Not very satisfied	10	76	12	3	2
		21.3%	19.3%	30.0%	20.0%	7.1%
	Moderately satisfied	18	133	9	5	11
		38.3%	33.8%	22.5%	33.3%	39.3%
	Very satisfied	13	113	10	2	13
		27.7%	28.7%	25.0%	13.3%	46.4%
	Extremely satisfied	1	38	4	1	1
		2.1%	9.6%	10.0%	6.7%	3.6%
mean =		2.89	3.11	2.90	2.53	3.39

Professional Work Environment

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		38	364	36	13	27
		100.0%	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	4	15	3	1	0
		10.5%	4.1%	8.3%	7.7%	0.0%
	Not very fair and equitable	3	17	4	2	2
		7.9%	4.7%	11.1%	15.4%	7.4%
	Moderately fair and equitable	8	79	11	5	7
		21.1%	21.7%	30.6%	38.5%	25.9%
	Very fair and equitable	17	177	11	3	10
		44.7%	48.6%	30.6%	23.1%	37.0%
	Extremely fair and equitable	6	76	7	2	8
		15.8%	20.9%	19.4%	15.4%	29.6%
mean =		3.47	3.77	3.42	3.23	3.89

Professional Work Environment

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		47	395	40	15	28
		100.0%	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	1	2	2	1	0
		2.1%	0.5%	5.0%	6.7%	0.0%
	To a slight extent	2	13	1	1	0
		4.3%	3.3%	2.5%	6.7%	0.0%
	To a moderate extent	7	51	7	3	4
		14.9%	12.9%	17.5%	20.0%	14.3%
	To a large extent	29	176	21	9	10
		61.7%	44.6%	52.5%	60.0%	35.7%
	To a great extent	8	153	9	1	14
		17.0%	38.7%	22.5%	6.7%	50.0%
mean =		3.87	4.18	3.85	3.53	4.36

Professional Work Environment

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		47	395	40	15	28
		100.0%	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	2	3	1	0	0
		4.3%	0.8%	2.5%	0.0%	0.0%
	To a slight extent	3	20	3	2	0
		6.4%	5.1%	7.5%	13.3%	0.0%
	To a moderate extent	13	94	14	4	6
		27.7%	23.8%	35.0%	26.7%	21.4%
	To a large extent	21	197	16	9	14
		44.7%	49.9%	40.0%	60.0%	50.0%
	To a great extent	8	81	6	0	8
		17.0%	20.5%	15.0%	0.0%	28.6%
mean =		3.64	3.84	3.58	3.47	4.07

Professional Work Environment

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		47	392	40	15	28
		100.0%	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	4	4	1	2	1
		8.5%	1.0%	2.5%	13.3%	3.6%
	Not very easy	4	26	4	1	1
		8.5%	6.6%	10.0%	6.7%	3.6%
	Moderately easy	13	143	19	7	6
		27.7%	36.5%	47.5%	46.7%	21.4%
	Very easy	24	147	12	5	14
		51.1%	37.5%	30.0%	33.3%	50.0%
	Extremely easy	2	72	4	0	6
		4.3%	18.4%	10.0%	0.0%	21.4%
mean =		3.34	3.66	3.35	3.00	3.82

Personal Identity and Belongingness

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		47	394	39	15	28
		100.0%	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	5	2	2	1
		4.3%	1.3%	5.1%	13.3%	3.6%
	Very often	0	18	3	1	1
		0.0%	4.6%	7.7%	6.7%	3.6%
	Moderately often	8	48	7	1	4
		17.0%	12.2%	17.9%	6.7%	14.3%
	Not very often	16	121	8	8	6
		34.0%	30.7%	20.5%	53.3%	21.4%
	Never	21	202	19	3	16
		44.7%	51.3%	48.7%	20.0%	57.1%
mean =		4.15	4.26	4.00	3.60	4.25

Personal Identity and Belongingness

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		46	394	40	15	28
		100.0%	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*? *Move your cursor over the term to see a definition	Extremely often	0	2	0	1	0
		0.0%	0.5%	0.0%	6.7%	0.0%
	Very often	1	4	6	2	0
		2.2%	1.0%	15.0%	13.3%	0.0%
	Moderately often	1	28	3	1	1
		2.2%	7.1%	7.5%	6.7%	3.6%
	Not very often	18	144	17	9	11
		39.1%	36.5%	42.5%	60.0%	39.3%
	Never	26	216	14	2	16
		56.5%	54.8%	35.0%	13.3%	57.1%
mean =		4.50	4.44	3.98	3.60	4.54

Personal Identity and Belongingness

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		47	395	40	15	28
		100.0%	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	3	6	4	0	0
		6.4%	1.5%	10.0%	0.0%	0.0%
	Not very comfortable	1	22	3	2	1
		2.1%	5.6%	7.5%	13.3%	3.6%
	Moderately comfortable	13	70	9	6	5
		27.7%	17.7%	22.5%	40.0%	17.9%
	Very comfortable	20	146	9	5	12
		42.6%	37.0%	22.5%	33.3%	42.9%
	Extremely comfortable	10	151	15	2	10
		21.3%	38.2%	37.5%	13.3%	35.7%
mean =		3.70	4.05	3.70	3.47	4.11

Personal Identity and Belongingness

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		46	393	40	15	28
		100.0%	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	11	46	8	3	3
		23.9%	11.7%	20.0%	20.0%	10.7%
	Not very confident	14	75	14	6	4
		30.4%	19.1%	35.0%	40.0%	14.3%
	Moderately confident	15	122	7	4	7
		32.6%	31.0%	17.5%	26.7%	25.0%
	Very confident	4	96	8	1	11
		8.7%	24.4%	20.0%	6.7%	39.3%
	Extremely confident	2	54	3	1	3
		4.3%	13.7%	7.5%	6.7%	10.7%
mean =		2.39	3.09	2.60	2.40	3.25

Personal Identity and Belongingness

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		47	395	39	15	28
		100.0%	100.0%	100.0%	100.0%	100.0%
Overall, how socially isolated do you feel at this University?	Extremely isolated	2	7	3	0	0
		4.3%	1.8%	7.7%	0.0%	0.0%
	Very isolated	6	25	4	2	1
		12.8%	6.3%	10.3%	13.3%	3.6%
	Moderately isolated	11	90	14	5	3
		23.4%	22.8%	35.9%	33.3%	10.7%
	Not very isolated	13	156	10	7	13
		27.7%	39.5%	25.6%	46.7%	46.4%
	Not at all isolated	15	117	8	1	11
		31.9%	29.6%	20.5%	6.7%	39.3%
mean =		3.70	3.89	3.41	3.47	4.21

Personal Identity and Belongingness

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		34	333	28	14	25
		100.0%	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	12	9	2	2
		5.9%	3.6%	32.1%	14.3%	8.0%
	Not very fair and equitable	1	14	4	0	3
		2.9%	4.2%	14.3%	0.0%	12.0%
	Moderately fair and equitable	16	87	7	5	7
		47.1%	26.1%	25.0%	35.7%	28.0%
	Very fair and equitable	10	143	6	4	8
		29.4%	42.9%	21.4%	28.6%	32.0%
	Extremely fair and equitable	5	77	2	3	5
		14.7%	23.1%	7.1%	21.4%	20.0%
mean =		3.44	3.78	2.57	3.43	3.44

Fairness of policies and procedures

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		39	362	32	13	27
		100.0%	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	5	21	4	2	3
		12.8%	5.8%	12.5%	15.4%	11.1%
	Not very fair and equitable	2	40	7	5	1
		5.1%	11.0%	21.9%	38.5%	3.7%
	Moderately fair and equitable	11	110	10	2	6
		28.2%	30.4%	31.3%	15.4%	22.2%
	Very fair and equitable	18	142	8	3	10
		46.2%	39.2%	25.0%	23.1%	37.0%
	Extremely fair and equitable	3	49	3	1	7
		7.7%	13.5%	9.4%	7.7%	25.9%
mean =		3.31	3.44	2.97	2.69	3.63

Fairness of policies and procedures

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		31	303	28	14	22
		100.0%	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	6	28	10	3	2
		19.4%	9.2%	35.7%	21.4%	9.1%
	Not very fair and equitable	9	48	4	2	3
		29.0%	15.8%	14.3%	14.3%	13.6%
	Moderately fair and equitable	5	103	5	5	5
		16.1%	34.0%	17.9%	35.7%	22.7%
	Very fair and equitable	8	89	8	4	8
		25.8%	29.4%	28.6%	28.6%	36.4%
	Extremely fair and equitable	3	35	1	0	4
		9.7%	11.6%	3.6%	0.0%	18.2%
mean =		2.77	3.18	2.50	2.71	3.41

Fairness of policies and procedures

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		36	321	30	12	24
		100.0%	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	4	20	9	2	1
		11.1%	6.2%	30.0%	16.7%	4.2%
	Not very fair and equitable	5	40	4	0	3
		13.9%	12.5%	13.3%	0.0%	12.5%
	Moderately fair and equitable	12	85	6	5	4
		33.3%	26.5%	20.0%	41.7%	16.7%
	Very fair and equitable	10	117	9	3	11
		27.8%	36.4%	30.0%	25.0%	45.8%
	Extremely fair and equitable	5	59	2	2	5
		13.9%	18.4%	6.7%	16.7%	20.8%
mean =		3.19	3.48	2.70	3.25	3.67

Fairness of policies and procedures

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		32	290	27	11	23
		100.0%	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	6	24	11	1	2
		18.8%	8.3%	40.7%	9.1%	8.7%
	Not very fair and equitable	3	47	3	2	5
		9.4%	16.2%	11.1%	18.2%	21.7%
	Moderately fair and equitable	9	81	3	3	2
		28.1%	27.9%	11.1%	27.3%	8.7%
	Very fair and equitable	10	93	8	3	10
		31.3%	32.1%	29.6%	27.3%	43.5%
	Extremely fair and equitable	4	45	2	2	4
		12.5%	15.5%	7.4%	18.2%	17.4%
mean =		3.09	3.30	2.52	3.27	3.39

Workload and balance

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		44	392	40	15	28
		100.0%	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/too low	6	67	5	2	4
		13.6%	17.1%	12.5%	13.3%	14.3%
	Somewhat high/low	21	159	20	8	10
		47.7%	40.6%	50.0%	53.3%	35.7%
	Just right	17	166	15	5	14
		38.6%	42.3%	37.5%	33.3%	50.0%
mean =		3.50	3.51	3.50	3.40	3.71

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		40	394	40	15	28
		100.0%	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	1	16	2	0	0
		2.5%	4.1%	5.0%	0.0%	0.0%
	Very difficult	3	25	4	0	2
		7.5%	6.3%	10.0%	0.0%	7.1%
	Moderately difficult	14	118	4	5	8
		35.0%	29.9%	10.0%	33.3%	28.6%
	Not very difficult	13	179	20	6	14
		32.5%	45.4%	50.0%	40.0%	50.0%
	Not at all difficult	9	56	10	4	4
		22.5%	14.2%	25.0%	26.7%	14.3%
mean =		3.65	3.59	3.80	3.93	3.71

Workload and balance

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		40	395	40	15	27
		100.0%	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	8	52	9	4	1
		20.0%	13.2%	22.5%	26.7%	3.7%
	A little	6	76	6	3	4
		15.0%	19.2%	15.0%	20.0%	14.8%
	A moderate amount	14	125	12	3	7
		35.0%	31.6%	30.0%	20.0%	25.9%
	A lot	8	94	8	5	8
		20.0%	23.8%	20.0%	33.3%	29.6%
	A great deal	4	48	5	0	7
		10.0%	12.2%	12.5%	0.0%	25.9%
mean =		2.85	3.03	2.85	2.60	3.59

Unit inclusive/excluding

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		46	395	40	15	28
		100.0%	100.0%	100.0%	100.0%	100.0%
How excluding or inclusive is your primary department/unit?	Extremely excluding	2	11	4	2	1
		4.3%	2.8%	10.0%	13.3%	3.6%
	Somewhat excluding	6	44	9	2	1
		13.0%	11.1%	22.5%	13.3%	3.6%
	Neither inclusive nor excluding	9	61	6	3	7
		19.6%	15.4%	15.0%	20.0%	25.0%
	Somewhat inclusive	13	132	7	5	11
		28.3%	33.4%	17.5%	33.3%	39.3%
	Extremely inclusive	16	147	14	3	8
		34.8%	37.2%	35.0%	20.0%	28.6%
mean =		3.76	3.91	3.45	3.33	3.86

Commitment to Diversity

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		36	332	34	14	21
		100.0%	100.0%	100.0%	100.0%	100.0%
How beneficial/detrimental in promoting diversity: the university leadership?	Extremely detrimental	3	12	3	1	0
		8.3%	3.6%	8.8%	7.1%	0.0%
	Quite detrimental	6	31	5	2	3
		16.7%	9.3%	14.7%	14.3%	14.3%
	Neither beneficial nor detrimental	11	88	10	5	6
		30.6%	26.5%	29.4%	35.7%	28.6%
	Quite beneficial	12	141	9	3	8
		33.3%	42.5%	26.5%	21.4%	38.1%
	Extremely beneficial	4	60	7	3	4
		11.1%	18.1%	20.6%	21.4%	19.0%
mean =		3.22	3.62	3.35	3.36	3.62

Commitment to Diversity

				Race in 4 categories		
		None specified	White	African American	Multiracial	Other
Total		37	339	33	15	20
		100.0%	100.0%	100.0%	100.0%	100.0%
How beneficial/detrimental in promoting diversity: campus leadership?	Extremely detrimental	1	5	3	0	0
		2.7%	1.5%	9.1%	0.0%	0.0%
	Quite detrimental	5	20	5	4	1
		13.5%	5.9%	15.2%	26.7%	5.0%
	Neither beneficial nor detrimental	14	89	9	3	6
		37.8%	26.3%	27.3%	20.0%	30.0%
	Quite beneficial	15	162	9	6	9
		40.5%	47.8%	27.3%	40.0%	45.0%
	Extremely beneficial	2	63	7	2	4
		5.4%	18.6%	21.2%	13.3%	20.0%
mean =		3.32	3.76	3.36	3.40	3.80

Commitment to Diversity

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		41	381	40	15	24
		100.0%	100.0%	100.0%	100.0%	100.0%
How beneficial/detrimental in promoting diversity: your department/unit leadership?	Extremely detrimental	4	9	5	1	0
		9.8%	2.4%	12.5%	6.7%	0.0%
	Quite detrimental	2	18	3	3	1
		4.9%	4.7%	7.5%	20.0%	4.2%
	Neither beneficial nor detrimental	7	87	8	5	5
		17.1%	22.8%	20.0%	33.3%	20.8%
	Quite beneficial	21	155	13	5	11
		51.2%	40.7%	32.5%	33.3%	45.8%
	Extremely beneficial	7	112	11	1	7
		17.1%	29.4%	27.5%	6.7%	29.2%
mean =		3.61	3.90	3.55	3.13	4.00

Commitment to Diversity

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		38	386	38	15	28
		100.0%	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	2	0	6	2	1
		5.3%	0.0%	15.8%	13.3%	3.6%
	Not very committed	4	30	12	2	1
		10.5%	7.8%	31.6%	13.3%	3.6%
	Moderately committed	21	136	12	5	14
		55.3%	35.2%	31.6%	33.3%	50.0%
	Very committed	8	167	7	4	10
		21.1%	43.3%	18.4%	26.7%	35.7%
	Extremely committed	3	53	1	2	2
		7.9%	13.7%	2.6%	13.3%	7.1%
mean =		3.16	3.63	2.61	3.13	3.39

Commitment to Diversity

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		38	390	37	15	28
		100.0%	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	2	3	1	0
		2.6%	0.5%	8.1%	6.7%	0.0%
	Not very committed	4	11	8	2	2
		10.5%	2.8%	21.6%	13.3%	7.1%
	Moderately committed	16	120	12	5	8
		42.1%	30.8%	32.4%	33.3%	28.6%
	Very committed	13	192	12	3	14
		34.2%	49.2%	32.4%	20.0%	50.0%
	Extremely committed	4	65	2	4	4
		10.5%	16.7%	5.4%	26.7%	14.3%
mean =		3.39	3.79	3.05	3.47	3.71

Commitment to Diversity

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		38	381	37	15	28
		100.0%	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	1	1	2	1	1
		2.6%	0.3%	5.4%	6.7%	3.6%
	Not very committed	4	18	8	1	1
		10.5%	4.7%	21.6%	6.7%	3.6%
	Moderately committed	19	129	17	7	12
		50.0%	33.9%	45.9%	46.7%	42.9%
	Very committed	10	176	9	3	12
		26.3%	46.2%	24.3%	20.0%	42.9%
	Extremely committed	4	57	1	3	2
		10.5%	15.0%	2.7%	20.0%	7.1%
mean =		3.32	3.71	2.97	3.40	3.46

Commitment to Diversity

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		39	383	38	15	28
		100.0%	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	1	4	3	1	0
		2.6%	1.0%	7.9%	6.7%	0.0%
	Not very committed	3	30	8	3	2
		7.7%	7.8%	21.1%	20.0%	7.1%
	Moderately committed	17	111	13	5	12
		43.6%	29.0%	34.2%	33.3%	42.9%
	Very committed	14	177	12	4	10
		35.9%	46.2%	31.6%	26.7%	35.7%
	Extremely committed	4	61	2	2	4
		10.3%	15.9%	5.3%	13.3%	14.3%
mean =		3.44	3.68	3.05	3.20	3.57

Diversity Practices

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		40	386	38	15	28
		100.0%	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	8	6	1	1
		5.0%	2.1%	15.8%	6.7%	3.6%
	Not very effective	4	33	8	2	4
		10.0%	8.5%	21.1%	13.3%	14.3%
	Moderately effective	14	135	10	6	10
		35.0%	35.0%	26.3%	40.0%	35.7%
	Very effective	17	145	9	4	9
		42.5%	37.6%	23.7%	26.7%	32.1%
	Extremely effective	3	65	5	2	4
		7.5%	16.8%	13.2%	13.3%	14.3%
mean =		3.38	3.59	2.97	3.27	3.39

Diversity Practices

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		47	392	40	15	28
		100.0%	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	6	8	2	0
		6.4%	1.5%	20.0%	13.3%	0.0%
	Not very satisfied	5	40	6	0	4
		10.6%	10.2%	15.0%	0.0%	14.3%
	Moderately satisfied	14	102	10	6	7
		29.8%	26.0%	25.0%	40.0%	25.0%
	Very satisfied	17	145	13	6	11
		36.2%	37.0%	32.5%	40.0%	39.3%
	Extremely satisfied	8	99	3	1	6
		17.0%	25.3%	7.5%	6.7%	21.4%
mean =		3.47	3.74	2.93	3.27	3.68

Diversity Practices

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		39	387	38	15	28
		100.0%	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	8	5	0	0
		7.7%	2.1%	13.2%	0.0%	0.0%
	Not very effective	2	30	8	2	6
		5.1%	7.8%	21.1%	13.3%	21.4%
	Moderately effective	16	141	10	8	11
		41.0%	36.4%	26.3%	53.3%	39.3%
	Very effective	15	157	11	4	6
		38.5%	40.6%	28.9%	26.7%	21.4%
	Extremely effective	3	51	4	1	5
		7.7%	13.2%	10.5%	6.7%	17.9%
mean =		3.33	3.55	3.03	3.27	3.36

Diversity Practices

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		36	339	34	12	25
		100.0%	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	4	9	0	4	1
		11.1%	2.7%	0.0%	33.3%	4.0%
	Not very well	4	66	8	2	3
		11.1%	19.5%	23.5%	16.7%	12.0%
	Moderately well	15	133	17	4	7
		41.7%	39.2%	50.0%	33.3%	28.0%
	Very well	11	99	5	1	13
		30.6%	29.2%	14.7%	8.3%	52.0%
	Extremely well	2	32	4	1	1
		5.6%	9.4%	11.8%	8.3%	4.0%
mean =		3.08	3.23	3.15	2.42	3.40

Professional Relationships

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		42	361	37	15	26
		100.0%	100.0%	100.0%	100.0%	100.0%
How courteous and professional are relationships between staff and students?	Not very courteous and professional	1	1	1	0	0
		2.4%	0.3%	2.7%	0.0%	0.0%
	Moderately courteous and professional	9	35	3	4	3
		21.4%	9.7%	8.1%	26.7%	11.5%
	Very courteous and professional	21	203	19	8	13
		50.0%	56.2%	51.4%	53.3%	50.0%
	Extremely courteous and professional	11	122	14	3	10
		26.2%	33.8%	37.8%	20.0%	38.5%
mean =		4.00	4.24	4.24	3.93	4.27

Professional Relationships

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		36	325	37	13	22
		100.0%	100.0%	100.0%	100.0%	100.0%
How courteous and professional are relationships between faculty and staff?	Not at all courteous and professional	2	4	1	1	1
		5.6%	1.2%	2.7%	7.7%	4.5%
	Not very courteous and professional	4	12	0	1	1
		11.1%	3.7%	0.0%	7.7%	4.5%
	Moderately courteous and professional	14	96	13	6	6
		38.9%	29.5%	35.1%	46.2%	27.3%
	Very courteous and professional	11	156	19	4	11
		30.6%	48.0%	51.4%	30.8%	50.0%
	Extremely courteous and professional	5	57	4	1	3
		13.9%	17.5%	10.8%	7.7%	13.6%
mean =		3.36	3.77	3.68	3.23	3.64

Professional Relationships

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		44	392	40	15	28
		100.0%	100.0%	100.0%	100.0%	100.0%
How courteous and professional are relationships between staff?	Not at all courteous and professional	2	2	0	0	1
		4.5%	0.5%	0.0%	0.0%	3.6%
	Not very courteous and professional	3	10	2	1	0
		6.8%	2.6%	5.0%	6.7%	0.0%
	Moderately courteous and professional	11	99	15	7	8
		25.0%	25.3%	37.5%	46.7%	28.6%
	Very courteous and professional	22	192	16	7	15
		50.0%	49.0%	40.0%	46.7%	53.6%
	Extremely courteous and professional	6	89	7	0	4
		13.6%	22.7%	17.5%	0.0%	14.3%
mean =		3.61	3.91	3.70	3.40	3.75

Physical Safety

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		46	394	40	15	28
		100.0%	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	2	0	1	0
		0.0%	0.5%	0.0%	6.7%	0.0%
	Not very safe	1	3	3	1	1
		2.2%	0.8%	7.5%	6.7%	3.6%
	Moderately safe	11	65	7	3	2
		23.9%	16.5%	17.5%	20.0%	7.1%
	Very safe	12	153	15	9	14
		26.1%	38.8%	37.5%	60.0%	50.0%
	Extremely safe	22	171	15	1	11
		47.8%	43.4%	37.5%	6.7%	39.3%
mean =		4.20	4.24	4.05	3.53	4.25

Physical Safety

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		46	392	39	14	28
		100.0%	100.0%	100.0%	100.0%	100.0%
Overall, how would you rate the physical safety on and around campus?	Not very safe	0	1	1	2	0
		0.0%	0.3%	2.6%	14.3%	0.0%
	Moderately safe	9	70	13	4	3
		19.6%	17.9%	33.3%	28.6%	10.7%
	Very safe	24	198	14	8	16
		52.2%	50.5%	35.9%	57.1%	57.1%
	Extremely safe	13	123	11	0	9
		28.3%	31.4%	28.2%	0.0%	32.1%
mean =		4.09	4.13	3.90	3.43	4.21

Other Variables Not in Components

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		23	152	14	7	15
		100.0%	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	4	5	3	2	0
		17.4%	3.3%	21.4%	28.6%	0.0%
	Not very fair and equitable	0	11	4	1	1
		0.0%	7.2%	28.6%	14.3%	6.7%
	Moderately fair and equitable	7	44	4	3	4
		30.4%	28.9%	28.6%	42.9%	26.7%
	Very fair and equitable	10	71	3	1	9
		43.5%	46.7%	21.4%	14.3%	60.0%
	Extremely fair and equitable	2	21	0	0	1
		8.7%	13.8%	0.0%	0.0%	6.7%
mean =		3.26	3.61	2.50	2.43	3.67

Other Variables Not in Components

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		45	395	40	15	28
		100.0%	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	2	11	5	2	2
		4.4%	2.8%	12.5%	13.3%	7.1%
	Not very well	6	19	7	4	1
		13.3%	4.8%	17.5%	26.7%	3.6%
	Moderately well	3	49	4	3	3
		6.7%	12.4%	10.0%	20.0%	10.7%
	Very well	8	88	8	2	6
		17.8%	22.3%	20.0%	13.3%	21.4%
	Extremely well	6	73	6	1	3
		13.3%	18.5%	15.0%	6.7%	10.7%
	Not enough information to say	20	155	10	3	13
		44.4%	39.2%	25.0%	20.0%	46.4%
mean =		3.40	3.80	3.10	2.67	3.47

		Race in 4 categories				
		None specified	White	African American	Multiracial	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	66.0%	85.7%	80.0%	60.0%	89.3%
	There are no units/offices	34.0%	14.3%	20.0%	40.0%	10.7%
	Subtotal	47	392	40	15	28

Other Variables Not in Components

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		11	136	19	2	7
		100.0%	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	2	9	6	0	0
		18.2%	6.6%	31.6%	0.0%	0.0%
	Not very effective	2	29	4	1	3
		18.2%	21.3%	21.1%	50.0%	42.9%
	Moderately effective	3	30	4	1	1
		27.3%	22.1%	21.1%	50.0%	14.3%
	Very effective	4	49	3	0	2
		36.4%	36.0%	15.8%	0.0%	28.6%
	Extremely effective	0	19	2	0	1
		0.0%	14.0%	10.5%	0.0%	14.3%
mean =		2.82	3.29	2.53	2.50	3.14

Other Variables Not in Components

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		46	391	38	14	28
		100.0%	100.0%	100.0%	100.0%	100.0%
How courteous and professional are relationships between faculty?	Not at all courteous and professional	0	2	0	1	0
		0.0%	0.5%	0.0%	7.1%	0.0%
	Not very courteous and professional	5	11	3	1	1
		10.9%	2.8%	7.9%	7.1%	3.6%
	Moderately courteous and professional	11	66	8	5	6
		23.9%	16.9%	21.1%	35.7%	21.4%
	Very courteous and professional	15	145	19	4	8
		32.6%	37.1%	50.0%	28.6%	28.6%
	Extremely courteous and professional	5	57	3	1	3
		10.9%	14.6%	7.9%	7.1%	10.7%
	Not enough information to say	10	110	5	2	10
		21.7%	28.1%	13.2%	14.3%	35.7%
mean =		3.56	3.87	3.67	3.25	3.72

Other Variables Not in Components

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		45	390	37	14	27
		100.0%	100.0%	100.0%	100.0%	100.0%
How courteous and professional are relationships between faculty and students?	Not at all courteous and professional	0	2	0	0	0
		0.0%	0.5%	0.0%	0.0%	0.0%
	Not very courteous and professional	2	8	1	1	0
		4.4%	2.1%	2.7%	7.1%	0.0%
	Moderately courteous and professional	14	59	5	5	3
		31.1%	15.1%	13.5%	35.7%	11.1%
	Very courteous and professional	12	131	17	5	11
		26.7%	33.6%	45.9%	35.7%	40.7%
	Extremely courteous and professional	6	56	5	2	4
		13.3%	14.4%	13.5%	14.3%	14.8%
	Not enough information to say	11	134	9	1	9
		24.4%	34.4%	24.3%	7.1%	33.3%
mean =		3.65	3.90	3.93	3.62	4.06

		Race in 4 categories				
		None specified	White	African American	Multiracial	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	72.1%	73.3%	70.0%	60.0%	71.4%
	No, there is not	27.9%	26.7%	30.0%	40.0%	28.6%
	Subtotal	43	393	40	15	28

Other Variables Not in Components

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Total		43	392	40	15	28
		100.0%	100.0%	100.0%	100.0%	100.0%
How important is it for you to have someone like this at the university?	Extremely important	24	206	21	5	11
		55.8%	52.6%	52.5%	33.3%	39.3%
	Very important	12	135	14	6	12
		27.9%	34.4%	35.0%	40.0%	42.9%
	Moderately important	4	32	4	4	4
		9.3%	8.2%	10.0%	26.7%	14.3%
	Not very important	1	15	1	0	1
		2.3%	3.8%	2.5%	0.0%	3.6%
	Not at all important	2	4	0	0	0
		4.7%	1.0%	0.0%	0.0%	0.0%
mean =		1.72	1.66	1.63	1.93	1.82

		Race in 4 categories				
		None specified	White	African American	Multiracial	Other
Are you currently providing care to a family member/or relative to help them take care of themselves?	Not providing care	74.4%	77.2%	62.5%	92.9%	40.7%
	Providing care Please specify to how many	25.6%	22.8%	37.5%	7.1%	59.3%
	Subtotal	39	390	40	14	27