

Oakland University Climate Survey

Final Analytical Report: Faculty, Staff, and Students

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Staff

Oakland University

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Methods

This report summarizes the results of the Climate Survey conducted by the Office of the Senior Advisor to the President for Diversity, Equity, and Inclusion and the Office of Inclusion at Oakland University under the direction of the Office of the President. The survey aimed to assess perceptions of the work and academic climate at Oakland University among faculty, staff, and students 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 staff questionnaire is presented in Appendix B.

Approval for the study protocol was sought both from the Oakland University Institutional Research Board (IRB) and the University at Illinois at Urbana-Champaign (UIUC) IRB. The Oakland University IRB deemed the protocol as not involving human subjects research, while the UIUC IRB approved it (under expedited protocol #13636) on March 22, 2013.

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 invitation). Initial e-mail invitations were sent via Oakland University's massmail system on March 26, 2013. Two e-mails reminding invitees to take part in the study were sent on March 29 and April 12. The survey was closed to responses on April 21, 2013.

SRL did not have access to the e-mail addresses for potential respondents. Instead, potential respondents were sent an e-mail invitation to the survey via Oakland University's massmail system. Massmails were sent out to approximately 22,000 potential respondents including 1,898 faculty, 1,335 staff, and 18,767 students. Of these, 2,027 completed the questionnaire, broken out by category as follows: 258 faculty, 463 staff, and 1,306 students. Table 1 presents the response rate for the respondents who completed the questionnaire¹. Based on the numbers available for the total number of respondents to whom the massmails were sent, the overall response rate is 9.2%. The response rate varied from a low of 6.9% among students to a high of 34.7% among staff (see Table 1).

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

	Estimated sample frame size	Completed interviews	Response rate
Faculty	1,898	258	13.6%
Staff	1,335	463	34.7%
Students	18,767	1306	6.9%
TOTAL	22,000	2,207	9.2%

¹ Please note that the response rate is only an estimate based on administrative records of the total number of potential respondents. It is not possible to determine the exact number of potential respondents to whom the massmail was delivered.

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

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 2,000 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 thousands of pages of 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

Our approach to creating the explanatory components for these reports included four steps:

- Conduct principal components analysis for the five-point rating scale items.
- Inspect the output to determine whether the results are substantively meaningful.
- If necessary, make 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 are identified, compute a score for each component, which is the mean of all items belonging to that 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. The appendices 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
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Bipolar scales were coded such that a value of 1 was assigned to the pole anchored with a label indicating a negative attribute ("detrimental," in this example), while a value of 5 was assigned to the opposite pole indicating a positive attribute ("beneficial," in this example). A value of 3 was assigned to the zero or neutral point ("neither beneficial nor detrimental," in this example). Thus, the closer the score is to 5, the more positive the response; the closer it is to 1, the more negative the response.

Individual items belonging to the same component are all scored in the same direction. For example, in the staff data, one of the explanatory variables is personal identity belongingness. It is the mean of five 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. In our example above, one significance test tells us simply that there are statistically significant differences in overall climate by age. If we want to know which differences between age categories (e.g., tenure at Oakland for less than 1 year compared to 1 to 3 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 $\pm 3\%$ ”), margins of error are specific to individual items, not entire surveys, and depend on both the variation in the item and the sample size. For example, the margin of error of a yes/no question in which 50% said yes and 50% said no would differ from one in which 90% said yes and 10% said no, holding sample size constant. In order to simplify the reporting, public opinion polls generally report the margin of error that they would get with their sample size, if they had a yes/no question in which 50% of the respondents said yes and 50% said no. This provides a conservative estimate of the margin of error without having to report on each specific item.

Table 2 employs the same strategy. The margin of error is what we would get for a yes/no question with a 50/50 split, assuming the sample sizes provided. The larger the sample size, the smaller the margin of error. In the overall faculty stratum, with 258 cases, the margin of error is 5.3%. This means that if a variable measured on a five-point scale has a mean of 3.5, the true value of that variable is $3.5 \pm 5.3\%$. On a five-point scale, that translates to a 3.0 ± 0.26 . If two means in that stratum differ by 0.26 points or more, then those differences are statistically significant. For example, if male faculty rated the climate as a 3.0 and women as a 3.26, 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 faculty is large enough to state that a difference between a mean of 3.0 and 3.26 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	258	5.3%	0.26	3.0 3.26
Staff	463	2.5%	0.15	3.0 3.15
Students	1306	3.0%	0.13	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,² 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.

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 6.9% among students to a high of 34.7% 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

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

² 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.

For each report, Appendixes D through K contain each closed-ended item in the questionnaire cross-tabulated by respondent demographics. The items are sorted according to the component to which they belong. Items making up the outcome variable are presented first, followed by items making up the explanatory components, in order of the component's strength of association with the outcome variable. Closed-ended items that are not scale questions—and thus are not part of a component—are presented last.

Results

At the start of the questionnaire, respondents were asked, “So that we can direct you to the appropriate set of questions, from the list below, please select your current position(s)/role at Oakland University,” with the response options being staff, faculty, academic professional, and student. Overall, 463 respondents who completed the questionnaire selected “academic professional” ($n = 79$) or “staff” ($n = 384$) as the response to this question. Throughout this report, we will refer to these two categories collectively as “staff.”

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—97.2%—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: AFC, Clinical Skills Center at Beaumont Troy, John Dodge House, Macomb County location, Royal Oak off-site classroom, Outreach, Riverview Institute, and Waterford.

As the numbers of staff who indicated they work out of a location other than the main campus is less than 15, 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 = 460)		Race/Ethnicity (n = 463)	
Main campus/Rochester	97.2%	None specified	8.0
Other	2.8	White, non-Hispanic	79.9
Job role/title (n = 443)		African American, non-Hispanic	8.4
Executive, Academic Administrator,	5.0	Asian	2.2
Academic Dean		Hispanic	>1%
Administrative Professional, Coach	68.6	American Indian or Alaskan Native	1.0
Dispatcher, Police Officer, Police Sergeant	1.1	Age (n = 355)	
Service and Maintenance	3.4	22 years to 40 years	32.1
Causal hourly and Casual monthly	5.6	40 years to 49 years	22.3
Clerical Technical	16.3	50 years to 59 years	29.6
Number of years worked at Oakland University (n = 457)		60 years and above	16.1
Less than 1 year	10.7	Highest level of education completed (n = 442)	
1 year to less than 3 years	15.8	High school diploma/GED or less	9.0
3 years to less than 5 years	10.7	2-year college degree (e.g., Associates)	12.0
5 years to less than 10 years	20.1	4-year college degree (e.g., BA, BS)	33.3
10 years or more	42.7	Master's degree (e.g., MA, MS, MBA)	37.8
Number of years worked in current position (n = 451)		Professional degree (e.g., JD, MD)	2.7
Less than 1 year	18.2	Doctoral degree (e.g., PhD, EdD)	5.2
1 year to less than 3 years	21.1	Sexual orientation (n = 433)	
3 years to less than 5 years	12.2	Straight/Heterosexual	95.2
5 years to less than 10 years	22.8	Gay/Lesbian/Bisexual/Other	4.8
10 years or more	25.7	Citizenship status (n = 459)	
Gender (n = 426)		U.S. citizen	98.7
Female	70.0	Permanent resident/Visa holder	1.3
Male	30.0	Dependent children (n = 435)	
Other	>1%	Has	48.3
		Does not have	51.7
		Disability status (n = 447)	
		Has some type of disability	5.1
		Does not have any type of disability	94.9

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 3.6, 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 range between 3.5 to 3.7; 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
Overall Climate	3.6
Overall, how would you rate the climate on the campus where you are primarily located?	3.6
Overall, how would you rate the climate in your primary department or unit?	3.7
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?	3.5
How satisfied are you, in general, with your job at the University?	3.6
Overall, how strongly would you recommend Oakland University to others as a good place to work?	3.6

Figures 1 through 7 show the mean values of overall climate by several respondent demographic characteristics.

On the staff questionnaire, the original response options for gender were male, female, transgender, and other. None one selected the “transgender” option, 2 respondents selected the “other” option, and 37 respondents left this item unanswered. Those who responded “other” or did not respond to the question were combined into a third category labeled “Other or missing.” While ratings given by male staff members (3.8) do not vary significantly than those given by female staff (3.6), ratings given by both these groups are significantly higher than that given by staff in the “Other or missing” category (2.9).

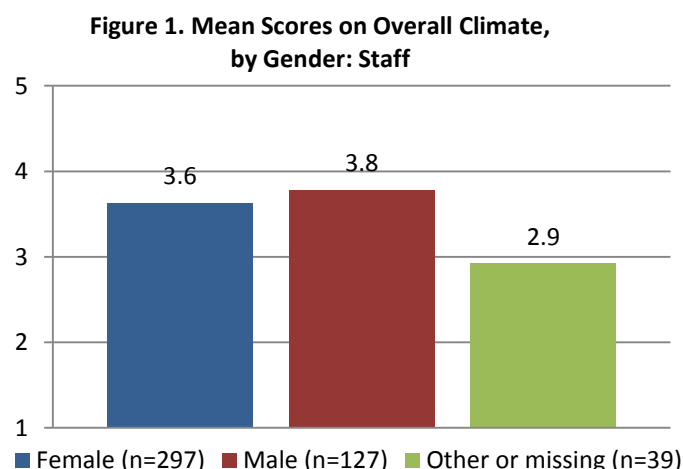


Figure 2. Mean Scores on Overall Climate, by Race/Ethnicity: Staff

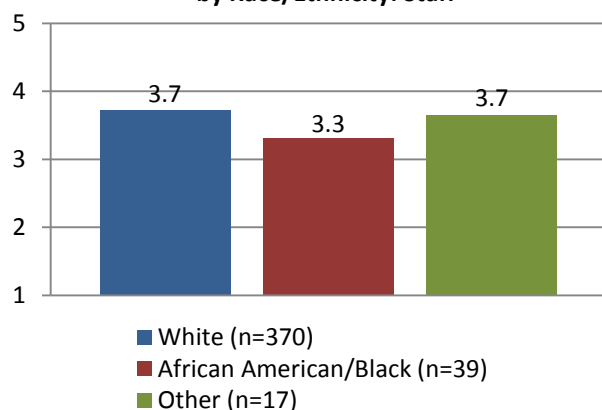


Figure 3. Mean Scores on Overall Climate, by Staff Classification: Staff

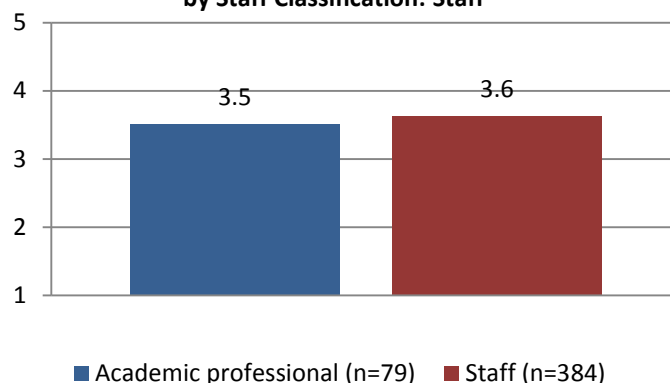


Figure 4. Mean Scores on Overall Climate, by Age: Staff

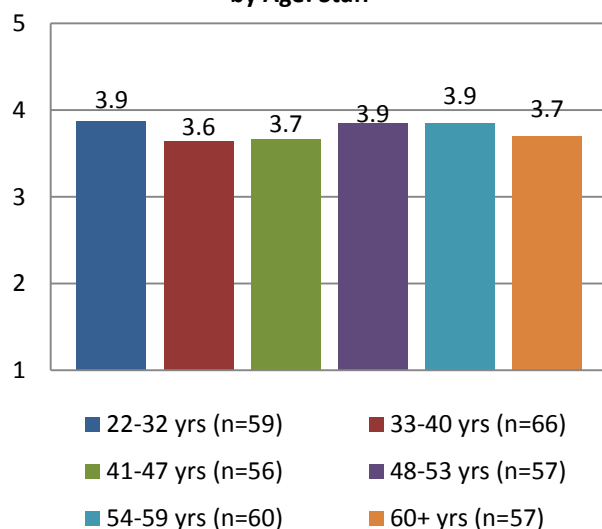


Figure 5. Mean Scores on Overall Climate, by Years Employed at the University: Staff

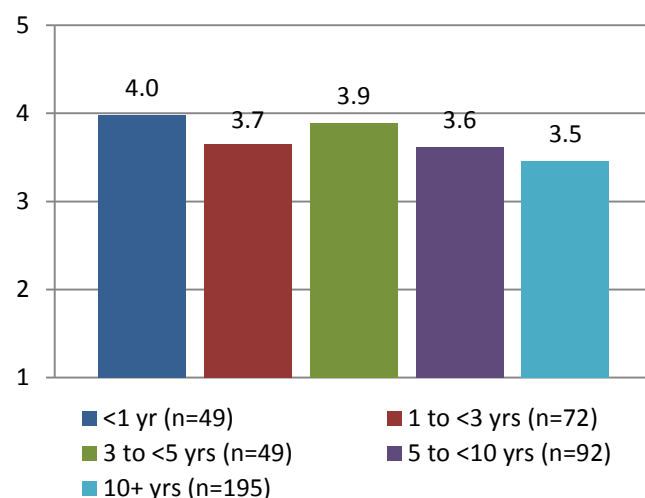


Figure 2 shows the mean of overall climate by race/ethnicity. Race/ethnicity was computed from two variables on the questionnaire: one asking whether the respondent is Hispanic or Latino and the other asking the respondent's race. The response options for race were American Indian or Alaskan Native, 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 White respondents (3.7) and "other" racial/ethnic groups (3.7). The ratings given by White respondents is significantly higher than the rating given by Black or African American respondents (3.3).

Figure 3 shows ratings of overall climate by staff classification. As is evident, there is little or no difference in ratings of overall climate between academic professional and other staff. Similarly, there is no significant variation in the overall climate index by age (see Figure 4).

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

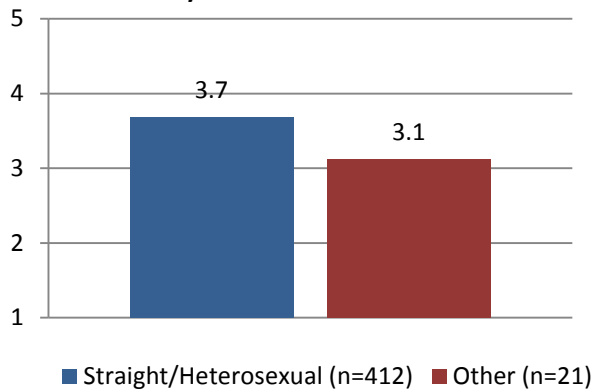
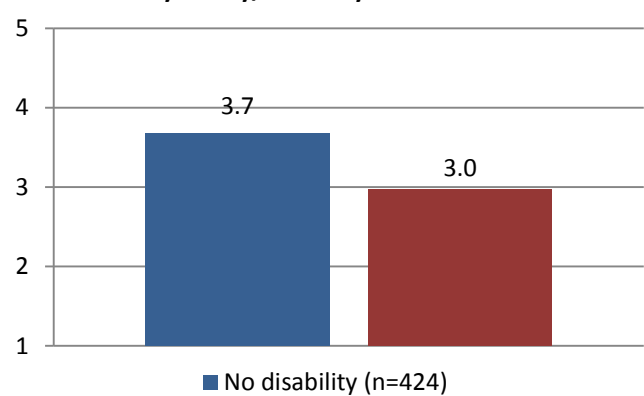


Figure 7. Mean Scores on Overall Climate, by Ability/Disability Status: Staff



The overall climate index by number of years employed is highest for those employed most recently at the University and lowest for those employed at the University 10 years or more. There is not much difference between the other categories in this demographic (Figure 5).

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 is significantly higher among those who identify as straight/heterosexual (3.7) as compared to the “other” category. Similarly, the mean rating given by without a disability is 3.7, which is significantly higher than the 3.0 mean rating given by those with a disability (Figure 7).

Explanatory Variables and Items

As described in the introduction, the explanatory components (or themes) were constructed using principal components analysis. Table 4 shows the eight components, the individual items that belong to them and the means for all components and items.

The first component 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. We named this component **professional work environment**. A component score was constructed by averaging the responses to all items that comprise it. The mean on this component is 3.4; staff ratings of their professional work environment are slightly above the midpoint.

Of the individual items comprising this component, the highest ratings are evident for being treated with respect by colleagues and relationship with unit leadership (mean=3.8, for each item). The lowest ratings are evident for items asking about opportunities for career advancement (mean = 2.8) and recognition for work contributions (mean = 2.8).

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 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 3.6, 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 personal or hearsay experiences of hostile conduct (mean = 4.0 and 4.3, 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 2.7 indicates a low confidence level among staff on this issue.

The next component is **commitment to diversity** and includes five items, two of which ask about the commitment of the University community and its leadership to recruiting and retaining a diverse student body, and three about leadership actions with respect to promoting diversity. The rating on the overall component is 3.6. Ratings on all but one of the items range between 3.6 and 3.7; the lowest one—3.4— is for commitment of the University community to helping to retain a diverse student body.

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

	Mean	n
PROFESSIONAL WORK ENVIRONMENT	3.4	463
How much of a say do you have in shaping your work environment?	3.1	462
How committed is your supervisor to creating a positive work environment for you?	3.5	459
How much recognition do you get for your contributions at work?	2.9	458
To what extent does your current work environment provide opportunities for you to learn and grow?	3.3	461
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and department/unit leadership	3.8	459
How satisfied are you, in general, with your opportunities for career advancement within the University?	2.8	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	419
To what extent do you feel your colleagues/coworkers treat you with respect?	3.8	461
To what extent do you believe you have the tools and resources to do your job well?	3.6	463
How much access do you have to accurate and timely information about the institutional policies and procedures you need to do your job well?	3.7	459
PERSONAL IDENTITY AND BELONGINGNESS	3.6	463
In the past 12 months, how often have you personally experienced excluding, intimidating, offensive, and/or hostile conduct from members of this University?	4.0	462
In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity?	4.3	457
How comfortable do you feel expressing your personal identity in your immediate work environment?	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?	2.7	459
Overall, how isolated do you feel at this University?	3.6	462
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	3.7	395

Table 4, continued

	Mean	n
COMMITMENT TO DIVERSITY	3.6	459
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	366
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	3.6	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	3.7	438
How committed is the University community at large to helping to retain a diverse student body?	3.4	447
How committed is the University and its leadership to promoting practices that help recruit a diverse student body?	3.6	446
DIVERSITY PRACTICES	3.3	459
How effective is your department in recruiting a diverse faculty and staff?	3.3	454
Overall, how satisfied are you with the diversity in your primary department/unit?	3.4	461
How effective is your department in retaining a diverse faculty and staff?	3.3	449
Overall, how well does your campus meet the needs of those with disabilities?	3.3	409
PROFESSIONAL RELATIONSHIPS	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	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	409
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff	3.9	461
PHYSICAL SAFETY	4.0	462
Overall, how would you rate the physical safety of your campus?	4.0	457
Overall, how would you rate the physical safety of the areas close to campus?	3.9	453
How would you rate the physical safety of your immediate work environment?	4.0	461
FAIRNESS OF POLICIES AND PROCEDURES	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? Allocation of space/equipment or other resources	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? Salary decisions	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	3.1	363
WORKLOAD	3.2	461
Do you feel that the workload in your current job is too low, too high, or just right?	3.1	462
As an employee on this campus, how difficult is it for you to balance your work and family life?	3.4	462
HOW EXCLUDING OR INCLUSIVE IS YOUR PRIMARY DEPARTMENT/UNIT?	3.5	458

The fourth component also includes five 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 all five items comprising it. The overall mean on this component is 3.3; this score is close to the midpoint. The ratings on the individual items do not vary much.

Component five is called **professional relationships** and 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 two highest component means. The means on the individual

items vary from 3.9 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 next component is **physical safety**. It includes three items all of which ask about the physical safety of staff members' work environment (including their immediate work environment, campus and nearby areas). The mean rating of 4.0 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.

The final component—**fairness of policies and procedures**—has a component score of 3.1, 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.

The final component is **workload and balance**. It includes two items: one about workload and one about the difficulty of balancing work and family life. For the workload question, respondents could indicate that their workload was too high (coded 1), somewhat high (2), just right (3), somewhat low, (4), and too low (5). The original coding of this scale failed to reflect the relative negative or positive nature of the response categories (e.g., both "too high" and "too low," coded 1 and 5, respectively, indicate a negative state of affairs). Therefore, the item was recoded such that too high/too low = 1, somewhat high/somewhat low = 3, and just right = 5. The work-life balance question was coded as follows, extremely difficult = 1, very difficult = 2, moderately difficult = 3, slightly difficult = 4, and not at all difficult = 5. The mean rating of 3.2 on the component indicates that staff ratings on workload and balance are just about moderate, and as such is the second lowest of all component scores.

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 3.5.

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 5 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 **personal identity and belongingness** has the highest coefficient with overall climate—0.41. This indicates that the more positively staff rate this component, the higher they will rate the overall climate.

The next explanatory component—**professional work environment**—has a coefficient of .33. 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
Personal identity and belongingness	0.41**
Professional work environment	0.33**
Professional relationships	0.09**
Workload	0.09**
Diversity practices	0.08*
How excluding or inclusive is primary department/unit?	0.07*
Adjusted R ²	.75
n	365

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

The next four explanatory components—**professional relationships, diversity practices, work load,** and the individual item, **How excluding or inclusive is primary department/unit?**—are all significantly related with overall climate; however much less strongly than personal identity and belongingness and professional work environment.

The three other explanatory variables—**physical safety, fairness of policies and procedures, and commitment to diversity**—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.

Prioritizing Areas for Action

We have used the results of the regression analysis shown in Table 5 and the mean ratings on the components and the individual items shown in Table 4 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 which have the strongest relationship with overall climate— **personal identity and belongingness** and **professional work environment**—can be tagged as primary areas because affecting scores on these two components will greatly affect scores on overall climate. **Professional relationships, diversity practices, work load,** 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 6 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 6 to 12 provide the same type of analysis, but this time for individual items within each of the components presented in Table 6. Areas of strength and weakness are identified in the same way as for the explanatory components. To classify an item as primary or secondary, we use the correlation of that item with the overall component to which it belongs (these correlations are output during the principal components analysis). Correlations can range from 0 to 1, and the closer it is to 1, the stronger the correlation. Items with correlations of .50 to 1.0 are classified as primary, and those with correlations from 0 to .49 are classified as secondary.

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	Personal identity and belongingness (3.6)	Professional work environment (3.4)
Secondary	Professional relationships (3.9) How excluding or inclusive is primary department/unit? (3.5)	Workload (3.2) Diversity practices (3.3)

Areas of Strength and Action by Component

Personal Identity and Belongingness

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 an area of strength for Oakland University as it is a primary component on which the mean score is higher than 3.5.

Table 7 provides the priority performance grid, but this time 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 “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	<p>How often personally experienced excluding, intimidating, offensive, and/or hostile conduct from members of the University (4.0)</p> <p>How often heard others at the University make disparaging remarks about people because of their diversity (4.3)</p> <p>How comfortable expressing personal identity in the immediate work environment (3.5)</p> <p>How isolated feel at the University (3.6)</p> <p>How fair and equitable do you feel recruitment policies and practices have been in past 12 months? (3.7)</p>	<p>How confident that one can file a complaint or grievance (for treatment that is not fair and equitable) without fear of negative consequences to self (2.7)</p>
Secondary		

Figure 8. Mean Scores on Personal Identity and Belongingness by Gender: Staff

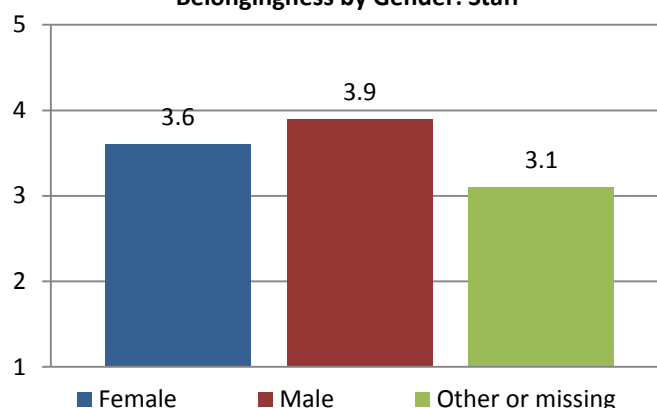


Figure 9. Mean Scores on Personal Identity and Belongingness, by Race/Ethnicity: Staff

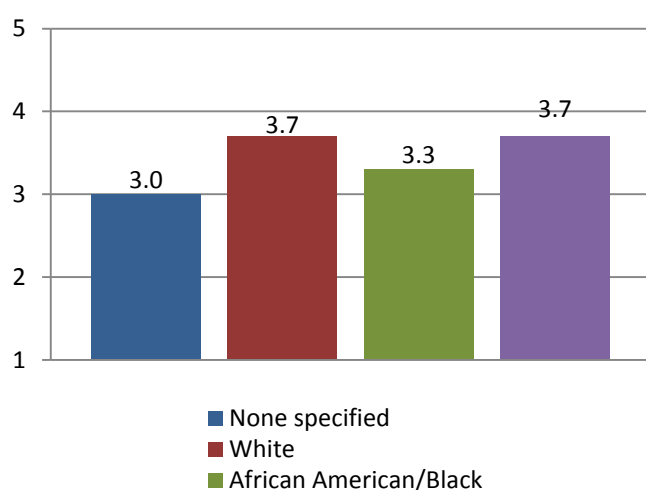


Figure 10. Mean Scores on Personal Identity and Belongingness, by Staff Classification: Staff

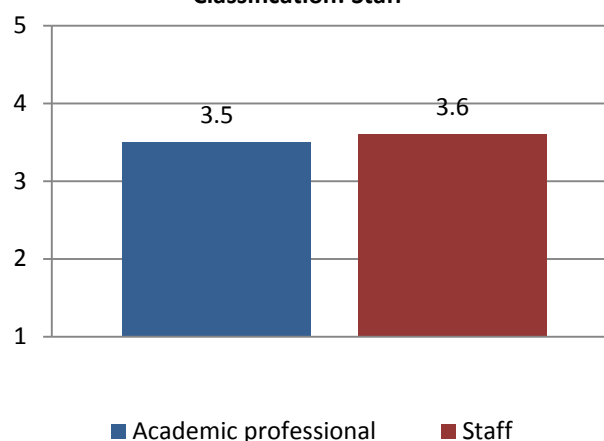


Figure 8 to 14 shows the mean scores on the personal identity and belongingness component by various demographic variables.

The mean rating on the “Personal identity and belongingness” component is significantly lowest among those in the “Other or missing” gender category (Figure 8). Ratings for the African American/Black category are significantly lower than those for the White category (Figure 9).

Figure 11. Mean Scores on Personal Identity and Belongingness, by Age: Staff

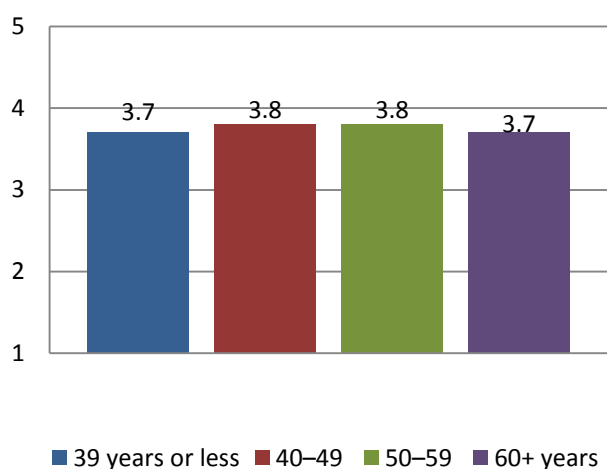


Figure 12. Mean Scores on Personal Identity and Belongingness, by Years Employed at the University: Staff

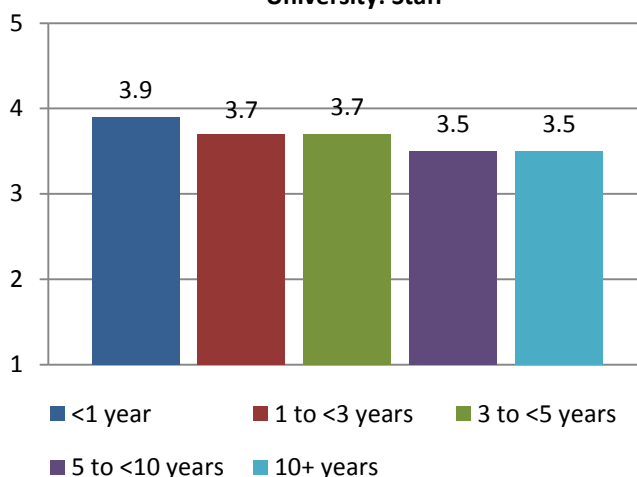


Figure 13. Mean Scores on Personal Identity and Belongingness, by Sexual Orientation: Staff

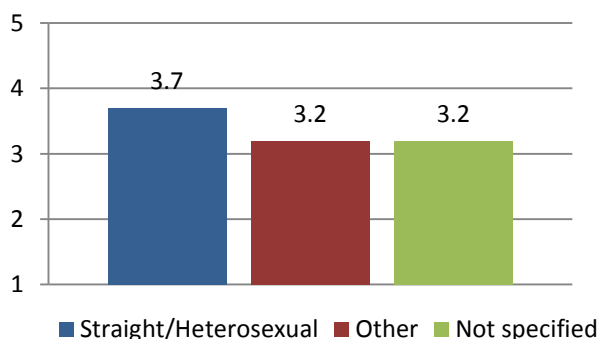
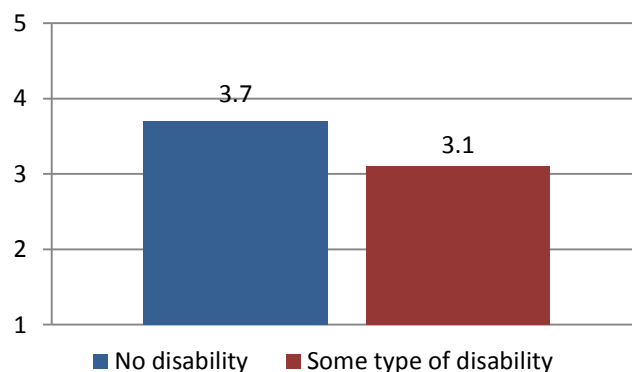


Figure 14. Mean Scores on Personal Identity and Belongingness, by Ability/Disability Status: Staff



There is no or very little variation in ratings between respondents in terms of staff classification (Figure 10) or age (Figure 11).

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 12). The differences in ratings 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 significant.

The mean rating is highest among the straight/heterosexual category (Figure 13). The difference in ratings on this component between this category and the “other” category is significant. Finally, staff who indicate that they have some disability have a significantly lower mean rating on this component as compared to staff who indicate they have no disability.

Professional Work Environment

This component has the second strongest relationship with overall climate, and the average rating of all individual items in this component is 3.4, which makes it an area of action for Oakland University as it is a primary component on which the mean score is lower than 3.5.

Table 8 provides the priority performance grid, but this time 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 “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	<p>How committed is your supervisor to creating a positive work environment for you? (3.5)</p> <p>How courteous and professional is relationship between staff and department/unit leadership? (3.8)</p> <p>How fair and equitable do you feel has access to departmental support staff been have been in past 12 months? (3.7)</p>	<p>How much of a say do you have in shaping your work environment? (3.1)</p> <p>How much recognition do you get for your contributions at work? (2.9)</p> <p>To what extent does your current work environment provide opportunities for you to learn and grow? (3.3)</p> <p>How satisfied are you, in general, with your opportunities for career advancement within the University? (2.8)</p>
Secondary	<p>To what extent do you feel your colleagues/coworkers treat you with respect? (3.8)</p> <p>To what extent do you believe you have the tools and resources to do your job well? (3.6)</p> <p>How much access do you have to accurate and timely information about the institutional policies and procedures you need to do your job well? (3.7)</p>	

Figure 15. Mean Scores on Professional Work Environment, by Gender: Staff

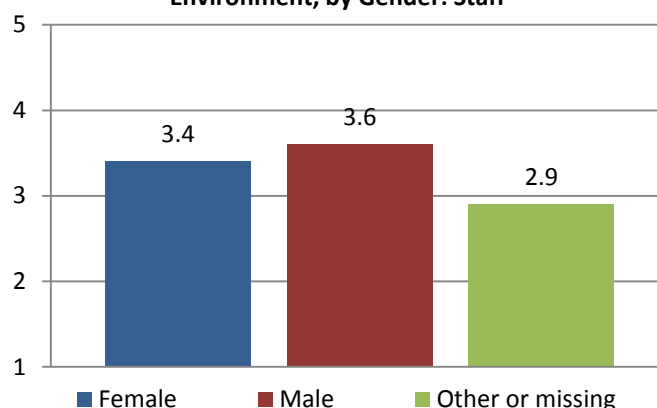


Figure 16. Mean Scores on Professional Work Environment, by Race/Ethnicity: Staff

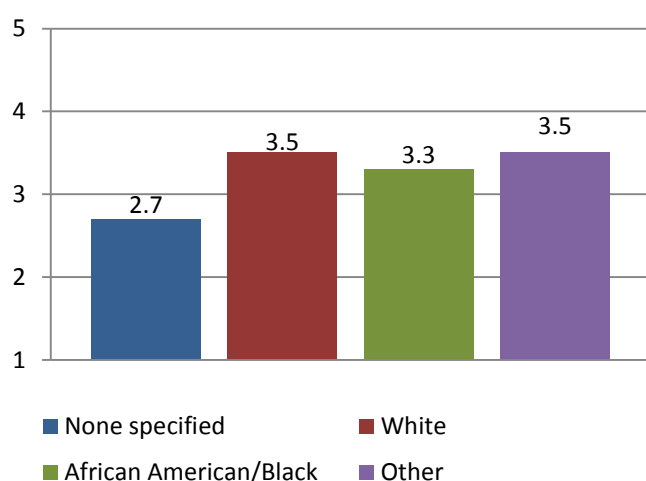


Figure 17. Mean Scores on Professional Work Environment, by Staff Classification: Staff

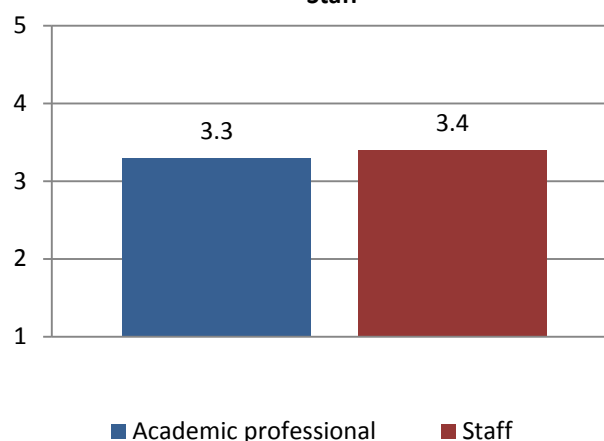


Figure 15 to 21 shows the mean scores on the professional work environment component by various demographic variables.

The mean rating on the “Professional work environment” component is significantly lowest among those in the “Other or missing” gender category (Figure 15); there is not much difference in ratings between female and male staff. Though ratings for the African American/Black category are lower than those for the White and Other categories, these differences are not significant (Figure 16).

Figure 18. Mean Scores on Professional Work Environment, by Age: Staff

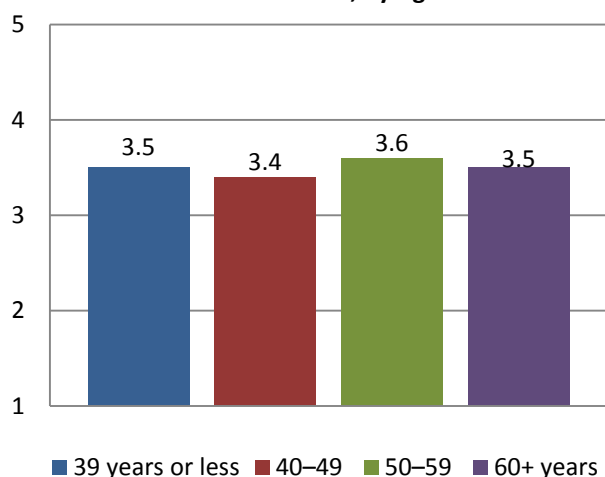


Figure 19. Mean Scores on Professional Work Environment, by Years Employed at the University: Staff

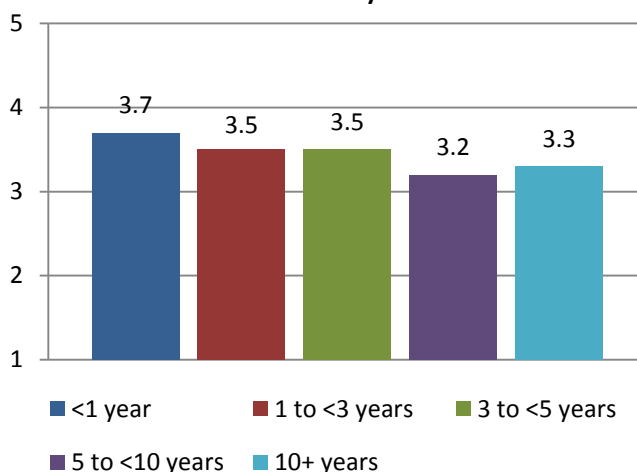


Figure 20. Mean Scores on Professional Work Environment, by Sexual Orientation: Staff

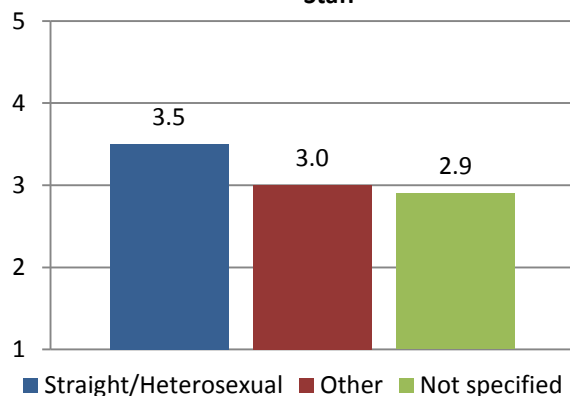
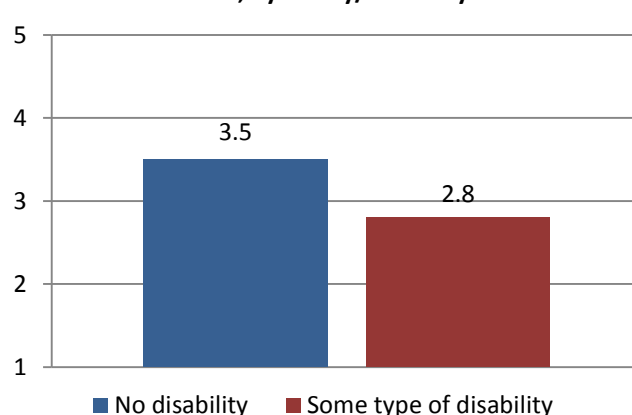


Figure 21. Mean Scores on Professional Work Environment, by Ability/Disability Status: Staff



There is no significant difference in the mean rating on this component between respondents in terms of staff classification categories (Figure 17) or age categories (Figure 18).

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 19). The differences in ratings 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 significant.

The mean rating is highest among the straight/heterosexual category (Figure 20) and lower for the “other” category; this difference is significant. Staff with some disability have a significantly lower mean rating on this component as compared to staff who indicate they have no disability (Figure 21).

Professional Relationships

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 3.9, which makes it area of strength for Oakland University; in fact, the average rating on this component is the highest of all components significantly related to overall climate.

Table 9 provides the priority-performance grid, but this time for individual items within this component. Areas of strength and weakness are identified in the same way as for the overall component. .

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

	High ratings (mean rating ≥ 3.5)	Low ratings (mean rating < 3.5)
Primary	<p>How courteous and professional is relationship between staff and students? (4.2)</p> <p>How courteous and professional is relationship between staff and faculty? (3.7)</p> <p>How courteous and professional is relationship between staff? (3.9)</p>	
Secondary		

Figure 22. Mean Scores on Professional Relationships, by Gender: Staff

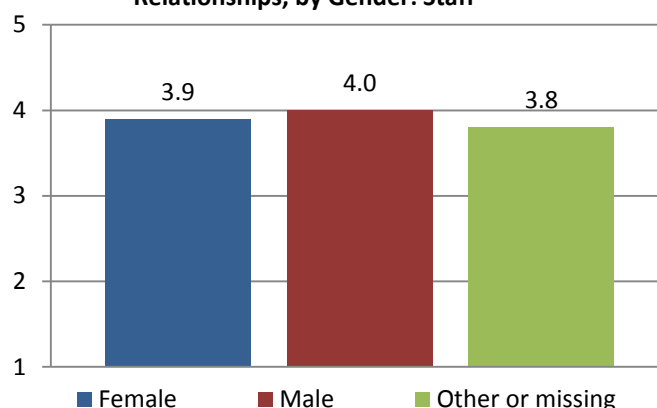


Figure 23. Mean Scores on Professional Relationships, by Race/Ethnicity: Staff

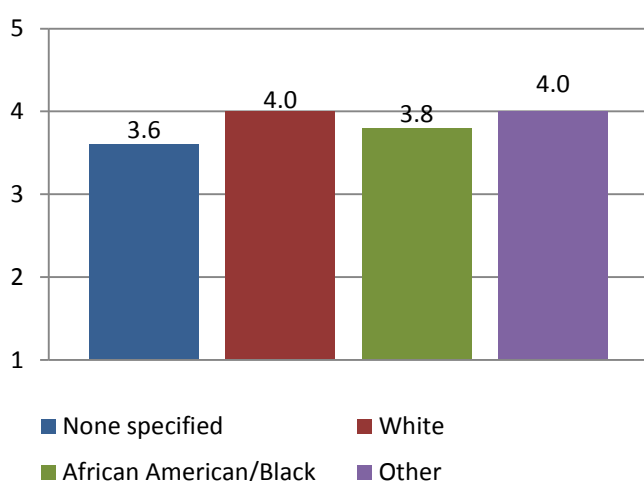


Figure 24. Mean Scores on Professional Relationships, by Staff Classification: Staff

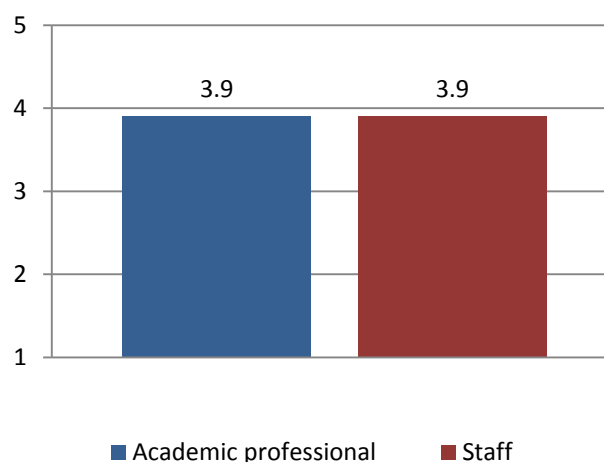


Figure 22 to 28 shows the mean scores on the professional relationships component by various demographic variables.

The mean rating on the “Professional relationships” component does not vary significantly by any of the demographic variables.

Figure 25. Mean Scores on Professional Relationships, by Age: Staff

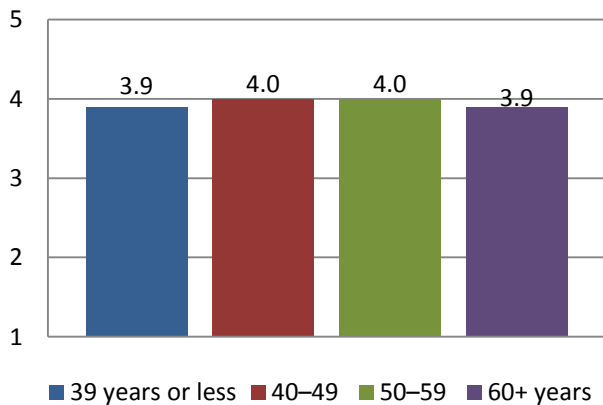


Figure 26. Mean Scores on Professional Relationships, by Years Employed at the University: Staff

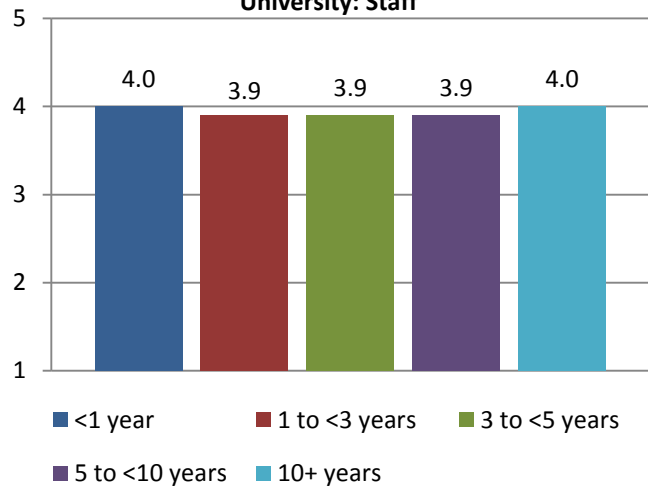


Figure 27. Mean Scores on Professional Relationships, by Sexual Orientation: Staff

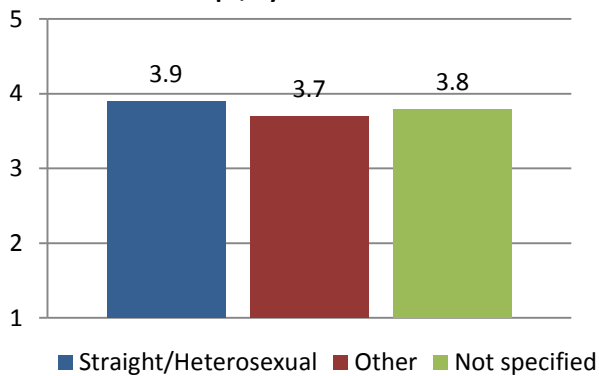
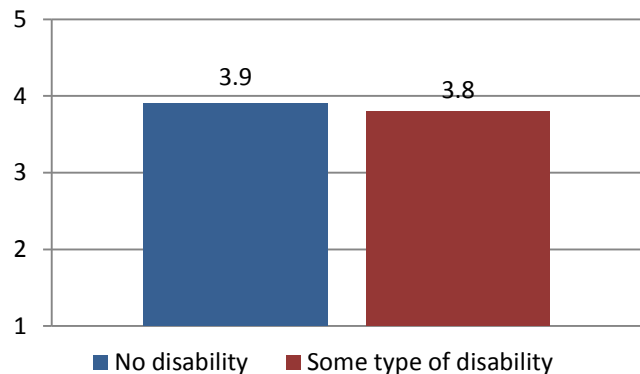


Figure 28. Mean Scores on Professional Relationships, by Ability/Disability Status: Staff



Workload

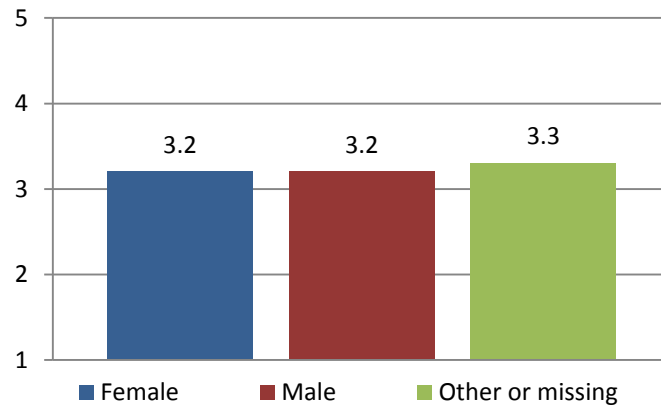
This component has the next strongest relationship with overall climate; however, as the strength of the relationship is low as compared to the first two components, it has been classified as a secondary area in terms of priority. The average rating of all individual items in this component is 3.2, which makes it area of concern for Oakland University; in fact, the average rating on this component is the lowest of all components significantly related to overall climate.

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

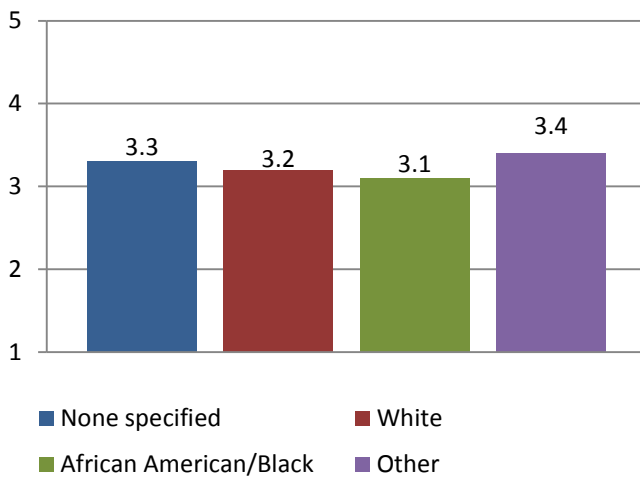
Table 11. Individual Items on “Workload” Component Classified as Primary or Secondary, as Areas of Strength or Action
High ratings (mean rating ≥ 3.5) **Low ratings (mean rating < 3.5)**

Primary		<p>Do you feel that the work load in your current job is too low, too high, or just right? (3.1)</p> <p>As an employee on this campus, how difficult is it for you to balance your work and family life? (3.4)</p>
Secondary		

**Figure 29. Mean Scores on Workload, by Gender:
Staff**



**Figure 30. Mean Scores on Workload, by
Race/Ethnicity: Staff**



**Figure 31. Mean Scores on Workload, by
Staff Classification: Staff**

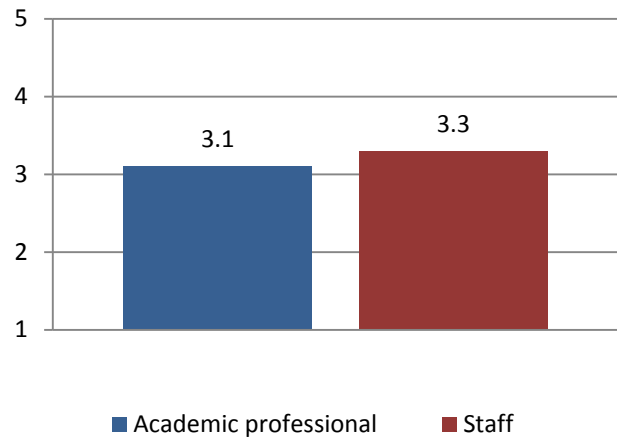


Figure 29 to 35 shows the mean scores on the workload component by various demographic variables.

The mean rating on the component does not vary significantly by gender category (Figure 29) or race (Figure 30).

Figure 32. Mean Scores on Workload, by Age: Staff

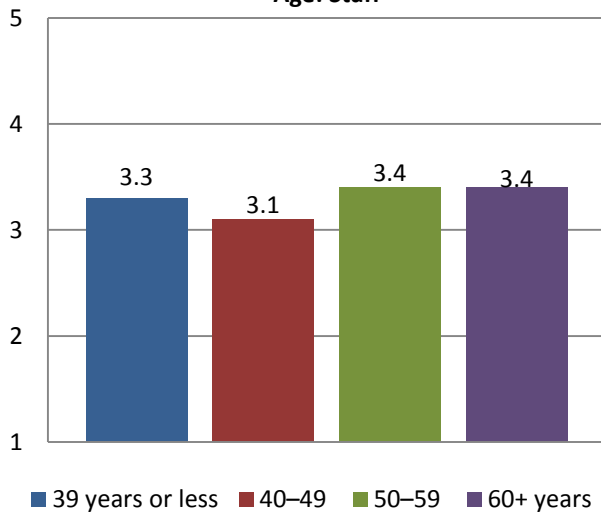


Figure 33. Mean Scores on Workload, by Years Employed at the University: Staff

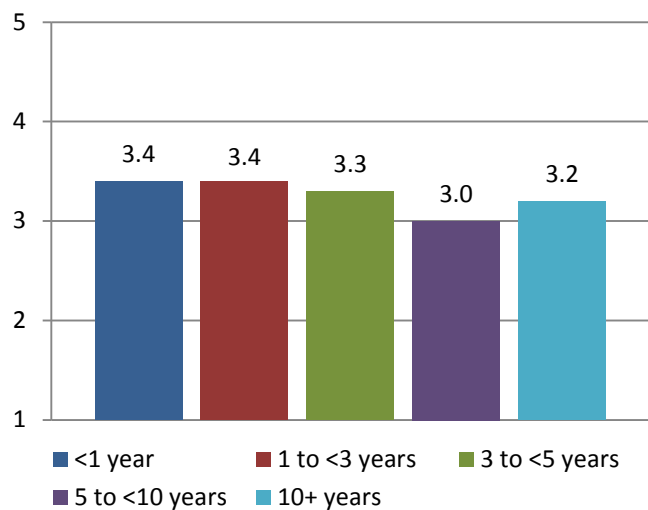


Figure 34. Mean Scores on Workload, by Sexual Orientation: Staff

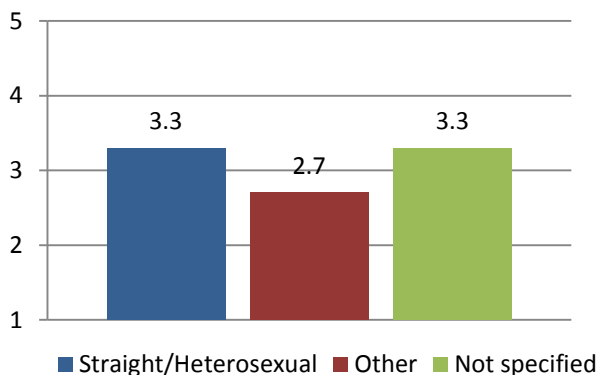
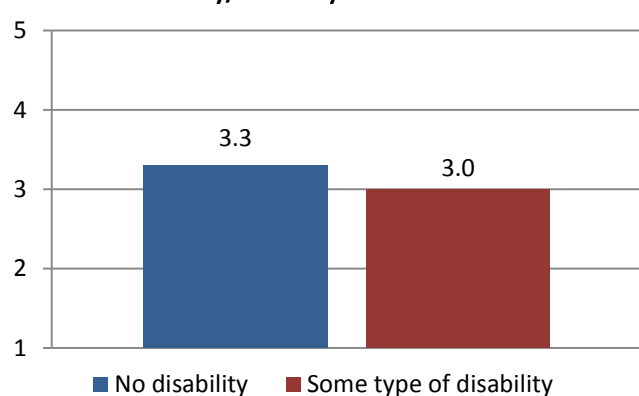


Figure 35. Mean Scores on Workload, by Ability/Disability Status: Staff



There is no significant difference in the mean rating on this component between respondents in terms of staff classification categories (Figure 31) or age categories (Figure 32).

Staff who have been employed at the University for the least number of years (Figure 33) have a significantly higher mean rating on this component as compared to those who have been employed at Oakland University for 5 to greater than 10 years.

Those in the straight/heterosexual category (Figure 34) category have a significantly higher rating on this component as compared to the “other” category. Staff with some disability have a significantly lower mean rating on this component as compared to staff who indicate they have no disability (Figure 35).

Diversity Practices

This component is significantly related to overall climate and is the fifth of six components in terms of strength of relationship with it. 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 3.3, which makes it area of concern for Oakland University.

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

Table 12. Individual Items on “Diversity Practices” Component Classified as Primary or Secondary, as Areas of Strength or Action

	High ratings (mean rating ≥ 3.5)	Low ratings (mean rating < 3.5)
Primary		<p>How effective is your department in recruiting a diverse faculty and staff? (3.3)</p> <p>Overall, how satisfied are you with the diversity in your primary department/unit? (3.4)</p> <p>How effective is your department in retaining a diverse faculty and staff? (3.3)</p>
Secondary		<p>Overall, how well does your campus meet the needs of those with disabilities? (3.3)</p>

Figure 36. Mean Scores on Diversity Practices, by Gender: Staff

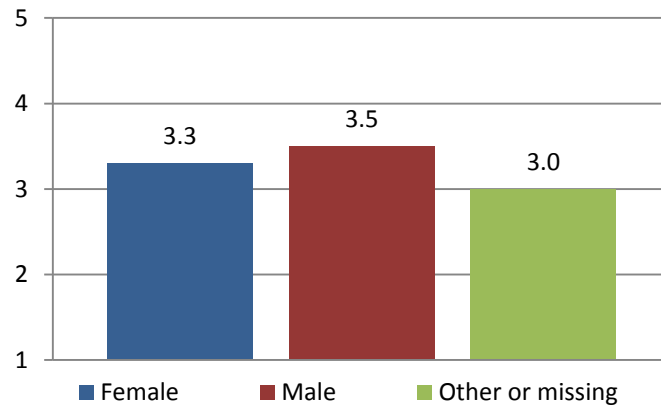


Figure 37. Mean Scores on Diversity Practices, by Race/Ethnicity: Staff

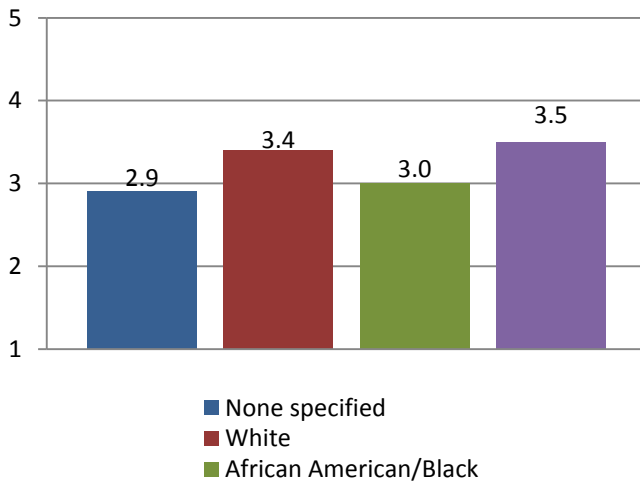


Figure 38. Mean Scores on Diversity Practices, by Staff Classification: Staff

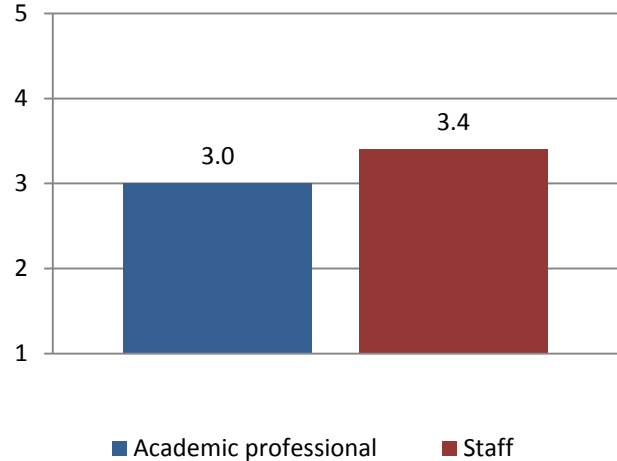


Figure 8 to 14 shows the mean scores on the personal identity and belongingness component by various demographic variables.

While the mean rating on the “diversity practices” component is much lower among those in the “Other or missing” gender category (Figure 36); the difference between this and other gender groups is not statistically significant. Ratings for the African American/Black category are significantly lower than those for the White category (Figure 37).

Figure 39. Mean Scores on Diversity Practices, by Age: Staff

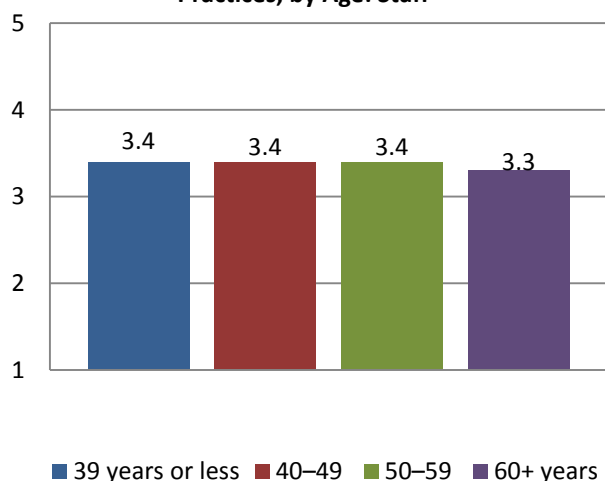


Figure 40. Mean Scores on Diversity Practices, by Years Employed at the University: Staff

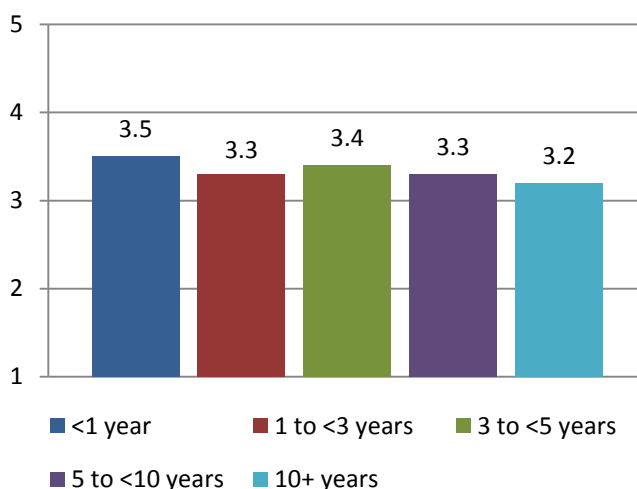


Figure 41. Mean Scores on Diversity Practices, by Sexual Orientation: Staff

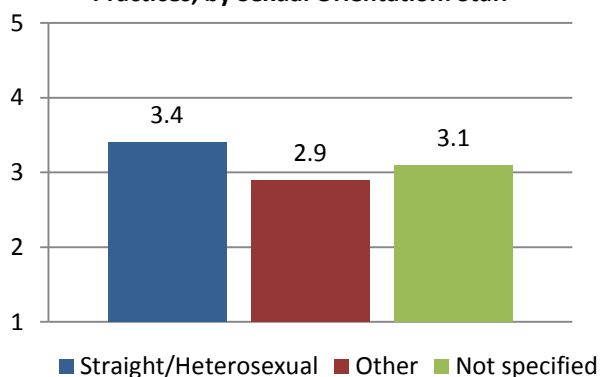
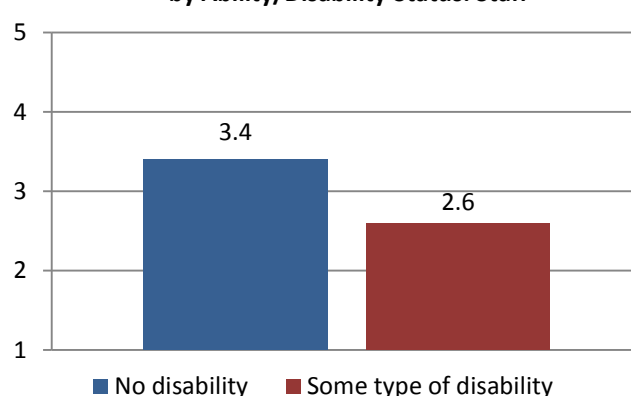


Figure 42. Mean Scores on Diversity Practices, by Ability/Disability Status: Staff



Mean ratings among academic professionals is significantly lower than for other staff (Figure 38).

There is no variation in ratings between respondents in terms of age (Figure 39) or number of years employed at the University (Figure 40).

The mean rating on this component is lowest among the “other” sexual orientation category (Figure 41). The difference in ratings on this component between this category and the “straight/heterosexual” category is significant. Finally, staff who indicate that they have some disability have a significantly lower mean rating on this component as compared to staff who indicate they have no disability (Figure 42).

Unit Excluding/Inclusive

This component is significantly related to overall climate and is the last of six components in terms of strength of relationship with it. 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 3.5, which makes it strong area for Oakland University.

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

Table 13. 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	Secondary		
		How excluding or inclusive is your primary department/unit? (3.5)	

Figure 43. Mean Scores on Excluding/Inclusive, by Gender: Staff

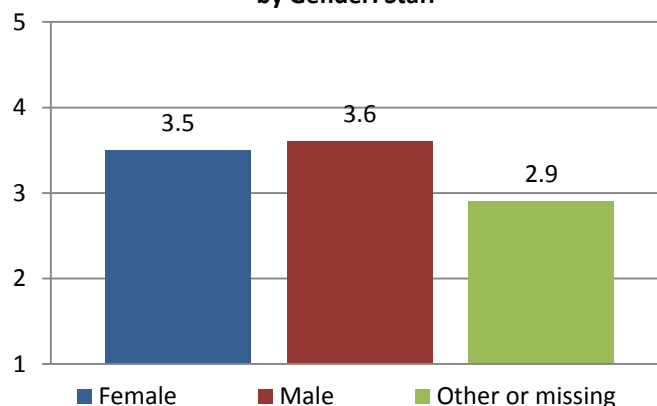


Figure 44. Mean Scores on Excluding/Inclusive, by Race/Ethnicity: Staff

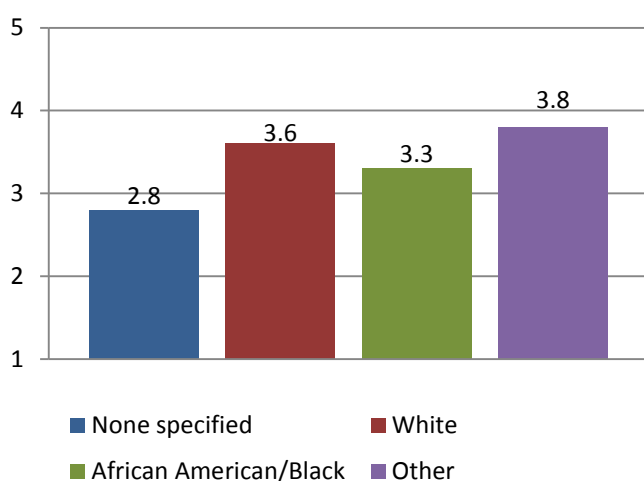


Figure 45. Mean Scores on Excluding/Inclusive, by Staff Classification: Staff

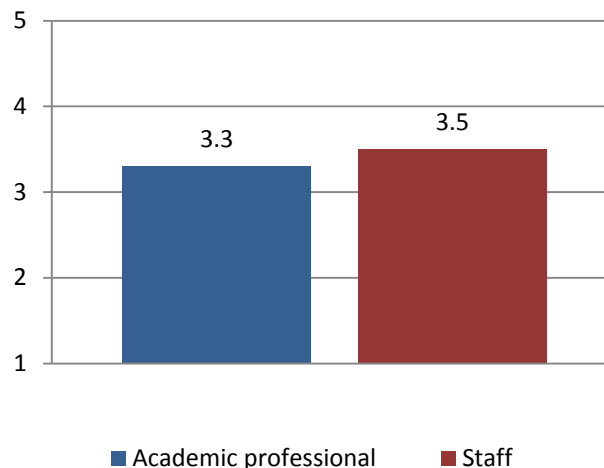


Figure 8 to 14 shows the mean scores on the personal identity and belongingness component by various demographic variables.

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 46. Mean Scores on Excluding/Inclusive, by Age: Staff

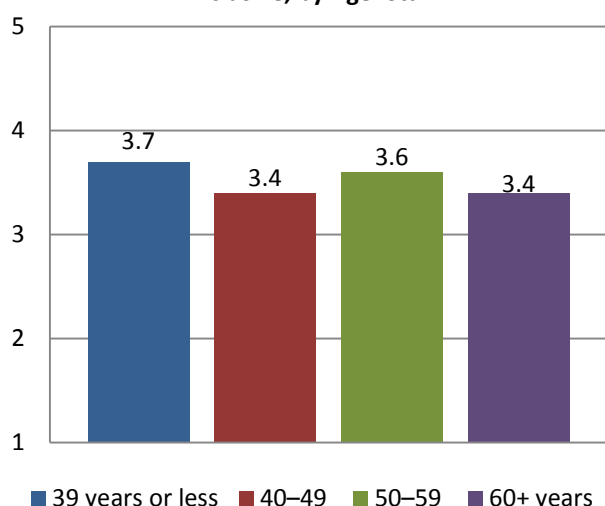


Figure 47. Mean Scores on Excluding/Inclusive, by Years Employed at the University: Staff

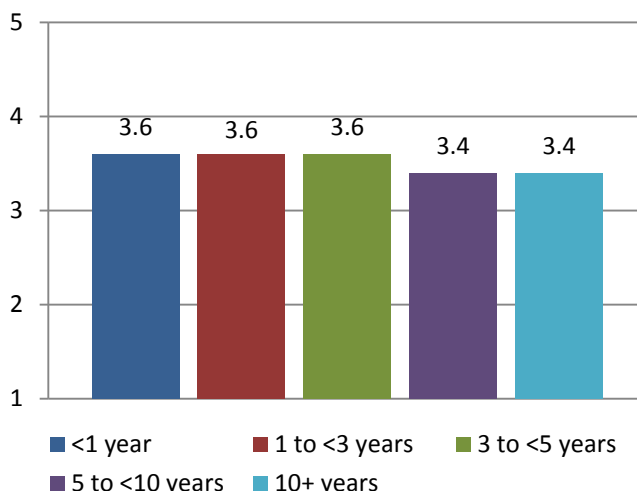


Figure 48. Mean Scores on Excluding/Inclusive, by Sexual Orientation: Staff

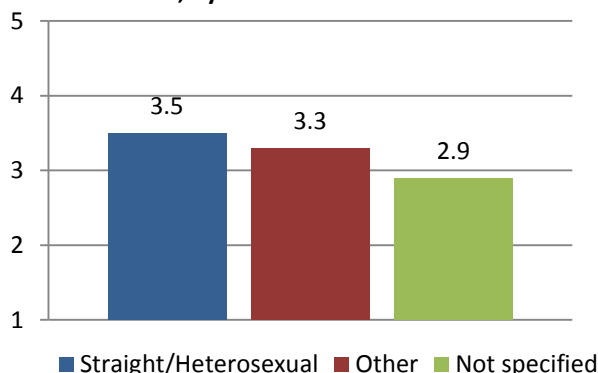
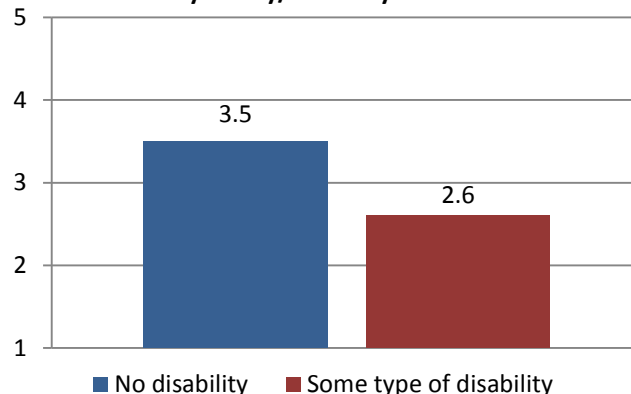


Figure 49. Mean Scores on Excluding/Inclusive, by Ability/Disability Status: Staff



There is no variation in ratings between respondents in terms of staff classification (Figure 45), age (Figure 46), or number of years employed at the University (Figure 47).

The mean rating on this component is lowest among those who did not specify their sexual orientation (Figure 48). The difference in ratings on this component between this category and the “straight/heterosexual” category is significant. Finally, staff who indicate that they have some disability have a significantly lower mean rating on this component as compared to staff who indicate they have no disability (Figure 49).

Responses to Open-end Questions

The questionnaire included two questions inviting open-ended comments from respondents. One asked for suggestions for improving the climate and the other asked respondents to mention relevant issues of climate or demographic information that was not covered in the questionnaire. There were 232 staff who answered the

question about suggestions for improving the climate, and 56 who answered the question asking if any issues of climate or demographic information was not covered in the questionnaire. For each question, we categorized the responses into several commonly occurring themes that were evident. Tables 14 and 15 summarize these themes and the number of mentions for each. Each respondent's comments could be classified into a single theme if it mentioned only one or into multiple themes if the comment touched upon more than one. Therefore the number of mentions listed for each theme when summed up across themes will be more than the total number of respondents who answered the question.

Table 14. Suggestions for improving climate

Themes	Number of mentions
Salaries/pay/wages, fairness of pay	49
Administration, supervisor-employee relationship	45
Workload, staffing levels	33
Valuing staff employees	31
Diversity, tolerance	30
Miscellaneous suggestions	21
Student mentions	20
Promotions, advancement	19
Communication	16
Space, Physical facilities	14
Parking	13
Bullying, intimidation	11
Collegiality	10
Quality of employees, Work ethic	10
Morale	9
Employee recognition, reviews, mentoring	9
Rules/policy	8
Activities	8
Accessibility	7
Employee union	7
Financial and other resources	7
Alternate schedule	6
Comments on survey (positive)	4
Safety and security	4
Hiring/recruitment	4
Politics	3
Support	3
Part-time staff	3
Clock tower	2
Comments on survey (negative)	2

Table 14. Suggestions for improving climate (continued)

Themes	Number of mentions
None, not applicable	7
Other (negative)	53
Other (positive)	19

Table 15 provides the themes and number of mentions for responses to the question on issues of climate or demographic information not covered in the questionnaire.

Table 15. Issues of climate or demographic questions not covered by the questionnaire

Themes	Number of mentions
Salary/pay related issues	10
Diversity and tolerance	10
Workload	8
Administration	8
Valuing staff employees	6
Morale	5
Bullying/Intimidation	4
Professional growth/advancement	3
Rules, policies, and procedures	2
Employment category	2
Resources	2
Smoking ban related	2
Gender related	2
Communication	1
No answer/Nonanswer	4
Other (about survey items)	10
Other (positive)	6
Other (negative)	5

Summary of Results

In summary, these analyses derived an outcome variable termed “overall climate” and sought to examine factors or aspects of the climate that influence the overall climate rating. To do so, on the basis of a principal components analysis, eight explanatory components and one individual item were identified: Personal identity and belongingness; Professional work environment; Professional relationships; Work load; Diversity practices; extent to which primary department/unit is excluding or inclusive; Commitment to diversity; Fairness of policies

and procedures; and Physical safety. Of these explanatory variables, the first six listed were found to significantly influence ratings on overall climate.

Personal identity and belongingness can be considered a strength for Oakland University among staff in that it is strongly associated with overall climate ratings and the mean rating on it is higher than 3.5 (on a scale ranging from 1 to 5 points). Ratings on this component, however, are lower than 3.5 for staff in the “other or missing” gender category; for staff in the “African American/Black” and among staff respondents who did not specify race; among those in the “other” sexual orientation category and among those who did not specify sexual orientation; and among staff respondents who have some type of disability.

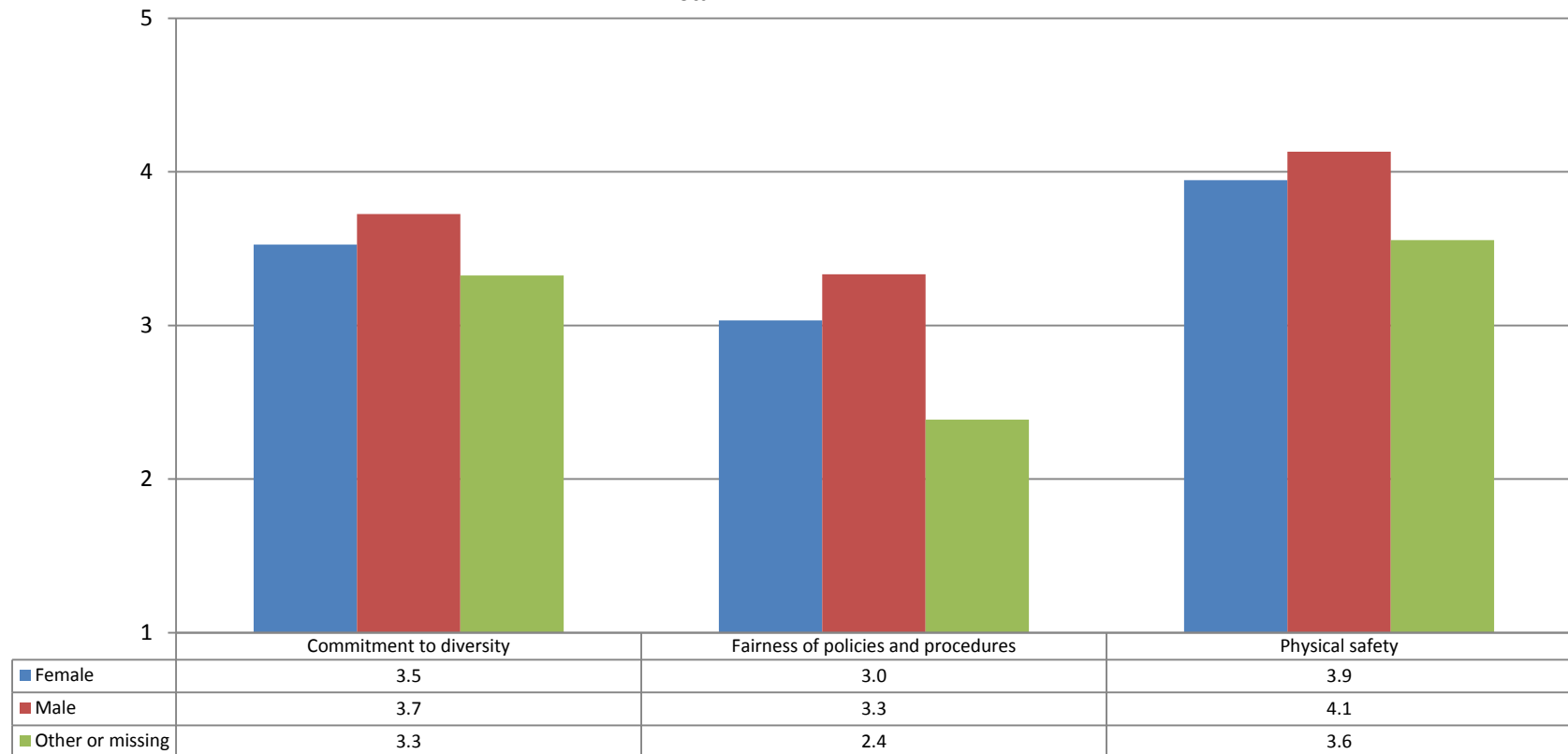
Professional work environment can be considered an area for action for Oakland University among staff in that it is strongly associated with overall climate ratings and the mean rating on it is lower than 3.5 (on a scale ranging from 1 to 5 points). Ratings on this component are lowest for staff in the “other or missing” gender category; for staff in the “African American/Black” and among staff respondents who did not specify race; among those employed at the University for five years or longer; among those in the “other” sexual orientation category and among those who did not specify sexual orientation; and among staff respondents who have some type of disability.

Appendix A

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

The figures on the following pages present the mean ratings on the three components which were not significantly related to overall climate: Commitment to diversity, Fairness of policies and procedures, and Physical safety.

**Figure A1. Mean Scores on Variables Not Significantly Related to Overall Climate, by Gender:
All Staff**



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

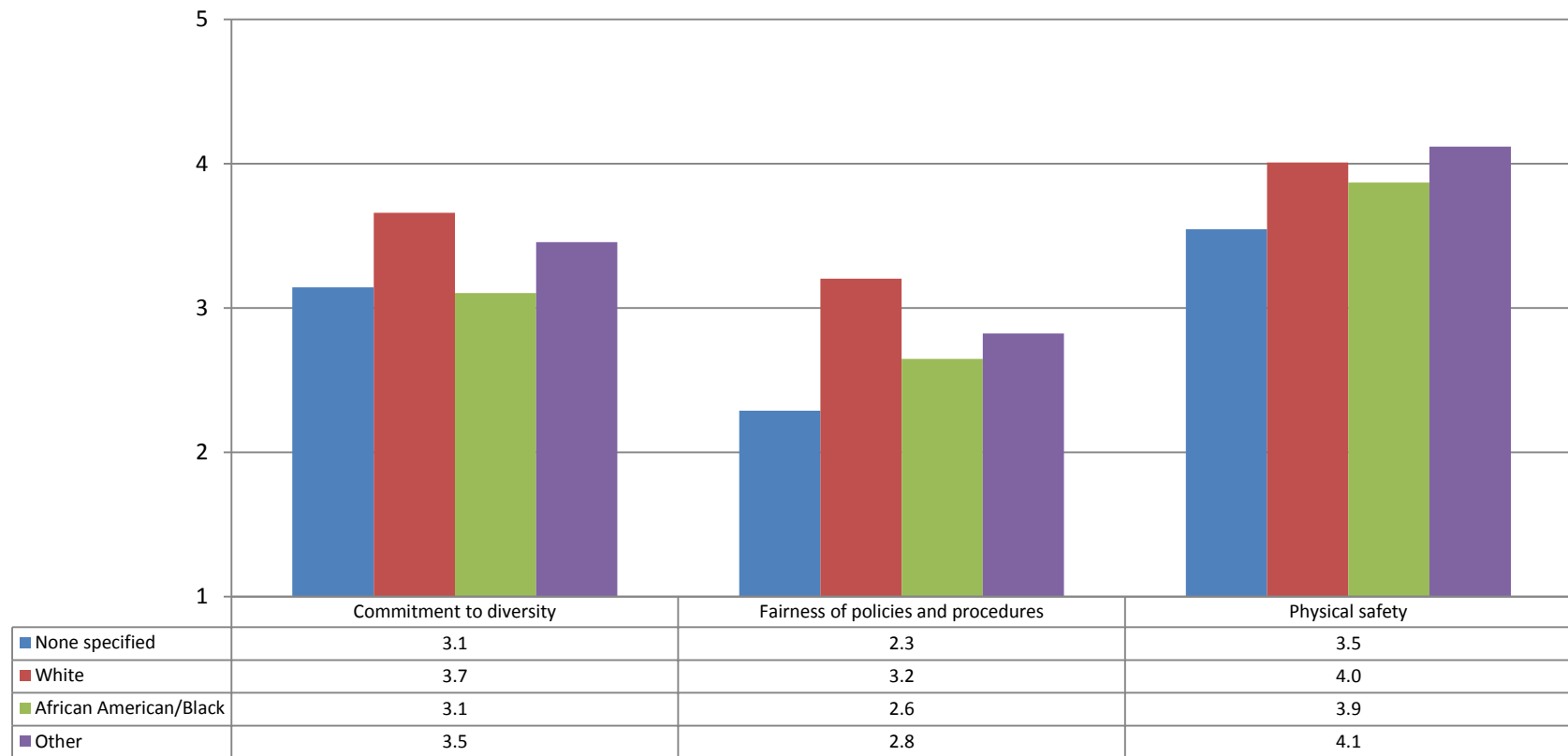
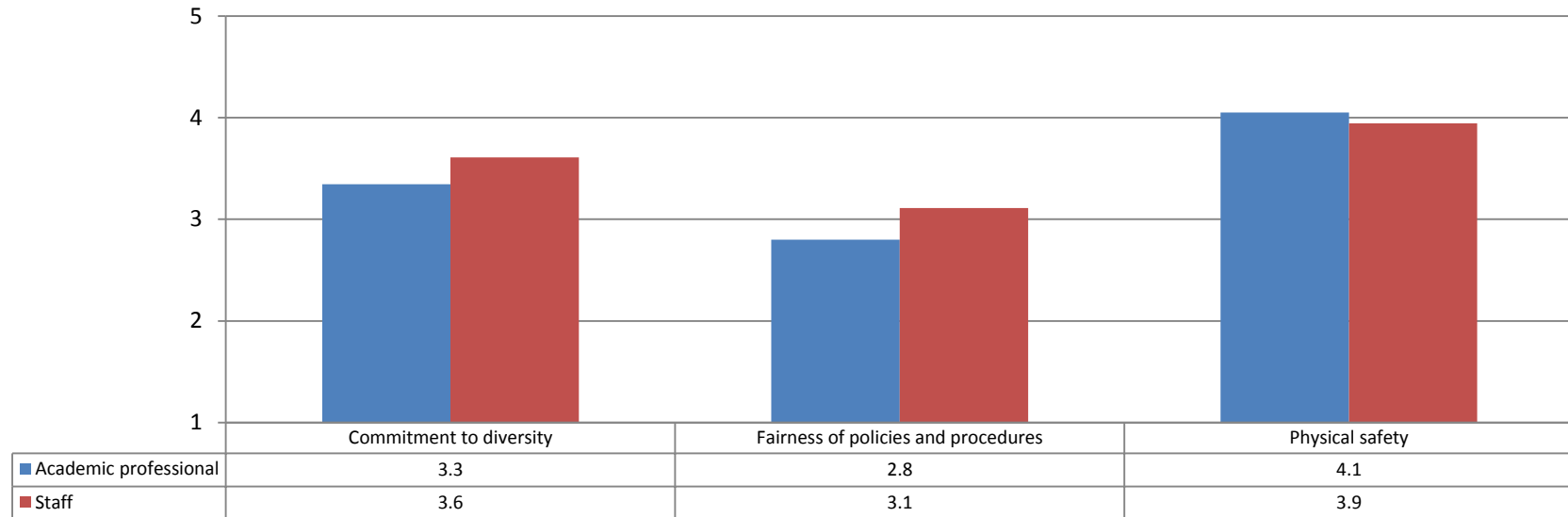
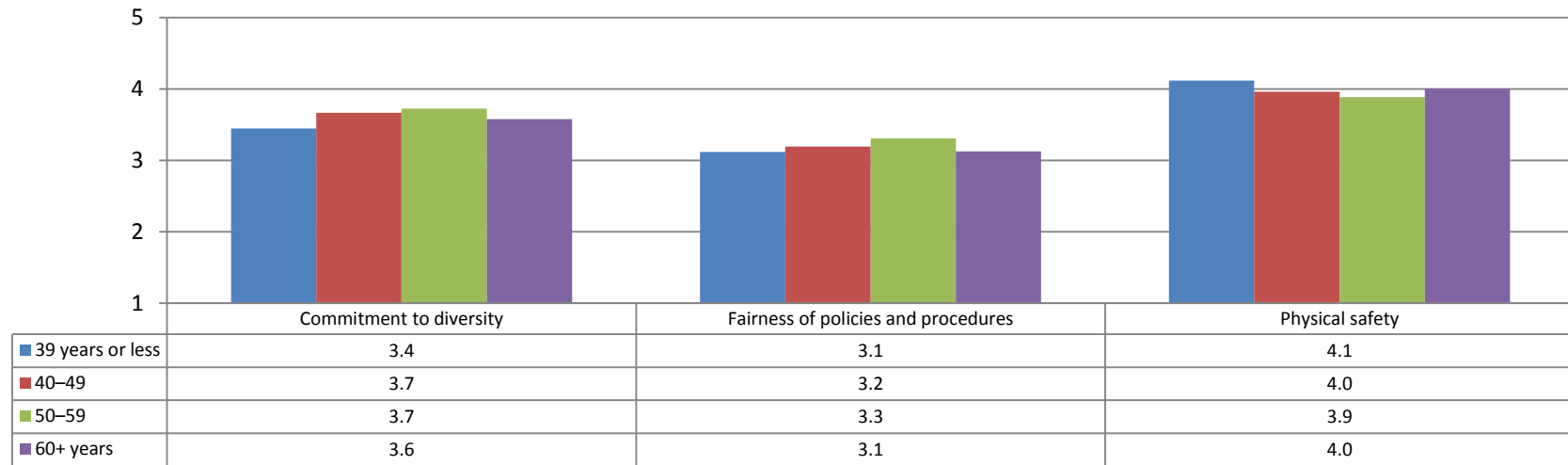


Figure A3. Mean Scores on Variables Not Significantly Related to Overall Climate, by Staff Classification: All Staff



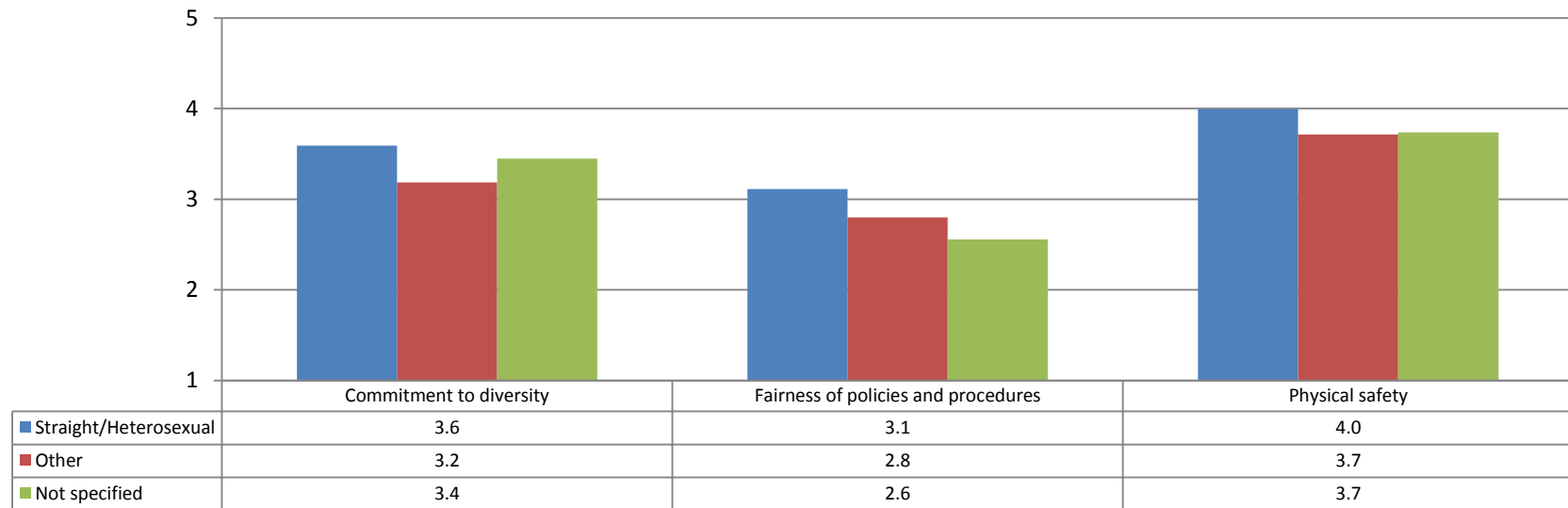
**Figure A4. Mean Scores on Variables Not Significantly Related to Overall Climate, by Age:
All Staff**



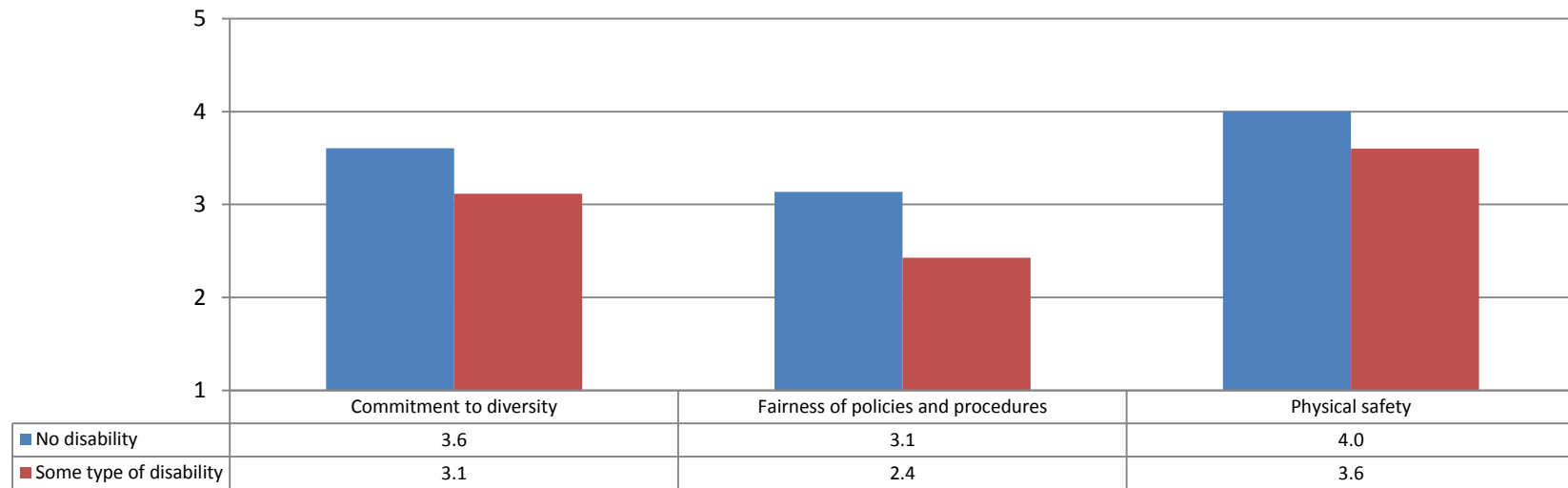
**Figure A5. Mean Scores on Variables Not Significantly Related to Overall Climate,
by Years Employed at the University: All Staff**



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



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



Appendix B

Staff Questionnaire

Oakland University Climate Study—Academic Administrators and Staff Questionnaire

1. 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.

- ☐ Staff
- ☐ Academic Professional
- ☐ Faculty
- ☐ Student

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.

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

PROGRAMMING NOTE: 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.”

- 2a. Overall, how would you rate the climate on the **campus** where you are primarily located?

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

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

2b. Overall, how would you rate the climate in 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.

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

2c. 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**?

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

3. Overall, how isolated do you feel at this University?

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

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

5. Overall, how satisfied are you with the diversity in your primary department/unit?

PROGRAMMING NOTE: 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.”

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

6. How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution?

	Extremely detrimental	Quite detrimental	Neither beneficial nor detrimental	Quite beneficial	Extremely beneficial	Not enough information to say
The University leadership—that is, the President and the Board of Trustees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campus leadership—that is, Vice Presidents/Provosts and Deans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your department/unit leadership—that is, your Department /Program Director or Supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

8. In the past 12 months, how often have you **personally experienced** excluding, intimidating, offensive, and/or hostile conduct from members of this University?

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

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

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

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

	Not at all	Not very	Moderately	Very	Extremely	Not enough information to say
Recruitment policies and practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotion decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Salary decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allocation of space/equipment or other resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access to departmental support staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduate student assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. You indicated that [RESPONSE FROM #10] 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?

Please select all that apply.

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

12. How well does your department/unit address issues of unfair or inequitable treatment owing to treatment to employees owing to their diversity?

PROGRAMMING NOTE: 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.”

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

13. As far as you know, are there systems or offices in place to assist employees if they experience any treatment that is not fair and equitable, or does it not?

- ☐ There are systems/offices
- ☐ There are no systems/offices [SKIP TO #13]

13a. How effective are these systems or offices in addressing issues of treatment that are not fair and equitable?

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

14. 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
- ☐ Not very confident
- ☐ Moderately confident
- ☐ Very confident
- ☐ Extremely confident

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

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

16. Overall, how would you rate the physical safety of your campus?

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

17. Overall, how would you rate the physical safety of the areas close to campus?

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

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

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

19. To what extent do you feel your colleagues/coworkers treat you with respect?

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

20. 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.

	Not at all	Not very	Moderately	Very	Extremely	Not enough information to say
Between staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Between staff and department/unit leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Between staff and faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Between staff and students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Between faculty and students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTE: NUMBERING SKIPS OVER 21 TO KEEP NUMBERING PARALLEL WITH FACULTY QUESTIONNAIRE

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

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

23. How much access do you have to accurate and timely information about the institutional policies and procedures you need to do your job well?

- ☐ Not at all
- ☐ A little
- ☐ Some
- ☐ A lot
- ☐ A great deal

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

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

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

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

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

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

27. Do you feel that the work load in your current job is too low, too high, or just right?

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

28. Is there anyone at the University whom you currently consider to be a mentor—an individual or individuals who gives advice, counsels on career issues, and/or advocates for you—or is there no one at the University like that?

- ☐ Yes, there is
- ☐ No, there is not **[SKIP TO #27]**

28a. Is your mentor part of a formal mentorship program, or is he or she not part of a formal mentorship program?

- ☐ Formal
- ☐ Not formal
- ☐ Don't know

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

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

30. How committed is your supervisor to creating a positive work environment for you?

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

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

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

32. How effective is your department in recruiting a diverse faculty and staff?

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

33. How effective is your department in retaining a diverse faculty and staff?

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

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

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

35. How committed is the **University community at large** to helping to retain a diverse student body?

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

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

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

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

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

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

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

- ☐ Main campus / Rochester
- ☐ Other—PLEASE SPECIFY:

40a. Which of the following best describes your job title or role?

- ☐ Executive, Academic Administrator, Academic Dean
- ☐ Administrative Professional, Coach,
- ☐ Clerical Technical
- ☐ Dispatcher, Police Officer, Police Sergeant
- ☐ Service and Maintenance
- ☐ Casual hourly and Casual monthly

41. In which school or college/administrative unit do you have your primary job appointment?

[LIST MENU]

42. In which department/unit/office do you have your primary job appointment?

[LIST MENU]

43. 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

44. For how many years have you been working in your current position 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

45. Across all positions you hold at the University, how many hours per week are you currently contracted to work?

[TEXT BOX]

46. In what year were you born?

47. 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)

48. Please indicate your sex.

- ☐ Female
- ☐ Male
- ☐ Transgender (Please specify, e.g., Male to Female)
- ☐ Other

49. Which of the following best describes you?

- ☐ Straight or heterosexual (Skip to citizenship status)
- ☐ Gay (Skip to citizenship status)
- ☐ Lesbian (Skip to citizenship status)
- ☐ Bisexual (Skip to citizenship status)
- ☐ Queer (Skip to citizenship status)
- ☐ Other [Please specify]

50. What is your citizenship status?

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

51. Do you have any dependent children (please include children you gave birth to, adopted, or are raising/have raised)?

- ☐ Have dependent children
- ☐ Do not have dependent children [SKIP TO #50]

51a. How many of your dependent children are...

Under the age of 18?

18 years or older?

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

- ☐ Have
- ☐ Do not have [SKIP TO #53]

53. Which of the following types of disability do you have? (PLEASE SELECT ALL THAT APPLY.)

- ☐ ADHD
- ☐ Blind
- ☐ Low-vision
- ☐ Acquired Brain Injury
- ☐ Deaf
- ☐ Hard-of-hearing
- ☐ Deaf-Blind
- ☐ Developmental Delay
- ☐ Specific Learning Disability
- ☐ Mobility
- ☐ Psychological
- ☐ Speech/Language Impairment
- ☐ Systemic/Chronic Health
- ☐ Other (please specify)

54. Have you requested an accommodation through Academic Human Resources (AHR), or have you not done that?

- ☐ Have requested
- ☐ Have not requested

55. Are you Hispanic/Latino, or are you not? (ROLL OVER TEXT FOR A DEFINITION OF “Hispanic/Latino”]

[PROGRAMMING NOTE: DISPLAY “A person of Cuban, Mexican, Puerto Rican, Central or South American, or other Spanish cultures or origin, regardless of race” AS DEFINITION.]

- ☐ Hispanic/Latino(a)
- ☐ Not Hispanic/Latino(a)

56. Which of the following racial groups best describes you? (PLEASE SELECT ALL THAT APPLY.) (ROLL OVER TEXT FOR A DEFINITION OF RACE CATEGORIES.)

- ☐ American Indian or Alaskan Native [PROGRAMMING NOTE: 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.]
- ☐ Asian [PROGRAMMING NOTE: 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.]
- ☐ Black or African American [PROGRAMMING NOTE: DISPLAY “A person having origins in any of the Black racial groups of Africa” AS DEFINITION.]
- ☐ Native Hawaiian or Other Pacific Islander [PROGRAMMING NOTE: DISPLAY “A person having origins in any of the original persons of Hawaii, Guam, Samoa or other Pacific Islands” AS DEFINITION.]
- ☐ White [PROGRAMMING NOTE: DISPLAY “A person having origins in any of the original peoples of Europe, North Africa, or the Middle East” AS DEFINITION.]

57. 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.

Appendix C

Text of E-mail Invitation

To the Oakland University community,

All students, faculty and staff are invited to participate in a 2013 study to assess Oakland University's culture. The survey will measure perceptions of 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 has been selected to administer the survey. Sowmya Anand and Linda Owens of the Survey Research Laboratory at the University of Illinois (IRB Protocol # 13636) are the surveyors. Should you have questions, please feel free to contact Sowmya Anand at (217) 333-2219.

If you have any questions about your rights as a participant in this study or any concerns or complaints, you may contact the Oakland University Institutional Review Board at 248-370-2762. You can also contact the University of Illinois Institutional Review Board at 217-333-2670 (collect calls will be accepted if you identify yourself as a research participant) or via email at irb@illinois.edu.

Your participation is important and will provide valuable insights into the issues being examined. Thank you in advance for your contribution to this important initiative. The deadline for completing the survey is April 16.

Click here <https://www.surveygizmo.com/s3/1181883/1137-Oakland-University-Climate-survey> to access survey.

Sincerely

Gary D. Russi
President

--

Gary D. Russi
President
Oakland University
204 Wilson Hall
Rochester, MI 48309-4401
248-370-3500
248-370-3504 (fax)

Appendix D

Tables of Individual Items: All Staff

Tables for Outcome Variable "Overall climate"

		All Staff
n =		462
Overall, how would you rate the climate on the campus where you are primarily located?	Very poor	11 2.4%
	Poor	42 9.1%
	Fair	119 25.8%
	Good	228 49.4%
	Very good	62 13.4%
Mean		3.62

		All Staff
n =		462
Overall, how would you rate the climate in your primary department or unit?	Very poor	23 5.0%
	Poor	57 12.3%
	Fair	87 18.8%
	Good	171 37.0%
	Very good	124 26.8%
Mean		3.68

		All Staff
n =		387
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	22 5.7%
	Poor	46 11.9%
	Fair	103 26.6%
	Good	134 34.6%
	Very good	82 21.2%
Mean		3.54

		All Staff
n =		461
How satisfied are you, in general, with your job at the University?	Not at all satisfied	12 2.6%
	Not very satisfied	40 8.7%
	Moderately satisfied	141 30.6%
	Very satisfied	190 41.2%
	Extremely satisfied	78 16.9%
Mean		3.61

		All Staff
n =		460
Overall, how strongly would you recommend Oakland University to others as a good place to work?	Not at all strongly	20 4.3%
	Not very strongly	43 9.3%
	Moderately strongly	143 31.1%
	Very strongly	152 33.0%
	Extremely strongly	102 22.2%
Mean		3.59

Tables for "Personal Identity and Belongingness" Component

		All Staff
n =		462
In the past 12 months, how often have you personally experienced excluding, intimidating, offensive, and/or hostile conduct from members of this University?	Extremely often	16 3.5%
	Very often	25 5.4%
	Moderately often	71 15.4%
	Not very often	169 36.6%
	Never	181 39.2%
Mean		4.03

		All Staff
n =		457
In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity?	Extremely often	7 1.5%
	Very often	20 4.4%
	Moderately often	41 9.0%
	Not very often	173 37.9%
	Never	216 47.3%
Mean		4.25

		All Staff
n =		463
How comfortable do you feel expressing your personal identity in your immediate work environment?	Not at all comfortable	30 6.5%
	Not very comfortable	44 9.5%
	Moderately comfortable	143 30.9%
	Very comfortable	153 33.0%
	Extremely comfortable	93 20.1%
Mean		3.51

		All Staff
n =		459
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	100
		21.8%
	Not very confident	102
		22.2%
	Moderately confident	130
		28.3%
	Very confident	94
		20.5%
	Extremely confident	33
		7.2%
Mean		2.69

		All Staff
n =		462
Overall, how isolated do you feel at this University?	Extremely isolated	13
		2.8%
	Very isolated	46
		10.0%
	Moderately isolated	146
		31.6%
	Not very isolated	158
		34.2%
	Not at all isolated	99
		21.4%
Mean		3.61

		All Staff
n =		395
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	Not at all fair and equitable	18
		4.6%
	Not very fair and equitable	41
		10.4%
	Moderately fair and equitable	109
		27.6%
	Very fair and equitable	115
		29.1%
	Extremely fair and equitable	112
		28.4%
Mean		3.66

Tables for "Professional Work environment" Component

		All Staff
n =		462
How much of a say do you have in shaping your work environment?	None at all	48
		10.4%
	A little bit	101
		21.9%
	A moderate amount	146
		31.6%
	A lot	110
		23.8%
	A great deal	57
		12.3%
Mean		3.06

		All Staff
n =		459
How committed is your supervisor to creating a positive work environment for you?	Not at all committed	27
		5.9%
	Not very committed	62
		13.5%
	Moderately committed	118
		25.7%
	Very committed	141
		30.7%
	Extremely committed	111
		24.2%
Mean		3.54

		All Staff
n =		458
How much recognition do you get for your contributions at work?	None at all	49
		10.7%
	A little	139
		30.3%
	A moderate amount	137
		29.9%
	A lot	97
		21.2%
	A great deal	36
		7.9%
Mean		2.85

		All Staff
n =		461
To what extent does your current work environment provide opportunities for you to learn and grow?	Not at all	40
		8.7%
	To a slight extent	75
		16.3%
	To a moderate extent	118
		25.6%
	To a large extent	145
		31.5%
	To a great extent	83
		18.0%
Mean		3.34

		All Staff
n =		459
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and department/unit leadership	Not at all courteous and professional	8
		1.7%
	Not very courteous and professional	33
		7.2%
	Moderately courteous and professional	128
		27.9%
	Very courteous and professional	180
		39.2%
	Extremely courteous and professional	110
		24.0%
Mean		3.76

		All Staff
n =		459
How satisfied are you, in general, with your opportunities for career advancement within the University?	Not at all satisfied	69 15.0%
	Not very satisfied	111 24.2%
	Moderately satisfied	160 34.9%
	Very satisfied	80 17.4%
	Extremely satisfied	39 8.5%
Mean		2.80

		All Staff
n =		419
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	Not at all fair and equitable	23 5.5%
	Not very fair and equitable	39 9.3%
	Moderately fair and equitable	111 26.5%
	Very fair and equitable	129 30.8%
	Extremely fair and equitable	117 27.9%
Mean		3.66

		All Staff
n =		461
To what extent do you feel your colleagues/coworkers treat you with respect?	Not at all	6 1.3%
	To a slight extent	36 7.8%
	To a moderate extent	95 20.6%
	To a large extent	211 45.8%
	To a great extent	113 24.5%
Mean		3.84

		All Staff
n =		463
To what extent do you believe you have the tools and resources to do your job well?	Not at all	6 1.3%
	To a slight extent	44 9.5%
	To a moderate extent	147 31.7%
	To a large extent	198 42.8%
	To a great extent	68 14.7%
Mean		3.60

		All Staff
n =		459
How much access do you have to accurate and timely information about the institutional policies and procedures you need to do your job well?	Not at all	8 1.7%
	A little	39 8.5%
	Some	140 30.5%
	A lot	172 37.5%
	A great deal	100 21.8%
Mean		3.69

Tables for "Professional Relationships" Component

		All Staff
n =		431
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and students	Not very courteous and professional	3 .7%
	Moderately courteous and professional	68 15.8%
	Very courteous and professional	209 48.5%
	Extremely courteous and professional	151 35.0%
Mean		4.18

		All Staff
n =		409
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and faculty	Not at all courteous and professional	4 1.0%
	Not very courteous and professional	29 7.1%
	Moderately courteous and professional	143 35.0%
	Very courteous and professional	159 38.9%
	Extremely courteous and professional	74 18.1%
Mean		3.66

		All Staff
n =		461
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff	Not at all courteous and professional	1 .2%
	Not very courteous and professional	18 3.9%
	Moderately courteous and professional	125 27.1%
	Very courteous and professional	188 40.8%
	Extremely courteous and professional	129 28.0%
Mean		3.92

Tables for "Work Load" Component

	All Staff
n =	462
Do you feel that the workload in your current job is too low, too high, or just right?	
1.00 Too high or low	118
	25.5%
3.00 Somewhat high or low	208
	45.0%
5.00 Just right	136
	29.4%
	3.08
Mean	3.08

	All Staff
n =	462
As an employee on this campus, how difficult is it for you to balance your work and family life?	
Extremely	18
	3.9%
Very	71
	15.4%
Moderately	137
	29.7%
Not very	182
	39.4%
Not at all	54
	11.7%
Mean	3.40

Tables for "Diversity Practices" Component

	All Staff
n =	454
How effective is your department in recruiting a diverse faculty and staff?	
Not at all effective	26
	5.7%
Not very effective	62
	13.7%
Moderately effective	174
	38.3%
Very effective	149
	32.8%
Extremely effective	43
	9.5%
Mean	3.27

	All Staff
n =	461
Overall, how satisfied are you with the diversity in your primary department/unit?	
Not at all satisfied	26
	5.6%
Not very satisfied	53
	11.5%
Moderately satisfied	148
	32.1%
Very satisfied	176
	38.2%
Extremely satisfied	58
	12.6%
Mean	3.41

		All Staff
n =		449
How effective is your department in retaining a diverse faculty and staff?	Not at all effective	28 6.2%
	Not very effective	63 14.0%
	Moderately effective	172 38.3%
	Very effective	142 31.6%
	Extremely effective	44 9.8%
Mean		3.25

		All Staff
n =		409
Overall, how well does your campus meet the needs of those with disabilities?	Not well at all	17 4.2%
	Not very well	56 13.7%
	Moderately well	154 37.7%
	Very well	136 33.3%
	Extremely well	46 11.2%
Mean		3.34

Table for "Excluding/inclusive " Component

		All Staff
n =		458
How excluding or inclusive is your primary department/unit?	Extremely excluding	27 5.9%
	Somewhat excluding	86 18.8%
	Neither inclusive nor excluding	104 22.7%
	Somewhat inclusive	123 26.9%
	Extremely inclusive	118 25.8%
Mean		3.48

Tables for "Commitment to Diversity" Component

		All Staff
n =		366
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	Extremely detrimental	12 3.3%
	Quite detrimental	43 11.7%
	Neither beneficial nor detrimental	115 31.4%
	Quite beneficial	118 32.2%
	Extremely beneficial	78 21.3%
Mean		3.57

		All Staff
n =		374
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	Extremely detrimental	15 4.0%
	Quite detrimental	37 9.9%
	Neither beneficial nor detrimental	108 28.9%
	Quite beneficial	144 38.5%
	Extremely beneficial	70 18.7%
Mean		3.58

		All Staff
n =		438
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	Extremely detrimental	18 4.1%
	Quite detrimental	36 8.2%
	Neither beneficial nor detrimental	124 28.3%
	Quite beneficial	135 30.8%
	Extremely beneficial	125 28.5%
Mean		3.71

		All Staff
n =		447
How committed is the University community at large to helping to retain a diverse student body?	Not at all committed	12 2.7%
	Not very committed	40 8.9%
	Moderately committed	181 40.5%
	Very committed	171 38.3%
	Extremely committed	43 9.6%
Mean		3.43

		All Staff
n =		446
How committed is the University and its leadership to promoting practices that help recruit a diverse student body?	Not at all committed	15 3.4%
	Not very committed	30 6.7%
	Moderately committed	155 34.8%
	Very committed	188 42.2%
	Extremely committed	58 13.0%
Mean		3.55

Tables for "Fairness of Policies and procedures" Component

		All Staff
n =		431
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	Not at all fair and equitable	39
		9.0%
	Not very fair and equitable	63
		14.6%
	Moderately fair and equitable	114
		26.5%
	Very fair and equitable	127
		29.5%
	Extremely fair and equitable	88
		20.4%
Mean		3.38

		All Staff
n =		365
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Salary decisions	Not at all fair and equitable	88
		24.1%
	Not very fair and equitable	87
		23.8%
	Moderately fair and equitable	90
		24.7%
	Very fair and equitable	65
		17.8%
	Extremely fair and equitable	35
		9.6%
Mean		2.65

		All Staff
n =		363
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Promotion decisions	Not at all fair and equitable	45
		12.4%
	Not very fair and equitable	72
		19.8%
	Moderately fair and equitable	93
		25.6%
	Very fair and equitable	92
		25.3%
	Extremely fair and equitable	61
		16.8%
Mean		3.14

Tables for "Physical Safety" Component

		All Staff
n =		457
Overall, how would you rate the physical safety of your campus?	Not safe at all	2
		.4%
	Not very safe	7
		1.5%
	Moderately safe	109
		23.9%
	Very safe	216
		47.3%
	Extremely safe	123
		26.9%
Mean		3.99

		All Staff
n =		453
Overall, how would you rate the physical safety of the areas close to campus?	Not safe at all	1
		.2%
	Not very safe	4
		.9%
	Moderately safe	128
		28.3%
	Very safe	230
		50.8%
	Extremely safe	90
		19.9%
Mean		3.89

		All Staff
n =		461
How would you rate the physical safety of your immediate work environment?	Not safe at all	6
		1.3%
	Not very safe	15
		3.3%
	Moderately safe	109
		23.6%
	Very safe	159
		34.5%
	Extremely safe	172
		37.3%
Mean		4.03

Appendix E

Tables of Individual Items: By Gender

Tables for Outcome Variable "Overall climate"

		Gender		
		Female	Male	Other or missing
n =		296	127	39
Overall, how would you rate the climate on the campus where you are primarily located?	Very poor	6 2.0%	1 .8%	4 10.3%
	Poor	25 8.4%	8 6.3%	9 23.1%
	Fair	74 25.0%	31 24.4%	14 35.9%
	Good	150 50.7%	68 53.5%	10 25.6%
	Very good	41 13.9%	19 15.0%	2 5.1%
Mean		3.66	3.76	2.92

		Gender		
		Female	Male	Other or missing
n =		296	127	39
Overall, how would you rate the climate in your primary department or unit?	Very poor	12 4.1%	4 3.1%	7 17.9%
	Poor	37 12.5%	11 8.7%	9 23.1%
	Fair	53 17.9%	24 18.9%	10 25.6%
	Good	115 38.9%	48 37.8%	8 20.5%
	Very good	79 26.7%	40 31.5%	5 12.8%
Mean		3.72	3.86	2.87

		Gender		
		Female	Male	Other or missing
n =		262	91	34
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	13 5.0%	2 2.2%	7 20.6%
	Poor	34 13.0%	7 7.7%	5 14.7%
	Fair	70 26.7%	22 24.2%	11 32.4%
	Good	87 33.2%	39 42.9%	8 23.5%
	Very good	58 22.1%	21 23.1%	3 8.8%
Mean		3.55	3.77	2.85

		Gender		
		Female	Male	Other or missing
n =		296	127	38
How satisfied are you, in general, with your job at the University?	Not at all satisfied	9 3.0%	0 0.0%	3 7.9%
	Not very satisfied	27 9.1%	9 7.1%	4 10.5%
	Moderately satisfied	84 28.4%	38 29.9%	19 50.0%
	Very satisfied	128 43.2%	51 40.2%	11 28.9%
	Extremely satisfied	48 16.2%	29 22.8%	1 2.6%
	Mean	3.60	3.79	3.08

		Gender		
		Female	Male	Other or missing
n =		296	126	38
Overall, how strongly would you recommend Oakland University to others as a good place to work?	Not at all strongly	14 4.7%	4 3.2%	2 5.3%
	Not very strongly	26 8.8%	9 7.1%	8 21.1%
	Moderately strongly	92 31.1%	34 27.0%	17 44.7%
	Very strongly	93 31.4%	50 39.7%	9 23.7%
	Extremely strongly	71 24.0%	29 23.0%	2 5.3%
	Mean	3.61	3.72	3.03

Tables for "Personal Identity and Belongingness" Component

		Gender		
		Female	Male	Other or missing
n =		296	127	39
In the past 12 months, how often have you personally experienced excluding, intimidating, offensive, and/or hostile conduct from members of this University?	Extremely often	10 3.4%	2 1.6%	4 10.3%
	Very often	18 6.1%	3 2.4%	4 10.3%
	Moderately often	43 14.5%	16 12.6%	12 30.8%
	Not very often	115 38.9%	43 33.9%	11 28.2%
	Never	110 37.2%	63 49.6%	8 20.5%
	Mean	4.00	4.28	3.38

		Gender		
		Female	Male	Other or missing
n =		291	127	39
In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity?	Extremely often	3 1.0%	2 1.6%	2 5.1%
	Very often	11 3.8%	6 4.7%	3 7.7%
	Moderately often	30 10.3%	5 3.9%	6 15.4%
	Not very often	118 40.5%	44 34.6%	11 28.2%
	Never	129 44.3%	70 55.1%	17 43.6%
	Mean	4.23	4.37	3.97

		Gender		
		Female	Male	Other or missing
n =		297	127	39
How comfortable do you feel expressing your personal identity in your immediate work environment?	Not at all comfortable	19 6.4%	5 3.9%	6 15.4%
	Not very comfortable	31 10.4%	8 6.3%	5 12.8%
	Moderately comfortable	92 31.0%	38 29.9%	13 33.3%
	Very comfortable	101 34.0%	41 32.3%	11 28.2%
	Extremely comfortable	54 18.2%	35 27.6%	4 10.3%
	Mean	3.47	3.73	3.05

		Gender		
		Female	Male	Other or missing
n =		295	126	38
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	70 23.7%	13 10.3%	17 44.7%
	Not very confident	67 22.7%	26 20.6%	9 23.7%
	Moderately confident	87 29.5%	33 26.2%	10 26.3%
	Very confident	54 18.3%	38 30.2%	2 5.3%
	Extremely confident	17 5.8%	16 12.7%	0 0.0%
	Mean	2.60	3.14	1.92

		Gender		
		Female	Male	Other or missing
n =		296	127	39
Overall, how isolated do you feel at this University?	Extremely isolated	9 3.0%	1 .8%	3 7.7%
	Very isolated	28 9.5%	9 7.1%	9 23.1%
	Moderately isolated	100 33.8%	39 30.7%	7 17.9%
	Not very isolated	99 33.4%	41 32.3%	18 46.2%
	Not at all isolated	60 20.3%	37 29.1%	2 5.1%
Mean		3.58	3.82	3.18

		Gender		
		Female	Male	Other or missing
n =		254	108	33
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	Not at all fair and equitable	13 5.1%	1 .9%	4 12.1%
	Not very fair and equitable	28 11.0%	6 5.6%	7 21.2%
	Moderately fair and equitable	68 26.8%	28 25.9%	13 39.4%
	Very fair and equitable	76 29.9%	32 29.6%	7 21.2%
	Extremely fair and equitable	69 27.2%	41 38.0%	2 6.1%
Mean		3.63	3.98	2.88

Tables for "Professional Work environment" Component

		Gender		
		Female	Male	Other or missing
n =		297	127	38
How much of a say do you have in shaping your work environment?	None at all	34 11.4%	6 4.7%	8 21.1%
	A little bit	62 20.9%	24 18.9%	15 39.5%
	A moderate amount	100 33.7%	36 28.3%	10 26.3%
	A lot	72 24.2%	37 29.1%	1 2.6%
	A great deal	29 9.8%	24 18.9%	4 10.5%
Mean		3.00	3.39	2.42

		Gender		
		Female	Male	Other or missing
n =		296	126	37
How committed is your supervisor to creating a positive work environment for you?	Not at all committed	16 5.4%	5 4.0%	6 16.2%
	Not very committed	38 12.8%	16 12.7%	8 21.6%
	Moderately committed	81 27.4%	23 18.3%	14 37.8%
	Very committed	95 32.1%	40 31.7%	6 16.2%
	Extremely committed	66 22.3%	42 33.3%	3 8.1%
	Mean	3.53	3.78	2.78

		Gender		
		Female	Male	Other or missing
n =		295	126	37
How much recognition do you get for your contributions at work?	None at all	30 10.2%	11 8.7%	8 21.6%
	A little	89 30.2%	34 27.0%	16 43.2%
	A moderate amount	92 31.2%	36 28.6%	9 24.3%
	A lot	60 20.3%	33 26.2%	4 10.8%
	A great deal	24 8.1%	12 9.5%	0 0.0%
	Mean	2.86	3.01	2.24

		Gender		
		Female	Male	Other or missing
n =		296	127	38
To what extent does your current work environment provide opportunities for you to learn and grow?	Not at all	30 10.1%	4 3.1%	6 15.8%
	To a slight extent	47 15.9%	19 15.0%	9 23.7%
	To a moderate extent	72 24.3%	30 23.6%	16 42.1%
	To a large extent	97 32.8%	47 37.0%	1 2.6%
	To a great extent	50 16.9%	27 21.3%	6 15.8%
	Mean	3.30	3.58	2.79

		Gender		
		Female	Male	Other or missing
n =		294	127	38
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and department/unit leadership	Not at all courteous and professional	3 1.0%	2 1.6%	3 7.9%
	Not very courteous and professional	22 7.5%	5 3.9%	6 15.8%
	Moderately courteous and professional	81 27.6%	30 23.6%	17 44.7%
	Very courteous and professional	115 39.1%	56 44.1%	9 23.7%
	Extremely courteous and professional	73 24.8%	34 26.8%	3 7.9%
	Mean	3.79	3.91	3.08

		Gender		
		Female	Male	Other or missing
n =		295	127	37
How satisfied are you, in general, with your opportunities for career advancement within the University?	Not at all satisfied	42 14.2%	16 12.6%	11 29.7%
	Not very satisfied	66 22.4%	34 26.8%	11 29.7%
	Moderately satisfied	103 34.9%	44 34.6%	13 35.1%
	Very satisfied	56 19.0%	24 18.9%	0 0.0%
	Extremely satisfied	28 9.5%	9 7.1%	2 5.4%
	Mean	2.87	2.81	2.22

		Gender		
		Female	Male	Other or missing
n =		270	113	36
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	Not at all fair and equitable	16 5.9%	5 4.4%	2 5.6%
	Not very fair and equitable	22 8.1%	11 9.7%	6 16.7%
	Moderately fair and equitable	72 26.7%	25 22.1%	14 38.9%
	Very fair and equitable	87 32.2%	34 30.1%	8 22.2%
	Extremely fair and equitable	73 27.0%	38 33.6%	6 16.7%
	Mean	3.66	3.79	3.28

		Gender		
		Female	Male	Other or missing
n =		296	127	38
To what extent do you feel your colleagues/coworkers treat you with respect?	Not at all	3 1.0%	1 .8%	2 5.3%
	To a slight extent	26 8.8%	8 6.3%	2 5.3%
	To a moderate extent	60 20.3%	20 15.7%	15 39.5%
	To a large extent	140 47.3%	56 44.1%	15 39.5%
	To a great extent	67 22.6%	42 33.1%	4 10.5%
	Mean	3.82	4.02	3.45

		Gender		
		Female	Male	Other or missing
n =		297	127	39
To what extent do you believe you have the tools and resources to do your job well?	Not at all	5 1.7%	1 .8%	0 0.0%
	To a slight extent	21 7.1%	14 11.0%	9 23.1%
	To a moderate extent	97 32.7%	35 27.6%	15 38.5%
	To a large extent	127 42.8%	57 44.9%	14 35.9%
	To a great extent	47 15.8%	20 15.7%	1 2.6%
	Mean	3.64	3.64	3.18

		Gender		
		Female	Male	Other or missing
n =		295	126	38
How much access do you have to accurate and timely information about the institutional policies and procedures you need to do your job well?	Not at all	3 1.0%	0 0.0%	5 13.2%
	A little	25 8.5%	11 8.7%	3 7.9%
	Some	92 31.2%	33 26.2%	15 39.5%
	A lot	112 38.0%	47 37.3%	13 34.2%
	A great deal	63 21.4%	35 27.8%	2 5.3%
	Mean	3.70	3.84	3.11

Tables for "Professional Relationships" Component

		Gender		
		Female	Male	Other or missing
n =		272	122	37
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and students	Not very courteous and professional	2 .7%	1 .8%	0 0.0%
	Moderately courteous and professional	45 16.5%	16 13.1%	7 18.9%
	Very courteous and professional	132 48.5%	60 49.2%	17 45.9%
	Extremely courteous and professional	93 34.2%	45 36.9%	13 35.1%
	Mean	4.16	4.22	4.16

		Gender		
		Female	Male	Other or missing
n =		260	114	35
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and faculty	Not at all courteous and professional	2 .8%	2 1.8%	0 0.0%
	Not very courteous and professional	17 6.5%	7 6.1%	5 14.3%
	Moderately courteous and professional	95 36.5%	35 30.7%	13 37.1%
	Very courteous and professional	100 38.5%	48 42.1%	11 31.4%
	Extremely courteous and professional	46 17.7%	22 19.3%	6 17.1%
Mean		3.66	3.71	3.51

		Gender		
		Female	Male	Other or missing
n =		295	127	39
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff	Not at all courteous and professional	1 .3%	0 0.0%	0 0.0%
	Not very courteous and professional	13 4.4%	2 1.6%	3 7.7%
	Moderately courteous and professional	82 27.8%	26 20.5%	17 43.6%
	Very courteous and professional	111 37.6%	67 52.8%	10 25.6%
	Extremely courteous and professional	88 29.8%	32 25.2%	9 23.1%
Mean		3.92	4.02	3.64

Tables for "Work Load" Component

		Gender		
		Female	Male	Other or missing
n =		297	126	39
Do you feel that the workload in your current job is too low, too high, or just right?	Too high or low	79 26.6%	29 23.0%	10 25.6%
	Somewhat high or low	130 43.8%	60 47.6%	18 46.2%
	Just right	88 29.6%	37 29.4%	11 28.2%
	Mean	3.06	3.13	3.05

		Gender		
		Female	Male	Other or missing
n =		296	127	39
As an employee on this campus, how difficult is it for you to balance your work and family life?	Extremely	9 3.0%	8 6.3%	1 2.6%
	Very	43 14.5%	23 18.1%	5 12.8%
	Moderately	93 31.4%	33 26.0%	11 28.2%
	Not very	116 39.2%	48 37.8%	18 46.2%
	Not at all	35 11.8%	15 11.8%	4 10.3%
Mean		3.42	3.31	3.49

Tables for "Diversity Practices" Component

		Gender		
		Female	Male	Other or missing
n =		291	126	37
How effective is your department in recruiting a diverse faculty and staff?	Not at all effective	16 5.5%	5 4.0%	5 13.5%
	Not very effective	39 13.4%	17 13.5%	6 16.2%
	Moderately effective	111 38.1%	46 36.5%	17 45.9%
	Very effective	95 32.6%	46 36.5%	8 21.6%
	Extremely effective	30 10.3%	12 9.5%	1 2.7%
Mean		3.29	3.34	2.84

		Gender		
		Female	Male	Other or missing
n =		296	126	39
Overall, how satisfied are you with the diversity in your primary department/unit?	Not at all satisfied	19 6.4%	4 3.2%	3 7.7%
	Not very satisfied	35 11.8%	12 9.5%	6 15.4%
	Moderately satisfied	96 32.4%	39 31.0%	13 33.3%
	Very satisfied	108 36.5%	53 42.1%	15 38.5%
	Extremely satisfied	38 12.8%	18 14.3%	2 5.1%
	Mean	3.38	3.55	3.18

		Gender		
		Female	Male	Other or missing
n =		288	124	37
How effective is your department in retaining a diverse faculty and staff?	Not at all effective	15 5.2%	9 7.3%	4 10.8%
	Not very effective	38 13.2%	15 12.1%	10 27.0%
	Moderately effective	113 39.2%	45 36.3%	14 37.8%
	Very effective	93 32.3%	41 33.1%	8 21.6%
	Extremely effective	29 10.1%	14 11.3%	1 2.7%
	Mean	3.29	3.29	2.78

		Gender		
		Female	Male	Other or missing
n =		262	114	33
Overall, how well does your campus meet the needs of those with disabilities?	Not well at all	14 5.3%	2 1.8%	1 3.0%
	Not very well	47 17.9%	5 4.4%	4 12.1%
	Moderately well	98 37.4%	41 36.0%	15 45.5%
	Very well	79 30.2%	47 41.2%	10 30.3%
	Extremely well	24 9.2%	19 16.7%	3 9.1%
	Mean	3.20	3.67	3.30

Table for "Excluding/inclusive " Component

		Gender		
		Female	Male	Other or missing
n =		296	124	38
How excluding or inclusive is your primary department/unit?	Extremely excluding	15	6	6
		5.1%	4.8%	15.8%
	Somewhat excluding	56	21	9
		18.9%	16.9%	23.7%
	Neither inclusive nor excluding	69	25	10
		23.3%	20.2%	26.3%
	Somewhat inclusive	82	32	9
		27.7%	25.8%	23.7%
	Extremely inclusive	74	40	4
		25.0%	32.3%	10.5%
Mean		3.49	3.64	2.89

Tables for "Commitment to Diversity" Component

		Gender		
		Female	Male	Other or missing
n =		227	106	33
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution?	Extremely detrimental	8	1	3
		3.5%	.9%	9.1%
	Quite detrimental	32	8	3
		14.1%	7.5%	9.1%
	Neither beneficial nor detrimental	72	30	13
		31.7%	28.3%	39.4%
	Quite beneficial	71	37	10
		31.3%	34.9%	30.3%
	Extremely beneficial	44	30	4
		19.4%	28.3%	12.1%
Mean		3.49	3.82	3.27

		Gender		
		Female	Male	Other or missing
n =		238	103	33
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution?	Extremely detrimental	12	1	2
		5.0%	1.0%	6.1%
	Quite detrimental	27	7	3
		11.3%	6.8%	9.1%
	Neither beneficial nor detrimental	63	30	15
		26.5%	29.1%	45.5%
	Quite beneficial	92	44	8
		38.7%	42.7%	24.2%
	Extremely beneficial	44	21	5
		18.5%	20.4%	15.2%
Mean		3.54	3.75	3.33

		Gender		
		Female	Male	Other or missing
n =		278	124	36
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	Extremely detrimental	13 4.7%	2 1.6%	3 8.3%
	Quite detrimental	23 8.3%	10 8.1%	3 8.3%
	Neither beneficial nor detrimental	79 28.4%	31 25.0%	14 38.9%
	Quite beneficial	88 31.7%	38 30.6%	9 25.0%
	Extremely beneficial	75 27.0%	43 34.7%	7 19.4%
	Mean	3.68	3.89	3.39

		Gender		
		Female	Male	Other or missing
n =		286	124	37
How committed is the University community at large to helping to retain a diverse student body?	Not at all committed	6 2.1%	3 2.4%	3 8.1%
	Not very committed	30 10.5%	5 4.0%	5 13.5%
	Moderately committed	120 42.0%	48 38.7%	13 35.1%
	Very committed	107 37.4%	51 41.1%	13 35.1%
	Extremely committed	23 8.0%	17 13.7%	3 8.1%
	Mean	3.39	3.60	3.22

		Gender		
		Female	Male	Other or missing
n =		288	123	35
How committed is the University and its leadership to promoting practices that help recruit a diverse student body?	Not at all committed	10 3.5%	2 1.6%	3 8.6%
	Not very committed	22 7.6%	5 4.1%	3 8.6%
	Moderately committed	103 35.8%	40 32.5%	12 34.3%
	Very committed	118 41.0%	57 46.3%	13 37.1%
	Extremely committed	35 12.2%	19 15.4%	4 11.4%
	Mean	3.51	3.70	3.34

Tables for "Fairness of Policies and procedures" Component

		Gender		
		Female	Male	Other or missing
n =		279	115	37
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	Not at all fair and equitable	18	11	10
		6.5%	9.6%	27.0%
	Not very fair and equitable	39	16	8
		14.0%	13.9%	21.6%
	Moderately fair and equitable	82	21	11
		29.4%	18.3%	29.7%
	Very fair and equitable	87	37	3
		31.2%	32.2%	8.1%
	Extremely fair and equitable	53	30	5
		19.0%	26.1%	13.5%
Mean		3.42	3.51	2.59

		Gender		
		Female	Male	Other or missing
n =		229	103	33
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Salary decisions	Not at all fair and equitable	58	18	12
		25.3%	17.5%	36.4%
	Not very fair and equitable	55	22	10
		24.0%	21.4%	30.3%
	Moderately fair and equitable	57	27	6
		24.9%	26.2%	18.2%
	Very fair and equitable	41	20	4
		17.9%	19.4%	12.1%
	Extremely fair and equitable	18	16	1
		7.9%	15.5%	3.0%
Mean		2.59	2.94	2.15

		Gender		
		Female	Male	Other or missing
n =		230	100	33
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Promotion decisions	Not at all fair and equitable	27	10	8
		11.7%	10.0%	24.2%
	Not very fair and equitable	52	10	10
		22.6%	10.0%	30.3%
	Moderately fair and equitable	59	25	9
		25.7%	25.0%	27.3%
	Very fair and equitable	60	27	5
		26.1%	27.0%	15.2%
	Extremely fair and equitable	32	28	1
		13.9%	28.0%	3.0%
Mean		3.08	3.53	2.42

Tables for "Physical Safety" Component

		Gender		
		Female	Male	Other or missing
n =		293	126	38
Overall, how would you rate the physical safety of your campus?	Not safe at all	1 .3%	0 0.0%	1 2.6%
	Not very safe	4 1.4%	1 .8%	2 5.3%
	Moderately safe	76 25.9%	20 15.9%	13 34.2%
	Very safe	140 47.8%	60 47.6%	16 42.1%
	Extremely safe	72 24.6%	45 35.7%	6 15.8%
Mean		3.95	4.18	3.63

		Gender		
		Female	Male	Other or missing
n =		291	124	38
Overall, how would you rate the physical safety of the areas close to campus?	Not safe at all	1 .3%	0 0.0%	0 0.0%
	Not very safe	2 .7%	0 0.0%	2 5.3%
	Moderately safe	84 28.9%	31 25.0%	13 34.2%
	Very safe	150 51.5%	63 50.8%	17 44.7%
	Extremely safe	54 18.6%	30 24.2%	6 15.8%
Mean		3.87	3.99	3.71

		Gender		
		Female	Male	Other or missing
n =		295	127	39
How would you rate the physical safety of your immediate work environment?	Not safe at all	3 1.0%	1 .8%	2 5.1%
	Not very safe	7 2.4%	2 1.6%	6 15.4%
	Moderately safe	72 24.4%	24 18.9%	13 33.3%
	Very safe	108 36.6%	39 30.7%	12 30.8%
	Extremely safe	105 35.6%	61 48.0%	6 15.4%
Mean		4.03	4.24	3.36

Appendix F

Tables of Individual Items: By Race/Ethnicity

Tables for Outcome Variable "Overall climate"

		Race/Ethnicity			
		None specified	White	African American	Other
n =		37	369	39	17
Overall, how would you rate the climate on the campus where you are primarily located?	Very poor	4 10.8%	5 1.4%	2 5.1%	0 0.0%
	Poor	9 24.3%	26 7.0%	6 15.4%	1 5.9%
	Fair	13 35.1%	88 23.8%	14 35.9%	4 23.5%
	Good	11 29.7%	192 52.0%	15 38.5%	10 58.8%
	Very good	0 0.0%	58 15.7%	2 5.1%	2 11.8%
	Mean	2.84	3.74	3.23	3.76

		Race/Ethnicity			
		None specified	White	African American	Other
n =		37	369	39	17
Overall, how would you rate the climate in your primary department or unit?	Very poor	7 18.9%	13 3.5%	2 5.1%	1 5.9%
	Poor	9 24.3%	38 10.3%	9 23.1%	1 5.9%
	Fair	8 21.6%	69 18.7%	8 20.5%	2 11.8%
	Good	10 27.0%	141 38.2%	11 28.2%	9 52.9%
	Very good	3 8.1%	108 29.3%	9 23.1%	4 23.5%
	Mean	2.81	3.79	3.41	3.82

		Race/Ethnicity			
		None specified	White	African American	Other
n =		33	303	37	14
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	8 24.2%	10 3.3%	3 8.1%	1 7.1%
	Poor	8 24.2%	30 9.9%	6 16.2%	2 14.3%
	Fair	9 27.3%	80 26.4%	11 29.7%	3 21.4%
	Good	8 24.2%	110 36.3%	12 32.4%	4 28.6%
	Very good	0 0.0%	73 24.1%	5 13.5%	4 28.6%
	Mean	2.52	3.68	3.27	3.57

		Race/Ethnicity			
		None specified	White	African American	Other
n =		35	370	39	17
How satisfied are you, in general, with your job at the University?	Not at all satisfied	4 11.4%	5 1.4%	3 7.7%	0 0.0%
	Not very satisfied	4 11.4%	29 7.8%	3 7.7%	4 23.5%
	Moderately satisfied	18 51.4%	108 29.2%	12 30.8%	3 17.6%
	Very satisfied	8 22.9%	157 42.4%	16 41.0%	9 52.9%
	Extremely satisfied	1 2.9%	71 19.2%	5 12.8%	1 5.9%
	Mean	2.94	3.70	3.44	3.41

		Race/Ethnicity			
		None specified	White	African American	Other
n =		35	369	39	17
Overall, how strongly would you recommend Oakland University to others as a good place to work?	Not at all strongly	3 8.6%	14 3.8%	3 7.7%	0 0.0%
	Not very strongly	8 22.9%	26 7.0%	8 20.5%	1 5.9%
	Moderately strongly	17 48.6%	108 29.3%	10 25.6%	8 47.1%
	Very strongly	7 20.0%	129 35.0%	12 30.8%	4 23.5%
	Extremely strongly	0 0.0%	92 24.9%	6 15.4%	4 23.5%
	Mean	2.80	3.70	3.26	3.65

Tables for "Personal Identity and Belongingness" Component

		Race/Ethnicity			
		None specified	White	African American	Other
n =		37	370	39	16
In the past 12 months, how often have you personally experienced excluding, intimidating, offensive, and/or hostile conduct from members of this University?	Extremely often	4 10.8%	9 2.4%	2 5.1%	1 6.3%
	Very often	6 16.2%	16 4.3%	3 7.7%	0 0.0%
	Moderately often	11 29.7%	56 15.1%	3 7.7%	1 6.3%
	Not very often	8 21.6%	139 37.6%	17 43.6%	5 31.3%
	Never	8 21.6%	150 40.5%	14 35.9%	9 56.3%
	Mean	3.27	4.09	3.97	4.31

		Race/Ethnicity			
		None specified	White	African American	Other
n =		35	367	39	16
In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity?	Extremely often	2 5.7%	2 .5%	2 5.1%	1 6.3%
	Very often	4 11.4%	11 3.0%	5 12.8%	0 0.0%
	Moderately often	6 17.1%	28 7.6%	6 15.4%	1 6.3%
	Not very often	10 28.6%	141 38.4%	16 41.0%	6 37.5%
	Never	13 37.1%	185 50.4%	10 25.6%	8 50.0%
	Mean	3.80	4.35	3.69	4.25

		Race/Ethnicity			
		None specified	White	African American	Other
n =		37	370	39	17
How comfortable do you feel expressing your personal identity in your immediate work environment?	Not at all comfortable	4 10.8%	22 5.9%	2 5.1%	2 11.8%
	Not very comfortable	6 16.2%	31 8.4%	5 12.8%	2 11.8%
	Moderately comfortable	15 40.5%	111 30.0%	15 38.5%	2 11.8%
	Very comfortable	11 29.7%	130 35.1%	7 17.9%	5 29.4%
	Extremely comfortable	1 2.7%	76 20.5%	10 25.6%	6 35.3%
	Mean	2.97	3.56	3.46	3.65

		Race/Ethnicity			
		None specified	White	African American	Other
n =		36	368	39	16
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	15 41.7%	69 18.8%	12 30.8%	4 25.0%
	Not very confident	12 33.3%	80 21.7%	7 17.9%	3 18.8%
	Moderately confident	6 16.7%	114 31.0%	9 23.1%	1 6.3%
	Very confident	2 5.6%	76 20.7%	10 25.6%	6 37.5%
	Extremely confident	1 2.8%	29 7.9%	1 2.6%	2 12.5%
	Mean	1.94	2.77	2.51	2.94

		Race/Ethnicity			
		None specified	White	African American	Other
n =		37	369	39	17
Overall, how isolated do you feel at this University?	Extremely isolated	4 10.8%	6 1.6%	3 7.7%	0 0.0%
	Very isolated	9 24.3%	25 6.8%	9 23.1%	3 17.6%
	Moderately isolated	11 29.7%	116 31.4%	15 38.5%	4 23.5%
	Not very isolated	12 32.4%	132 35.8%	7 17.9%	7 41.2%
	Not at all isolated	1 2.7%	90 24.4%	5 12.8%	3 17.6%
	Mean	2.92	3.75	3.05	3.59

		Race/Ethnicity			
		None specified	White	African American	Other
n =		32	311	36	16
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	Not at all fair and equitable	6 18.8%	7 2.3%	4 11.1%	1 6.3%
	Not very fair and equitable	8 25.0%	24 7.7%	8 22.2%	1 6.3%
	Moderately fair and equitable	11 34.4%	82 26.4%	11 30.6%	5 31.3%
	Very fair and equitable	6 18.8%	97 31.2%	6 16.7%	6 37.5%
	Extremely fair and equitable	1 3.1%	101 32.5%	7 19.4%	3 18.8%
	Mean	2.63	3.84	3.11	3.56

Tables for "Professional Work environment" Component

		Race/Ethnicity			
		None specified	White	African American	Other
n =		36	370	39	17
How much of a say do you have in shaping your work environment?	None at all	10 27.8%	33 8.9%	4 10.3%	1 5.9%
	A little bit	10 27.8%	78 21.1%	9 23.1%	4 23.5%
	A moderate amount	10 27.8%	118 31.9%	13 33.3%	5 29.4%
	A lot	3 8.3%	92 24.9%	9 23.1%	6 35.3%
	A great deal	3 8.3%	49 13.2%	4 10.3%	1 5.9%
	Mean	2.42	3.12	3.00	3.12

		Race/Ethnicity			
		None specified	White	African American	Other
n =		35	368	39	17
How committed is your supervisor to creating a positive work environment for you?	Not at all committed	9 25.7%	15 4.1%	1 2.6%	2 11.8%
	Not very committed	8 22.9%	47 12.8%	5 12.8%	2 11.8%
	Moderately committed	11 31.4%	91 24.7%	14 35.9%	2 11.8%
	Very committed	5 14.3%	121 32.9%	8 20.5%	7 41.2%
	Extremely committed	2 5.7%	94 25.5%	11 28.2%	4 23.5%
	Mean	2.51	3.63	3.59	3.53

		Race/Ethnicity			
		None specified	White	African American	Other
n =		35	367	39	17
How much recognition do you get for your contributions at work?	None at all	10 28.6%	32 8.7%	4 10.3%	3 17.6%
	A little	14 40.0%	109 29.7%	11 28.2%	5 29.4%
	A moderate amount	7 20.0%	113 30.8%	13 33.3%	4 23.5%
	A lot	4 11.4%	82 22.3%	8 20.5%	3 17.6%
	A great deal	0 0.0%	31 8.4%	3 7.7%	2 11.8%
	Mean	2.14	2.92	2.87	2.76

		Race/Ethnicity			
		None specified	White	African American	Other
n =		36	369	39	17
To what extent does your current work environment provide opportunities for you to learn and grow?	Not at all	9 25.0%	23 6.2%	7 17.9%	1 5.9%
	To a slight extent	8 22.2%	58 15.7%	7 17.9%	2 11.8%
	To a moderate extent	12 33.3%	97 26.3%	8 20.5%	1 5.9%
	To a large extent	2 5.6%	124 33.6%	9 23.1%	10 58.8%
	To a great extent	5 13.9%	67 18.2%	8 20.5%	3 17.6%
	Mean	2.61	3.42	3.10	3.71

		Race/Ethnicity			
		None specified	White	African American	Other
n =		37	366	39	17
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and department/unit leadership	Not at all courteous and professional	3 8.1%	3 .8%	0 0.0%	2 11.8%
	Not very courteous and professional	7 18.9%	23 6.3%	2 5.1%	1 5.9%
	Moderately courteous and professional	14 37.8%	97 26.5%	13 33.3%	4 23.5%
	Very courteous and professional	11 29.7%	150 41.0%	13 33.3%	6 35.3%
	Extremely courteous and professional	2 5.4%	93 25.4%	11 28.2%	4 23.5%
Mean		3.05	3.84	3.85	3.53

		Race/Ethnicity			
		None specified	White	African American	Other
n =		36	367	39	17
How satisfied are you, in general, with your opportunities for career advancement within the University?	Not at all satisfied	13 36.1%	46 12.5%	7 17.9%	3 17.6%
	Not very satisfied	9 25.0%	83 22.6%	13 33.3%	6 35.3%
	Moderately satisfied	12 33.3%	136 37.1%	9 23.1%	3 17.6%
	Very satisfied	2 5.6%	68 18.5%	7 17.9%	3 17.6%
	Extremely satisfied	0 0.0%	34 9.3%	3 7.7%	2 11.8%
Mean		2.08	2.89	2.64	2.71

		Race/Ethnicity			
		None specified	White	African American	Other
n =		35	331	37	16
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	Not at all fair and equitable	4 11.4%	11 3.3%	5 13.5%	3 18.8%
	Not very fair and equitable	7 20.0%	29 8.8%	3 8.1%	0 0.0%
	Moderately fair and equitable	12 34.3%	87 26.3%	7 18.9%	5 31.3%
	Very fair and equitable	6 17.1%	106 32.0%	13 35.1%	4 25.0%
	Extremely fair and equitable	6 17.1%	98 29.6%	9 24.3%	4 25.0%
Mean		3.09	3.76	3.49	3.38

		Race/Ethnicity			
		None specified	White	African American	Other
n =		37	368	39	17
To what extent do you feel your colleagues/coworkers treat you with respect?	Not at all	1 2.7%	3 .8%	2 5.1%	0 0.0%
	To a slight extent	6 16.2%	25 6.8%	4 10.3%	1 5.9%
	To a moderate extent	13 35.1%	76 20.7%	5 12.8%	1 5.9%
	To a large extent	14 37.8%	165 44.8%	23 59.0%	9 52.9%
	To a great extent	3 8.1%	99 26.9%	5 12.8%	6 35.3%
	Mean	3.32	3.90	3.64	4.18

		Race/Ethnicity			
		None specified	White	African American	Other
n =		37	370	39	17
To what extent do you believe you have the tools and resources to do your job well?	Not at all	0 0.0%	2 .5%	3 7.7%	1 5.9%
	To a slight extent	8 21.6%	29 7.8%	5 12.8%	2 11.8%
	To a moderate extent	18 48.6%	115 31.1%	12 30.8%	2 11.8%
	To a large extent	10 27.0%	171 46.2%	9 23.1%	8 47.1%
	To a great extent	1 2.7%	53 14.3%	10 25.6%	4 23.5%
	Mean	3.11	3.66	3.46	3.71

		Race/Ethnicity			
		None specified	White	African American	Other
n =		37	366	39	17
How much access do you have to accurate and timely information about the institutional policies and procedures you need to do your job well?	Not at all	3 8.1%	4 1.1%	1 2.6%	0 0.0%
	A little	5 13.5%	29 7.9%	5 12.8%	0 0.0%
	Some	16 43.2%	103 28.1%	15 38.5%	6 35.3%
	A lot	11 29.7%	146 39.9%	9 23.1%	6 35.3%
	A great deal	2 5.4%	84 23.0%	9 23.1%	5 29.4%
	Mean	3.11	3.76	3.51	3.94

Tables for "Professional Relationships" Component

		Race/Ethnicity			
		None specified	White	African American	Other
n =		34	344	36	17
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and students	Not very courteous and professional	0 0.0%	2 .6%	1 2.8%	0 0.0%
	Moderately courteous and professional	7 20.6%	51 14.8%	8 22.2%	2 11.8%
	Very courteous and professional	17 50.0%	164 47.7%	18 50.0%	10 58.8%
	Extremely courteous and professional	10 29.4%	127 36.9%	9 25.0%	5 29.4%
	Mean	4.09	4.21	3.97	4.18

		Race/Ethnicity			
		None specified	White	African American	Other
n =		34	324	36	15
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and faculty	Not at all courteous and professional	0 0.0%	4 1.2%	0 0.0%	0 0.0%
	Not very courteous and professional	7 20.6%	18 5.6%	3 8.3%	1 6.7%
	Moderately courteous and professional	14 41.2%	113 34.9%	13 36.1%	3 20.0%
	Very courteous and professional	10 29.4%	125 38.6%	16 44.4%	8 53.3%
	Extremely courteous and professional	3 8.8%	64 19.8%	4 11.1%	3 20.0%
	Mean	3.26	3.70	3.58	3.87

		Race/Ethnicity			
		None specified	White	African American	Other
n =		37	368	39	17
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff	Not at all courteous and professional	0 0.0%	1 .3%	0 0.0%	0 0.0%
	Not very courteous and professional	7 18.9%	8 2.2%	2 5.1%	1 5.9%
	Moderately courteous and professional	12 32.4%	99 26.9%	10 25.6%	4 23.5%
	Very courteous and professional	11 29.7%	150 40.8%	18 46.2%	9 52.9%
	Extremely courteous and professional	7 18.9%	110 29.9%	9 23.1%	3 17.6%
	Mean	3.49	3.98	3.87	3.82

Tables for "Work Load" Component

		Race/Ethnicity			
		None specified	White	African American	Other
n =		37	369	39	17
Do you feel that the workload in your current job is too low, too high, or just right?	Too high or low	12 32.4%	91 24.7%	11 28.2%	4 23.5%
	Somewhat high or low	11 29.7%	171 46.3%	18 46.2%	8 47.1%
	Just right	14 37.8%	107 29.0%	10 25.6%	5 29.4%
Mean		3.11	3.09	2.95	3.12

		Race/Ethnicity			
		None specified	White	African American	Other
n =		36	370	39	17
As an employee on this campus, how difficult is it for you to balance your work and family life?	Extremely	1 2.8%	17 4.6%	0 0.0%	0 0.0%
	Very	5 13.9%	52 14.1%	10 25.6%	4 23.5%
	Moderately	9 25.0%	113 30.5%	13 33.3%	2 11.8%
	Not very	16 44.4%	149 40.3%	11 28.2%	6 35.3%
	Not at all	5 13.9%	39 10.5%	5 12.8%	5 29.4%
Mean		3.53	3.38	3.28	3.71

Tables for "Diversity Practices" Component

		Race/Ethnicity			
		None specified	White	African American	Other
n =		35	363	39	17
How effective is your department in recruiting a diverse faculty and staff?	Not at all effective	8 22.9%	10 2.8%	8 20.5%	0 0.0%
	Not very effective	5 14.3%	50 13.8%	5 12.8%	2 11.8%
	Moderately effective	13 37.1%	141 38.8%	14 35.9%	6 35.3%
	Very effective	9 25.7%	126 34.7%	8 20.5%	6 35.3%
	Extremely effective	0 0.0%	36 9.9%	4 10.3%	3 17.6%
Mean		2.66	3.35	2.87	3.59

		Race/Ethnicity			
		None specified	White	African American	Other
n =		37	368	39	17
Overall, how satisfied are you with the diversity in your primary department/unit?	Not at all satisfied	4 10.8%	14 3.8%	7 17.9%	1 5.9%
	Not very satisfied	7 18.9%	39 10.6%	3 7.7%	4 23.5%
	Moderately satisfied	10 27.0%	117 31.8%	18 46.2%	3 17.6%
	Very satisfied	14 37.8%	147 39.9%	8 20.5%	7 41.2%
	Extremely satisfied	2 5.4%	51 13.9%	3 7.7%	2 11.8%
	Mean	3.08	3.49	2.92	3.29

		Race/Ethnicity			
		None specified	White	African American	Other
n =		34	360	38	17
How effective is your department in retaining a diverse faculty and staff?	Not at all effective	5 14.7%	15 4.2%	7 18.4%	1 5.9%
	Not very effective	9 26.5%	48 13.3%	4 10.5%	2 11.8%
	Moderately effective	12 35.3%	139 38.6%	14 36.8%	7 41.2%
	Very effective	8 23.5%	123 34.2%	8 21.1%	3 17.6%
	Extremely effective	0 0.0%	35 9.7%	5 13.2%	4 23.5%
	Mean	2.68	3.32	3.00	3.41

		Race/Ethnicity			
		None specified	White	African American	Other
n =		31	328	34	16
Overall, how well does your campus meet the needs of those with disabilities?	Not well at all	3 9.7%	11 3.4%	2 5.9%	1 6.3%
	Not very well	3 9.7%	47 14.3%	5 14.7%	1 6.3%
	Moderately well	11 35.5%	120 36.6%	17 50.0%	6 37.5%
	Very well	12 38.7%	110 33.5%	9 26.5%	5 31.3%
	Extremely well	2 6.5%	40 12.2%	1 2.9%	3 18.8%
	Mean	3.23	3.37	3.06	3.50

Table for "Excluding/inclusive " Component

		Race/Ethnicity			
		None specified	White	African American	Other
n =		36	366	39	17
How excluding or inclusive is your primary department/unit?	Extremely excluding	6 16.7%	17 4.6%	4 10.3%	0 0.0%
	Somewhat excluding	9 25.0%	63 17.2%	10 25.6%	4 23.5%
	Neither inclusive nor excluding	11 30.6%	86 23.5%	4 10.3%	3 17.6%
	Somewhat inclusive	7 19.4%	101 27.6%	12 30.8%	3 17.6%
	Extremely inclusive	3 8.3%	99 27.0%	9 23.1%	7 41.2%
	Mean	2.78	3.55	3.31	3.76

Tables for "Commitment to Diversity" Component

		Race/Ethnicity			
		None specified	White	African American	Other
n =		32	286	31	17
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	Extremely detrimental	5 15.6%	4 1.4%	3 9.7%	0 0.0%
	Quite detrimental	5 15.6%	29 10.1%	6 19.4%	3 17.6%
	Neither beneficial nor detrimental	11 34.4%	88 30.8%	8 25.8%	8 47.1%
	Quite beneficial	6 18.8%	103 36.0%	5 16.1%	4 23.5%
	Extremely beneficial	5 15.6%	62 21.7%	9 29.0%	2 11.8%
	Mean	3.03	3.66	3.35	3.29

		Race/Ethnicity			
		None specified	White	African American	Other
n =		31	296	32	15
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	Extremely detrimental	2 6.5%	7 2.4%	6 18.8%	0 0.0%
	Quite detrimental	4 12.9%	26 8.8%	5 15.6%	2 13.3%
	Neither beneficial nor detrimental	11 35.5%	84 28.4%	8 25.0%	5 33.3%
	Quite beneficial	9 29.0%	124 41.9%	5 15.6%	6 40.0%
	Extremely beneficial	5 16.1%	55 18.6%	8 25.0%	2 13.3%
	Mean	3.35	3.66	3.13	3.53

		Race/Ethnicity			
		None specified	White	African American	Other
n =		35	350	36	17
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	Extremely detrimental	5 14.3%	9 2.6%	4 11.1%	0 0.0%
	Quite detrimental	5 14.3%	23 6.6%	6 16.7%	2 11.8%
	Neither beneficial nor detrimental	11 31.4%	100 28.6%	6 16.7%	7 41.2%
	Quite beneficial	8 22.9%	114 32.6%	11 30.6%	2 11.8%
	Extremely beneficial	6 17.1%	104 29.7%	9 25.0%	6 35.3%
	Mean	3.14	3.80	3.42	3.71

		Race/Ethnicity			
		None specified	White	African American	Other
n =		34	358	38	17
How committed is the University community at large to helping to retain a diverse student body?	Not at all committed	4 11.8%	3 .8%	5 13.2%	0 0.0%
	Not very committed	5 14.7%	25 7.0%	9 23.7%	1 5.9%
	Moderately committed	11 32.4%	139 38.8%	20 52.6%	11 64.7%
	Very committed	12 35.3%	152 42.5%	2 5.3%	5 29.4%
	Extremely committed	2 5.9%	39 10.9%	2 5.3%	0 0.0%
	Mean	3.09	3.56	2.66	3.24

		Race/Ethnicity			
		None specified	White	African American	Other
n =		33	357	39	17
How committed is the University and its leadership to promoting practices that help recruit a diverse student body?	Not at all committed	4 12.1%	5 1.4%	6 15.4%	0 0.0%
	Not very committed	3 9.1%	23 6.4%	4 10.3%	0 0.0%
	Moderately committed	11 33.3%	113 31.7%	20 51.3%	11 64.7%
	Very committed	12 36.4%	166 46.5%	7 17.9%	3 17.6%
	Extremely committed	3 9.1%	50 14.0%	2 5.1%	3 17.6%
	Mean	3.21	3.65	2.87	3.53

Tables for "Fairness of Policies and procedures" Component

		Race/Ethnicity			
		None specified	White	African American	Other
n =		36	342	36	17
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	Not at all fair and equitable	9 25.0%	20 5.8%	7 19.4%	3 17.6%
	Not very fair and equitable	11 30.6%	45 13.2%	4 11.1%	3 17.6%
	Moderately fair and equitable	9 25.0%	93 27.2%	10 27.8%	2 11.8%
	Very fair and equitable	5 13.9%	105 30.7%	11 30.6%	6 35.3%
	Extremely fair and equitable	2 5.6%	79 23.1%	4 11.1%	3 17.6%
	Mean	2.44	3.52	3.03	3.18

		Race/Ethnicity			
		None specified	White	African American	Other
n =		32	286	32	15
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Salary decisions	Not at all fair and equitable	11 34.4%	57 19.9%	16 50.0%	4 26.7%
	Not very fair and equitable	11 34.4%	66 23.1%	5 15.6%	5 33.3%
	Moderately fair and equitable	8 25.0%	71 24.8%	7 21.9%	4 26.7%
	Very fair and equitable	1 3.1%	63 22.0%	1 3.1%	0 0.0%
	Extremely fair and equitable	1 3.1%	29 10.1%	3 9.4%	2 13.3%
	Mean	2.06	2.79	2.06	2.40

		Race/Ethnicity			
		None specified	White	African American	Other
n =		32	282	34	15
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Promotion decisions	Not at all fair and equitable	11 34.4%	26 9.2%	5 14.7%	3 20.0%
	Not very fair and equitable	9 28.1%	50 17.7%	11 32.4%	2 13.3%
	Moderately fair and equitable	5 15.6%	77 27.3%	8 23.5%	3 20.0%
	Very fair and equitable	5 15.6%	76 27.0%	5 14.7%	6 40.0%
	Extremely fair and equitable	2 6.3%	53 18.8%	5 14.7%	1 6.7%
	Mean	2.31	3.28	2.82	3.00

Tables for "Physical Safety" Component

		Race/Ethnicity			
		None specified	White	African American	Other
n =		36	367	38	16
Overall, how would you rate the physical safety of your campus?	Not safe at all	1 2.8%	0 0.0%	1 2.6%	0 0.0%
	Not very safe	3 8.3%	4 1.1%	0 0.0%	0 0.0%
	Moderately safe	11 30.6%	81 22.1%	14 36.8%	3 18.8%
	Very safe	14 38.9%	182 49.6%	13 34.2%	7 43.8%
	Extremely safe	7 19.4%	100 27.2%	10 26.3%	6 37.5%
	Mean	3.64	4.03	3.82	4.19

		Race/Ethnicity			
		None specified	White	African American	Other
n =		35	364	38	16
Overall, how would you rate the physical safety of the areas close to campus?	Not safe at all	0 0.0%	0 0.0%	1 2.6%	0 0.0%
	Not very safe	2 5.7%	1 .3%	1 2.6%	0 0.0%
	Moderately safe	14 40.0%	95 26.1%	14 36.8%	5 31.3%
	Very safe	12 34.3%	198 54.4%	14 36.8%	6 37.5%
	Extremely safe	7 20.0%	70 19.2%	8 21.1%	5 31.3%
	Mean	3.69	3.93	3.71	4.00

		Race/Ethnicity			
		None specified	White	African American	Other
n =		37	368	39	17
How would you rate the physical safety of your immediate work environment?	Not safe at all	3 8.1%	3 .8%	0 0.0%	0 0.0%
	Not very safe	5 13.5%	9 2.4%	0 0.0%	1 5.9%
	Moderately safe	11 29.7%	85 23.1%	11 28.2%	2 11.8%
	Very safe	11 29.7%	127 34.5%	14 35.9%	7 41.2%
	Extremely safe	7 18.9%	144 39.1%	14 35.9%	7 41.2%
	Mean	3.38	4.09	4.08	4.18

Appendix G

Tables of Individual Items: By Staff Classification

Tables for Outcome Variable "Overall climate"

		Staff Classification	
		Academic Professional	Staff
n =		79	383
Overall, how would you rate the climate on the campus where you are primarily located?	Very poor	3 3.8%	8 2.1%
	Poor	3 3.8%	39 10.2%
	Fair	24 30.4%	95 24.8%
	Good	43 54.4%	185 48.3%
	Very good	6 7.6%	56 14.6%
Mean		3.58	3.63

		Staff Classification	
		Academic Professional	Staff
n =		79	383
Overall, how would you rate the climate in your primary department or unit?	Very poor	2 2.5%	21 5.5%
	Poor	10 12.7%	47 12.3%
	Fair	21 26.6%	66 17.2%
	Good	26 32.9%	145 37.9%
	Very good	20 25.3%	104 27.2%
Mean		3.66	3.69

		Staff Classification	
		Academic Professional	Staff
n =		72	315
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	5 6.9%	17 5.4%
	Poor	8 11.1%	38 12.1%
	Fair	25 34.7%	78 24.8%
	Good	23 31.9%	111 35.2%
	Very good	11 15.3%	71 22.5%
Mean		3.38	3.57

		Staff Classification	
		Academic Professional	Staff
n =		79	382
How satisfied are you, in general, with your job at the University?	Not at all satisfied	5 6.3%	7 1.8%
	Not very satisfied	8 10.1%	32 8.4%
	Moderately satisfied	24 30.4%	117 30.6%
	Very satisfied	31 39.2%	159 41.6%
	Extremely satisfied	11 13.9%	67 17.5%
	Mean	3.44	3.65

		Staff Classification	
		Academic Professional	Staff
n =		79	381
Overall, how strongly would you recommend Oakland University to others as a good place to work?	Not at all strongly	5 6.3%	15 3.9%
	Not very strongly	7 8.9%	36 9.4%
	Moderately strongly	29 36.7%	114 29.9%
	Very strongly	25 31.6%	127 33.3%
	Extremely strongly	13 16.5%	89 23.4%
	Mean	3.43	3.63

Tables for "Personal Identity and Belongingness" Component

		Staff Classification	
		Academic Professional	Staff
n =		79	383
In the past 12 months, how often have you personally experienced excluding, intimidating, offensive, and/or hostile conduct from members of this University?	Extremely often	4 5.1%	12 3.1%
	Very often	2 2.5%	23 6.0%
	Moderately often	10 12.7%	61 15.9%
	Not very often	33 41.8%	136 35.5%
	Never	30 38.0%	151 39.4%
	Mean	4.05	4.02

	Staff Classification	
	Academic Professional	Staff
n =	79	378
In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity?		
Extremely often	1 1.3%	6 1.6%
Very often	2 2.5%	18 4.8%
Moderately often	8 10.1%	33 8.7%
Not very often	34 43.0%	139 36.8%
Never	34 43.0%	182 48.1%
Mean	4.24	4.25

	Staff Classification	
	Academic Professional	Staff
n =	79	384
How comfortable do you feel expressing your personal identity in your immediate work environment?		
Not at all comfortable	5 6.3%	25 6.5%
Not very comfortable	7 8.9%	37 9.6%
Moderately comfortable	29 36.7%	114 29.7%
Very comfortable	25 31.6%	128 33.3%
Extremely comfortable	13 16.5%	80 20.8%
Mean	3.43	3.52

	Staff Classification	
	Academic Professional	Staff
n =	78	381
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	23 29.5%	77 20.2%
Not very confident	21 26.9%	81 21.3%
Moderately confident	14 17.9%	116 30.4%
Very confident	17 21.8%	77 20.2%
Extremely confident	3 3.8%	30 7.9%
Mean	2.44	2.74

	Staff Classification	
	Academic Professional	Staff
n =	79	383
Overall, how isolated do you feel at this University?		
Extremely isolated	4 5.1%	9 2.3%
Very isolated	8 10.1%	38 9.9%
Moderately isolated	25 31.6%	121 31.6%
Not very isolated	27 34.2%	131 34.2%
Not at all isolated	15 19.0%	84 21.9%
Mean	3.52	3.63

	Staff Classification	
	Academic Professional	Staff
n =	67	328
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		
Not at all fair and equitable	4 6.0%	14 4.3%
Not very fair and equitable	5 7.5%	36 11.0%
Moderately fair and equitable	30 44.8%	79 24.1%
Very fair and equitable	14 20.9%	101 30.8%
Extremely fair and equitable	14 20.9%	98 29.9%
Mean	3.43	3.71

Tables for "Professional Work environment" Component

	Staff Classification	
	Academic Professional	Staff
n =	79	383
How much of a say do you have in shaping your work environment?		
None at all	8 10.1%	40 10.4%
A little bit	21 26.6%	80 20.9%
A moderate amount	24 30.4%	122 31.9%
A lot	17 21.5%	93 24.3%
A great deal	9 11.4%	48 12.5%
Mean	2.97	3.08

		Staff Classification	
		Academic Professional	Staff
n =		79	380
How committed is your supervisor to creating a positive work environment for you?	Not at all committed	3 3.8%	24 6.3%
	Not very committed	10 12.7%	52 13.7%
	Moderately committed	25 31.6%	93 24.5%
	Very committed	22 27.8%	119 31.3%
	Extremely committed	19 24.1%	92 24.2%
	Mean	3.56	3.53

		Staff Classification	
		Academic Professional	Staff
n =		77	381
How much recognition do you get for your contributions at work?	None at all	7 9.1%	42 11.0%
	A little	27 35.1%	112 29.4%
	A moderate amount	24 31.2%	113 29.7%
	A lot	12 15.6%	85 22.3%
	A great deal	7 9.1%	29 7.6%
	Mean	2.81	2.86

		Staff Classification	
		Academic Professional	Staff
n =		78	383
To what extent does your current work environment provide opportunities for you to learn and grow?	Not at all	6 7.7%	34 8.9%
	To a slight extent	15 19.2%	60 15.7%
	To a moderate extent	24 30.8%	94 24.5%
	To a large extent	20 25.6%	125 32.6%
	To a great extent	13 16.7%	70 18.3%
	Mean	3.24	3.36

		Staff Classification	
		Academic Professional	Staff
n =		79	380
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and department/unit leadership	Not at all courteous and professional	0 0.0%	8 2.1%
	Not very courteous and professional	6 7.6%	27 7.1%
	Moderately courteous and professional	25 31.6%	103 27.1%
	Very courteous and professional	30 38.0%	150 39.5%
	Extremely courteous and professional	18 22.8%	92 24.2%
	Mean	3.76	3.77

		Staff Classification	
		Academic Professional	Staff
n =		79	380
How satisfied are you, in general, with your opportunities for career advancement within the University?	Not at all satisfied	20 25.3%	49 12.9%
	Not very satisfied	20 25.3%	91 23.9%
	Moderately satisfied	22 27.8%	138 36.3%
	Very satisfied	14 17.7%	66 17.4%
	Extremely satisfied	3 3.8%	36 9.5%
	Mean	2.49	2.87

		Staff Classification	
		Academic Professional	Staff
n =		69	350
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	Not at all fair and equitable	4 5.8%	19 5.4%
	Not very fair and equitable	9 13.0%	30 8.6%
	Moderately fair and equitable	18 26.1%	93 26.6%
	Very fair and equitable	18 26.1%	111 31.7%
	Extremely fair and equitable	20 29.0%	97 27.7%
	Mean	3.59	3.68

	Staff Classification	
	Academic Professional	Staff
n =	79	382
To what extent do you feel your colleagues/coworkers treat you with respect?		
Not at all	0 0.0%	6 1.6%
To a slight extent	5 6.3%	31 8.1%
To a moderate extent	17 21.5%	78 20.4%
To a large extent	40 50.6%	171 44.8%
To a great extent	17 21.5%	96 25.1%
Mean	3.87	3.84

	Staff Classification	
	Academic Professional	Staff
n =	79	384
To what extent do you believe you have the tools and resources to do your job well?		
Not at all	1 1.3%	5 1.3%
To a slight extent	8 10.1%	36 9.4%
To a moderate extent	31 39.2%	116 30.2%
To a large extent	29 36.7%	169 44.0%
To a great extent	10 12.7%	58 15.1%
Mean	3.49	3.62

	Staff Classification	
	Academic Professional	Staff
n =	78	381
How much access do you have to accurate and timely information about the institutional policies and procedures you need to do your job well?		
Not at all	1 1.3%	7 1.8%
A little	7 9.0%	32 8.4%
Some	33 42.3%	107 28.1%
A lot	32 41.0%	140 36.7%
A great deal	5 6.4%	95 24.9%
Mean	3.42	3.75

Tables for "Professional Relationships" Component

		Staff Classification	
		Academic Professional	Staff
n =		72	359
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and students	Not very courteous and professional	1 1.4%	2 .6%
	Moderately courteous and professional	13 18.1%	55 15.3%
	Very courteous and professional	34 47.2%	175 48.7%
	Extremely courteous and professional	24 33.3%	127 35.4%
	Mean	4.13	4.19

		Staff Classification	
		Academic Professional	Staff
n =		72	337
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and faculty	Not at all courteous and professional	0 0.0%	4 1.2%
	Not very courteous and professional	6 8.3%	23 6.8%
	Moderately courteous and professional	29 40.3%	114 33.8%
	Very courteous and professional	23 31.9%	136 40.4%
	Extremely courteous and professional	14 19.4%	60 17.8%
	Mean	3.63	3.67

		Staff Classification	
		Academic Professional	Staff
n =		79	382
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff	Not at all courteous and professional	0 0.0%	1 .3%
	Not very courteous and professional	5 6.3%	13 3.4%
	Moderately courteous and professional	18 22.8%	107 28.0%
	Very courteous and professional	34 43.0%	154 40.3%
	Extremely courteous and professional	22 27.8%	107 28.0%
	Mean	3.92	3.92

Tables for "Work Load" Component

		Staff Classification	
		Academic Professional	Staff
n =		79	383
Do you feel that the workload in your current job is too low, too high, or just right?	Too high or low	22 27.8%	96 25.1%
	Somewhat high or low	38 48.1%	170 44.4%
	Just right	19 24.1%	117 30.5%
Mean		2.92	3.11

		Staff Classification	
		Academic Professional	Staff
n =		79	383
As an employee on this campus, how difficult is it for you to balance your work and family life?	Extremely	3 3.8%	15 3.9%
	Very	15 19.0%	56 14.6%
	Moderately	22 27.8%	115 30.0%
	Not very	35 44.3%	147 38.4%
	Not at all	4 5.1%	50 13.1%
Mean		3.28	3.42

Tables for "Diversity Practices" Component

		Staff Classification	
		Academic Professional	Staff
n =		78	376
How effective is your department in recruiting a diverse faculty and staff?	Not at all effective	9 11.5%	17 4.5%
	Not very effective	13 16.7%	49 13.0%
	Moderately effective	36 46.2%	138 36.7%
	Very effective	18 23.1%	131 34.8%
	Extremely effective	2 2.6%	41 10.9%
Mean		2.88	3.35

		Staff Classification	
		Academic Professional	Staff
n =		79	382
Overall, how satisfied are you with the diversity in your primary department/unit?	Not at all satisfied	10 12.7%	16 4.2%
	Not very satisfied	12 15.2%	41 10.7%
	Moderately satisfied	24 30.4%	124 32.5%
	Very satisfied	28 35.4%	148 38.7%
	Extremely satisfied	5 6.3%	53 13.9%
	Mean	3.08	3.47

		Staff Classification	
		Academic Professional	Staff
n =		77	372
How effective is your department in retaining a diverse faculty and staff?	Not at all effective	10 13.0%	18 4.8%
	Not very effective	10 13.0%	53 14.2%
	Moderately effective	32 41.6%	140 37.6%
	Very effective	23 29.9%	119 32.0%
	Extremely effective	2 2.6%	42 11.3%
	Mean	2.96	3.31

		Staff Classification	
		Academic Professional	Staff
n =		70	339
Overall, how well does your campus meet the needs of those with disabilities?	Not well at all	4 5.7%	13 3.8%
	Not very well	10 14.3%	46 13.6%
	Moderately well	29 41.4%	125 36.9%
	Very well	21 30.0%	115 33.9%
	Extremely well	6 8.6%	40 11.8%
	Mean	3.21	3.36

Table for "Excluding/inclusive " Component

		Staff Classification	
		Academic Professional	Staff
n =		78	380
How excluding or inclusive is your primary department/unit?	Extremely excluding	7 9.0%	20 5.3%
	Somewhat excluding	15 19.2%	71 18.7%
	Neither inclusive nor excluding	15 19.2%	89 23.4%
	Somewhat inclusive	28 35.9%	95 25.0%
	Extremely inclusive	13 16.7%	105 27.6%
	Mean	3.32	3.51

Tables for "Commitment to Diversity" Component

		Staff Classification	
		Academic Professional	Staff
n =		59	307
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	Extremely detrimental	2 3.4%	10 3.3%
	Quite detrimental	9 15.3%	34 11.1%
	Neither beneficial nor detrimental	22 37.3%	93 30.3%
	Quite beneficial	17 28.8%	101 32.9%
	Extremely beneficial	9 15.3%	69 22.5%
	Mean	3.37	3.60

		Staff Classification	
		Academic Professional	Staff
n =		65	309
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	Extremely detrimental	5 7.7%	10 3.2%
	Quite detrimental	7 10.8%	30 9.7%
	Neither beneficial nor detrimental	18 27.7%	90 29.1%
	Quite beneficial	26 40.0%	118 38.2%
	Extremely beneficial	9 13.8%	61 19.7%
	Mean	3.42	3.61

		Staff Classification	
		Academic Professional	Staff
n =		76	362
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution?	Extremely detrimental	4 5.3%	14 3.9%
	Quite detrimental	9 11.8%	27 7.5%
	Neither beneficial nor detrimental	24 31.6%	100 27.6%
	Quite beneficial	24 31.6%	111 30.7%
	Extremely beneficial	15 19.7%	110 30.4%
	Mean	3.49	3.76

		Staff Classification	
		Academic Professional	Staff
n =		77	370
How committed is the University community at large to helping to retain a diverse student body?	Not at all committed	2 2.6%	10 2.7%
	Not very committed	14 18.2%	26 7.0%
	Moderately committed	34 44.2%	147 39.7%
	Very committed	23 29.9%	148 40.0%
	Extremely committed	4 5.2%	39 10.5%
	Mean	3.17	3.49

		Staff Classification	
		Academic Professional	Staff
n =		77	369
How committed is the University and its leadership to promoting practices that help recruit a diverse student body?	Not at all committed	3 3.9%	12 3.3%
	Not very committed	9 11.7%	21 5.7%
	Moderately committed	31 40.3%	124 33.6%
	Very committed	29 37.7%	159 43.1%
	Extremely committed	5 6.5%	53 14.4%
	Mean	3.31	3.60

Tables for "Fairness of Policies and procedures" Component

		Staff Classification	
		Academic Professional	Staff
n =		71	360
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	Not at all fair and equitable	9 12.7%	30 8.3%
	Not very fair and equitable	14 19.7%	49 13.6%
	Moderately fair and equitable	19 26.8%	95 26.4%
	Very fair and equitable	15 21.1%	112 31.1%
	Extremely fair and equitable	14 19.7%	74 20.6%
	Mean	3.15	3.42

		Staff Classification	
		Academic Professional	Staff
n =		60	305
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Salary decisions	Not at all fair and equitable	15 25.0%	73 23.9%
	Not very fair and equitable	21 35.0%	66 21.6%
	Moderately fair and equitable	12 20.0%	78 25.6%
	Very fair and equitable	9 15.0%	56 18.4%
	Extremely fair and equitable	3 5.0%	32 10.5%
	Mean	2.40	2.70

		Staff Classification	
		Academic Professional	Staff
n =		62	301
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Promotion decisions	Not at all fair and equitable	10 16.1%	35 11.6%
	Not very fair and equitable	18 29.0%	54 17.9%
	Moderately fair and equitable	17 27.4%	76 25.2%
	Very fair and equitable	10 16.1%	82 27.2%
	Extremely fair and equitable	7 11.3%	54 17.9%
	Mean	2.77	3.22

Tables for "Physical Safety" Component

		Staff Classification	
		Academic Professional	Staff
n =		79	378
Overall, how would you rate the physical safety of your campus?	Not safe at all	0 0.0%	2 .5%
	Not very safe	1 1.3%	6 1.6%
	Moderately safe	15 19.0%	94 24.9%
	Very safe	44 55.7%	172 45.5%
	Extremely safe	19 24.1%	104 27.5%
	Mean	4.03	3.98

		Staff Classification	
		Academic Professional	Staff
n =		77	376
Overall, how would you rate the physical safety of the areas close to campus?	Not safe at all	0 0.0%	1 .3%
	Not very safe	0 0.0%	4 1.1%
	Moderately safe	14 18.2%	114 30.3%
	Very safe	48 62.3%	182 48.4%
	Extremely safe	15 19.5%	75 19.9%
	Mean	4.01	3.87

		Staff Classification	
		Academic Professional	Staff
n =		79	382
How would you rate the physical safety of your immediate work environment?	Not safe at all	0 0.0%	6 1.6%
	Not very safe	2 2.5%	13 3.4%
	Moderately safe	13 16.5%	96 25.1%
	Very safe	37 46.8%	122 31.9%
	Extremely safe	27 34.2%	145 38.0%
	Mean	4.13	4.01

Appendix H

Tables of Individual Items: By Age

Tables for Outcome Variable "Overall climate"

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		114	79	105	57
Overall, how would you rate the climate on the campus where you are primarily located?	Very poor	2	1	2	0
		1.8%	1.3%	1.9%	0.0%
	Poor	2	6	6	7
		1.8%	7.6%	5.7%	12.3%
	Fair	27	18	22	13
		23.7%	22.8%	21.0%	22.8%
	Good	64	41	57	29
		56.1%	51.9%	54.3%	50.9%
	Very good	19	13	18	8
		16.7%	16.5%	17.1%	14.0%
Mean		3.84	3.75	3.79	3.67

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		114	79	104	57
Overall, how would you rate the climate in your primary department or unit?	Very poor	2	4	2	3
		1.8%	5.1%	1.9%	5.3%
	Poor	11	7	9	6
		9.6%	8.9%	8.7%	10.5%
	Fair	21	21	13	8
		18.4%	26.6%	12.5%	14.0%
	Good	46	25	43	24
		40.4%	31.6%	41.3%	42.1%
	Very good	34	22	37	16
		29.8%	27.8%	35.6%	28.1%
Mean		3.87	3.68	4.00	3.77

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		86	68	92	52
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	3	2	4
		3.5%	4.4%	2.2%	7.7%
	Poor	6	6	9	6
		7.0%	8.8%	9.8%	11.5%
	Fair	22	23	20	10
		25.6%	33.8%	21.7%	19.2%
	Good	37	21	32	21
		43.0%	30.9%	34.8%	40.4%
	Very good	18	15	29	11
		20.9%	22.1%	31.5%	21.2%
Mean		3.71	3.57	3.84	3.56

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		114	79	104	57
How satisfied are you, in general, with your job at the University?	Not at all satisfied	3 2.6%	1 1.3%	1 1.0%	2 3.5%
	Not very satisfied	10 8.8%	10 12.7%	2 1.9%	0 0.0%
	Moderately satisfied	33 28.9%	16 20.3%	34 32.7%	18 31.6%
	Very satisfied	44 38.6%	38 48.1%	48 46.2%	23 40.4%
	Extremely satisfied	24 21.1%	14 17.7%	19 18.3%	14 24.6%
	Mean	3.67	3.68	3.79	3.82

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		114	78	104	57
Overall, how strongly would you recommend Oakland University to others as a good place to work?	Not at all strongly	3 2.6%	5 6.4%	2 1.9%	3 5.3%
	Not very strongly	6 5.3%	5 6.4%	9 8.7%	6 10.5%
	Moderately strongly	38 33.3%	17 21.8%	23 22.1%	16 28.1%
	Very strongly	38 33.3%	31 39.7%	43 41.3%	18 31.6%
	Extremely strongly	29 25.4%	20 25.6%	27 26.0%	14 24.6%
	Mean	3.74	3.72	3.81	3.60

Tables for "Personal Identity and Belongingness" Component

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		114	79	104	57
In the past 12 months, how often have you personally experienced excluding, intimidating, offensive, and/or hostile conduct from members of this University?	Extremely often	2 1.8%	1 1.3%	3 2.9%	2 3.5%
	Very often	4 3.5%	2 2.5%	3 2.9%	2 3.5%
	Moderately often	18 15.8%	13 16.5%	12 11.5%	4 7.0%
	Not very often	38 33.3%	28 35.4%	40 38.5%	27 47.4%
	Never	52 45.6%	35 44.3%	46 44.2%	22 38.6%
	Mean	4.18	4.19	4.18	4.14

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		114	77	102	57
In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity?	Extremely often	1 .9%	2 2.6%	1 1.0%	0 0.0%
	Very often	6 5.3%	1 1.3%	3 2.9%	1 1.8%
	Moderately often	11 9.6%	5 6.5%	6 5.9%	3 5.3%
	Not very often	41 36.0%	27 35.1%	41 40.2%	24 42.1%
	Never	55 48.2%	42 54.5%	51 50.0%	29 50.9%
	Mean	4.25	4.38	4.35	4.42

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		114	79	105	57
How comfortable do you feel expressing your personal identity in your immediate work environment?	Not at all comfortable	5 4.4%	3 3.8%	6 5.7%	6 10.5%
	Not very comfortable	12 10.5%	5 6.3%	8 7.6%	4 7.0%
	Moderately comfortable	28 24.6%	22 27.8%	30 28.6%	19 33.3%
	Very comfortable	43 37.7%	26 32.9%	37 35.2%	19 33.3%
	Extremely comfortable	26 22.8%	23 29.1%	24 22.9%	9 15.8%
	Mean	3.64	3.77	3.62	3.37

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		112	79	105	57
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	17 15.2%	15 19.0%	15 14.3%	11 19.3%
	Not very confident	22 19.6%	15 19.0%	25 23.8%	13 22.8%
	Moderately confident	33 29.5%	21 26.6%	34 32.4%	18 31.6%
	Very confident	27 24.1%	23 29.1%	24 22.9%	11 19.3%
	Extremely confident	13 11.6%	5 6.3%	7 6.7%	4 7.0%
	Mean	2.97	2.85	2.84	2.72

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		113	79	105	57
Overall, how isolated do you feel at this University?	Extremely isolated	4 3.5%	1 1.3%	2 1.9%	1 1.8%
	Very isolated	7 6.2%	9 11.4%	6 5.7%	5 8.8%
	Moderately isolated	38 33.6%	22 27.8%	35 33.3%	22 38.6%
	Not very isolated	44 38.9%	22 27.8%	36 34.3%	15 26.3%
	Not at all isolated	20 17.7%	25 31.6%	26 24.8%	14 24.6%
	Mean	3.61	3.77	3.74	3.63

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		91	70	88	53
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	Not at all fair and equitable	4 4.4%	4 5.7%	3 3.4%	0 0.0%
	Not very fair and equitable	7 7.7%	5 7.1%	6 6.8%	6 11.3%
	Moderately fair and equitable	27 29.7%	12 17.1%	24 27.3%	16 30.2%
	Very fair and equitable	25 27.5%	27 38.6%	23 26.1%	17 32.1%
	Extremely fair and equitable	28 30.8%	22 31.4%	32 36.4%	14 26.4%
	Mean	3.73	3.83	3.85	3.74

Tables for "Professional Work environment" Component

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		114	79	105	57
How much of a say do you have in shaping your work environment?	None at all	6 5.3%	12 15.2%	8 7.6%	7 12.3%
	A little bit	22 19.3%	15 19.0%	18 17.1%	12 21.1%
	A moderate amount	42 36.8%	21 26.6%	30 28.6%	21 36.8%
	A lot	28 24.6%	22 27.8%	36 34.3%	8 14.0%
	A great deal	16 14.0%	9 11.4%	13 12.4%	9 15.8%
	Mean	3.23	3.01	3.27	3.00

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		114	79	105	56
How committed is your supervisor to creating a positive work environment for you?	Not at all committed	5 4.4%	7 8.9%	3 2.9%	1 1.8%
	Not very committed	12 10.5%	13 16.5%	12 11.4%	7 12.5%
	Moderately committed	23 20.2%	13 16.5%	27 25.7%	17 30.4%
	Very committed	34 29.8%	25 31.6%	40 38.1%	18 32.1%
	Extremely committed	40 35.1%	21 26.6%	23 21.9%	13 23.2%
	Mean	3.81	3.51	3.65	3.63

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		113	79	104	57
How much recognition do you get for your contributions at work?	None at all	13 11.5%	11 13.9%	7 6.7%	4 7.0%
	A little	34 30.1%	19 24.1%	26 25.0%	15 26.3%
	A moderate amount	29 25.7%	25 31.6%	39 37.5%	19 33.3%
	A lot	27 23.9%	19 24.1%	21 20.2%	13 22.8%
	A great deal	10 8.8%	5 6.3%	11 10.6%	6 10.5%
	Mean	2.88	2.85	3.03	3.04

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		114	79	104	57
To what extent does your current work environment provide opportunities for you to learn and grow?	Not at all	6 5.3%	13 16.5%	3 2.9%	4 7.0%
	To a slight extent	17 14.9%	10 12.7%	16 15.4%	8 14.0%
	To a moderate extent	19 16.7%	19 24.1%	32 30.8%	11 19.3%
	To a large extent	44 38.6%	27 34.2%	34 32.7%	23 40.4%
	To a great extent	28 24.6%	10 12.7%	19 18.3%	11 19.3%
	Mean	3.62	3.14	3.48	3.51

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		112	79	105	56
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and department/unit leadership	Not at all courteous and professional	1 .9%	1 1.3%	0 0.0%	1 1.8%
	Not very courteous and professional	5 4.5%	4 5.1%	7 6.7%	2 3.6%
	Moderately courteous and professional	32 28.6%	25 31.6%	15 14.3%	18 32.1%
	Very courteous and professional	47 42.0%	26 32.9%	53 50.5%	21 37.5%
	Extremely courteous and professional	27 24.1%	23 29.1%	30 28.6%	14 25.0%
	Mean	3.84	3.84	4.01	3.80

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		114	78	105	56
How satisfied are you, in general, with your opportunities for career advancement within the University?	Not at all satisfied	16 14.0%	10 12.8%	11 10.5%	7 12.5%
	Not very satisfied	31 27.2%	21 26.9%	14 13.3%	16 28.6%
	Moderately satisfied	37 32.5%	29 37.2%	41 39.0%	16 28.6%
	Very satisfied	18 15.8%	14 17.9%	27 25.7%	11 19.6%
	Extremely satisfied	12 10.5%	4 5.1%	12 11.4%	6 10.7%
	Mean	2.82	2.76	3.14	2.88

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		102	70	96	50
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	Not at all fair and equitable	6 5.9%	5 7.1%	3 3.1%	2 4.0%
	Not very fair and equitable	8 7.8%	5 7.1%	8 8.3%	4 8.0%
	Moderately fair and equitable	25 24.5%	14 20.0%	26 27.1%	14 28.0%
	Very fair and equitable	34 33.3%	27 38.6%	30 31.3%	16 32.0%
	Extremely fair and equitable	29 28.4%	19 27.1%	29 30.2%	14 28.0%
	Mean	3.71	3.71	3.77	3.72

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		114	78	105	57
To what extent do you feel your colleagues/coworkers treat you with respect?	Not at all	1 .9%	2 2.6%	1 1.0%	1 1.8%
	To a slight extent	9 7.9%	5 6.4%	8 7.6%	4 7.0%
	To a moderate extent	21 18.4%	9 11.5%	17 16.2%	12 21.1%
	To a large extent	50 43.9%	42 53.8%	49 46.7%	24 42.1%
	To a great extent	33 28.9%	20 25.6%	30 28.6%	16 28.1%
	Mean	3.92	3.94	3.94	3.88

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		114	79	105	57
To what extent do you believe you have the tools and resources to do your job well?	Not at all	2 1.8%	2 2.5%	1 1.0%	0 0.0%
	To a slight extent	10 8.8%	6 7.6%	6 5.7%	6 10.5%
	To a moderate extent	37 32.5%	21 26.6%	31 29.5%	18 31.6%
	To a large extent	46 40.4%	40 50.6%	48 45.7%	20 35.1%
	To a great extent	19 16.7%	10 12.7%	19 18.1%	13 22.8%
	Mean	3.61	3.63	3.74	3.70

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		114	79	104	56
How much access do you have to accurate and timely information about the institutional policies and procedures you need to do your job well?	Not at all	1 .9%	1 1.3%	0 0.0%	0 0.0%
	A little	11 9.6%	7 8.9%	5 4.8%	7 12.5%
	Some	37 32.5%	22 27.8%	25 24.0%	16 28.6%
	A lot	41 36.0%	28 35.4%	46 44.2%	23 41.1%
	A great deal	24 21.1%	21 26.6%	28 26.9%	10 17.9%
	Mean	3.67	3.77	3.93	3.64

Tables for "Professional Relationships" Component

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		112	76	93	52
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and students	Not very courteous and professional	3 2.7%	0 0.0%	0 0.0%	0 0.0%
	Moderately courteous and professional	20 17.9%	11 14.5%	8 8.6%	6 11.5%
	Very courteous and professional	46 41.1%	38 50.0%	53 57.0%	29 55.8%
	Extremely courteous and professional	43 38.4%	27 35.5%	32 34.4%	17 32.7%
	Mean	4.15	4.21	4.26	4.21

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		103	73	86	48
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and faculty	Not at all courteous and professional	3 2.9%	0 0.0%	0 0.0%	0 0.0%
	Not very courteous and professional	9 8.7%	1 1.4%	6 7.0%	1 2.1%
	Moderately courteous and professional	42 40.8%	28 38.4%	22 25.6%	21 43.8%
	Very courteous and professional	35 34.0%	31 42.5%	36 41.9%	15 31.3%
	Extremely courteous and professional	14 13.6%	13 17.8%	22 25.6%	11 22.9%
Mean		3.47	3.77	3.86	3.75

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		113	79	105	56
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff	Not very courteous and professional	3 2.7%	1 1.3%	2 1.9%	3 5.4%
	Moderately courteous and professional	27 23.9%	19 24.1%	21 20.0%	17 30.4%
	Very courteous and professional	53 46.9%	35 44.3%	49 46.7%	21 37.5%
	Extremely courteous and professional	30 26.5%	24 30.4%	33 31.4%	15 26.8%
	Mean	3.97	4.04	4.08	3.86

Tables for "Work Load" Component

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		114	78	105	57
Do you feel that the workload in your current job is too low, too high, or just right?	Too high or low	23 20.2%	22 28.2%	17 16.2%	17 29.8%
	Somewhat high or low	57 50.0%	32 41.0%	57 54.3%	19 33.3%
	Just right	34 29.8%	24 30.8%	31 29.5%	21 36.8%
Mean		3.19	3.05	3.27	3.14

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		114	79	104	57
As an employee on this campus, how difficult is it for you to balance your work and family life?	Extremely	6 5.3%	5 6.3%	3 2.9%	1 1.8%
	Very	20 17.5%	14 17.7%	12 11.5%	6 10.5%
	Moderately	30 26.3%	29 36.7%	28 26.9%	17 29.8%
	Not very	41 36.0%	26 32.9%	50 48.1%	25 43.9%
	Not at all	17 14.9%	5 6.3%	11 10.6%	8 14.0%
Mean		3.38	3.15	3.52	3.58

Tables for "Diversity Practices" Component

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		113	77	103	56
How effective is your department in recruiting a diverse faculty and staff?	Not at all effective	3 2.7%	3 3.9%	5 4.9%	3 5.4%
	Not very effective	18 15.9%	8 10.4%	15 14.6%	7 12.5%
	Moderately effective	42 37.2%	30 39.0%	33 32.0%	28 50.0%
	Very effective	33 29.2%	29 37.7%	42 40.8%	14 25.0%
	Extremely effective	17 15.0%	7 9.1%	8 7.8%	4 7.1%
Mean		3.38	3.38	3.32	3.16

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		114	78	105	57
Overall, how satisfied are you with the diversity in your primary department/unit?	Not at all satisfied	7 6.1%	6 7.7%	6 5.7%	1 1.8%
	Not very satisfied	12 10.5%	6 7.7%	14 13.3%	5 8.8%
	Moderately satisfied	35 30.7%	27 34.6%	30 28.6%	22 38.6%
	Very satisfied	40 35.1%	25 32.1%	46 43.8%	20 35.1%
	Extremely satisfied	20 17.5%	14 17.9%	9 8.6%	9 15.8%
	Mean	3.47	3.45	3.36	3.54

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		113	76	101	54
How effective is your department in retaining a diverse faculty and staff?	Not at all effective	7 6.2%	2 2.6%	5 5.0%	4 7.4%
	Not very effective	18 15.9%	7 9.2%	12 11.9%	5 9.3%
	Moderately effective	41 36.3%	32 42.1%	31 30.7%	24 44.4%
	Very effective	31 27.4%	26 34.2%	44 43.6%	17 31.5%
	Extremely effective	16 14.2%	9 11.8%	9 8.9%	4 7.4%
	Mean	3.27	3.43	3.40	3.22

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		102	69	93	52
Overall, how well does your campus meet the needs of those with disabilities?	Not well at all	2 2.0%	4 5.8%	3 3.2%	2 3.8%
	Not very well	17 16.7%	5 7.2%	9 9.7%	9 17.3%
	Moderately well	42 41.2%	21 30.4%	37 39.8%	22 42.3%
	Very well	30 29.4%	31 44.9%	31 33.3%	15 28.8%
	Extremely well	11 10.8%	8 11.6%	13 14.0%	4 7.7%
	Mean	3.30	3.49	3.45	3.19

Table for "Excluding/inclusive " Component

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		113	78	105	56
How excluding or inclusive is your primary department/unit?	Extremely excluding	4 3.5%	7 9.0%	4 3.8%	3 5.4%
	Somewhat excluding	20 17.7%	14 17.9%	18 17.1%	9 16.1%
	Neither inclusive nor excluding	20 17.7%	16 20.5%	27 25.7%	18 32.1%
	Somewhat inclusive	34 30.1%	20 25.6%	27 25.7%	13 23.2%
	Extremely inclusive	35 31.0%	21 26.9%	29 27.6%	13 23.2%
	Mean	3.67	3.44	3.56	3.43

Tables for "Commitment to Diversity" Component

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		92	58	84	44
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	Extremely detrimental	3 3.3%	3 5.2%	2 2.4%	0 0.0%
	Quite detrimental	10 10.9%	4 6.9%	11 13.1%	6 13.6%
	Neither beneficial nor detrimental	37 40.2%	16 27.6%	17 20.2%	15 34.1%
	Quite beneficial	25 27.2%	18 31.0%	37 44.0%	15 34.1%
	Extremely beneficial	17 18.5%	17 29.3%	17 20.2%	8 18.2%
	Mean	3.47	3.72	3.67	3.57

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		91	60	86	46
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	Extremely detrimental	6 6.6%	3 5.0%	2 2.3%	0 0.0%
	Quite detrimental	7 7.7%	5 8.3%	7 8.1%	6 13.0%
	Neither beneficial nor detrimental	35 38.5%	15 25.0%	14 16.3%	13 28.3%
	Quite beneficial	27 29.7%	24 40.0%	46 53.5%	21 45.7%
	Extremely beneficial	16 17.6%	13 21.7%	17 19.8%	6 13.0%
	Mean	3.44	3.65	3.80	3.59

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		108	71	101	56
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution?	Extremely detrimental	6	3	2	1
		5.6%	4.2%	2.0%	1.8%
	Quite detrimental	8	8	5	4
		7.4%	11.3%	5.0%	7.1%
	Neither beneficial nor detrimental	35	19	27	14
		32.4%	26.8%	26.7%	25.0%
Your department/unit leadership - i.e., your Department /Program Director or Supervisor	Quite beneficial	26	19	37	23
		24.1%	26.8%	36.6%	41.1%
	Extremely beneficial	33	22	30	14
		30.6%	31.0%	29.7%	25.0%
Mean		3.67	3.69	3.87	3.80

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		112	76	101	56
How committed is the University community at large to helping to retain a diverse student body?	Not at all committed	4	1	1	0
		3.6%	1.3%	1.0%	0.0%
	Not very committed	12	3	5	6
		10.7%	3.9%	5.0%	10.7%
	Moderately committed	55	30	36	23
		49.1%	39.5%	35.6%	41.1%
	Very committed	28	34	50	22
		25.0%	44.7%	49.5%	39.3%
	Extremely committed	13	8	9	5
		11.6%	10.5%	8.9%	8.9%
Mean		3.30	3.59	3.60	3.46

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		113	76	103	55
How committed is the University and its leadership to promoting practices that help recruit a diverse student body?	Not at all committed	5	1	2	0
		4.4%	1.3%	1.9%	0.0%
	Not very committed	10	2	4	5
		8.8%	2.6%	3.9%	9.1%
	Moderately committed	46	27	31	19
		40.7%	35.5%	30.1%	34.5%
	Very committed	38	35	51	26
		33.6%	46.1%	49.5%	47.3%
	Extremely committed	14	11	15	5
		12.4%	14.5%	14.6%	9.1%
Mean		3.41	3.70	3.71	3.56

Tables for "Fairness of Policies and procedures" Component

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		104	76	94	56
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	Not at all fair and equitable	9 8.7%	7 9.2%	3 3.2%	3 5.4%
	Not very fair and equitable	16 15.4%	8 10.5%	11 11.7%	6 10.7%
	Moderately fair and equitable	23 22.1%	15 19.7%	25 26.6%	22 39.3%
	Very fair and equitable	30 28.8%	32 42.1%	34 36.2%	17 30.4%
	Extremely fair and equitable	26 25.0%	14 18.4%	21 22.3%	8 14.3%
	Mean	3.46	3.50	3.63	3.38

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		91	56	81	48
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Salary decisions	Not at all fair and equitable	17 18.7%	15 26.8%	11 13.6%	10 20.8%
	Not very fair and equitable	23 25.3%	7 12.5%	23 28.4%	10 20.8%
	Moderately fair and equitable	29 31.9%	17 30.4%	16 19.8%	14 29.2%
	Very fair and equitable	14 15.4%	12 21.4%	18 22.2%	11 22.9%
	Extremely fair and equitable	8 8.8%	5 8.9%	13 16.0%	3 6.3%
	Mean	2.70	2.73	2.99	2.73

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		91	56	79	46
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Promotion decisions	Not at all fair and equitable	11 12.1%	6 10.7%	6 7.6%	4 8.7%
	Not very fair and equitable	17 18.7%	8 14.3%	11 13.9%	12 26.1%
	Moderately fair and equitable	23 25.3%	13 23.2%	25 31.6%	10 21.7%
	Very fair and equitable	24 26.4%	17 30.4%	21 26.6%	12 26.1%
	Extremely fair and equitable	16 17.6%	12 21.4%	16 20.3%	8 17.4%
	Mean	3.19	3.38	3.38	3.17

Tables for "Physical Safety" Component

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		113	78	103	57
Overall, how would you rate the physical safety of your campus?	Not safe at all	0	1	0	0
		0.0%	1.3%	0.0%	0.0%
	Not very safe	0	0	3	1
		0.0%	0.0%	2.9%	1.8%
	Moderately safe	25	20	21	16
		22.1%	25.6%	20.4%	28.1%
	Very safe	47	35	58	24
		41.6%	44.9%	56.3%	42.1%
	Extremely safe	41	22	21	16
		36.3%	28.2%	20.4%	28.1%
Mean		4.14	3.99	3.94	3.96

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		113	77	101	56
Overall, how would you rate the physical safety of the areas close to campus?	Not safe at all	0	1	0	0
		0.0%	1.3%	0.0%	0.0%
	Not very safe	0	1	1	0
		0.0%	1.3%	1.0%	0.0%
	Moderately safe	29	23	32	19
		25.7%	29.9%	31.7%	33.9%
	Very safe	53	38	56	25
		46.9%	49.4%	55.4%	44.6%
	Extremely safe	31	14	12	12
		27.4%	18.2%	11.9%	21.4%
Mean		4.02	3.82	3.78	3.88

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		114	79	104	56
How would you rate the physical safety of your immediate work environment?	Not safe at all	1	0	2	0
		.9%	0.0%	1.9%	0.0%
	Not very safe	2	2	2	1
		1.8%	2.5%	1.9%	1.8%
	Moderately safe	23	19	28	10
		20.2%	24.1%	26.9%	17.9%
	Very safe	35	27	38	23
		30.7%	34.2%	36.5%	41.1%
	Extremely safe	53	31	34	22
		46.5%	39.2%	32.7%	39.3%
Mean		4.20	4.10	3.96	4.18

Appendix I

Tables of Individual Items: By Years Employed

Tables for Outcome Variable "Overall climate"

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		49	72	49	91	195
Overall, how would you rate the climate on the campus where you are primarily located?	Very poor	0	0	0	2	9
		0.0%	0.0%	0.0%	2.2%	4.6%
	Poor	3	6	0	5	28
		6.1%	8.3%	0.0%	5.5%	14.4%
	Fair	5	20	13	26	51
		10.2%	27.8%	26.5%	28.6%	26.2%
	Good	31	36	27	47	85
		63.3%	50.0%	55.1%	51.6%	43.6%
	Very good	10	10	9	11	22
		20.4%	13.9%	18.4%	12.1%	11.3%
Mean		3.98	3.69	3.92	3.66	3.43

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		49	72	49	92	194
Overall, how would you rate the climate in your primary department or unit?	Very poor	1	1	1	2	17
		2.0%	1.4%	2.0%	2.2%	8.8%
	Poor	3	11	2	16	25
		6.1%	15.3%	4.1%	17.4%	12.9%
	Fair	6	13	8	16	39
		12.2%	18.1%	16.3%	17.4%	20.1%
	Good	19	31	23	36	62
		38.8%	43.1%	46.9%	39.1%	32.0%
	Very good	20	16	15	22	51
		40.8%	22.2%	30.6%	23.9%	26.3%
Mean		4.10	3.69	4.00	3.65	3.54

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		42	57	41	79	162
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	2	1	1	16
		2.4%	3.5%	2.4%	1.3%	9.9%
	Poor	4	9	1	12	19
		9.5%	15.8%	2.4%	15.2%	11.7%
	Fair	6	9	13	21	50
		14.3%	15.8%	31.7%	26.6%	30.9%
	Good	20	28	15	29	42
		47.6%	49.1%	36.6%	36.7%	25.9%
	Very good	11	9	11	16	35
		26.2%	15.8%	26.8%	20.3%	21.6%
Mean		3.86	3.58	3.83	3.59	3.38

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		49	72	49	92	193
How satisfied are you, in general, with your job at the University?	Not at all satisfied	1 2.0%	0 0.0%	0 0.0%	2 2.2%	9 4.7%
	Not very satisfied	2 4.1%	8 11.1%	2 4.1%	10 10.9%	17 8.8%
	Moderately satisfied	9 18.4%	24 33.3%	16 32.7%	28 30.4%	61 31.6%
	Very satisfied	26 53.1%	27 37.5%	20 40.8%	38 41.3%	77 39.9%
	Extremely satisfied	11 22.4%	13 18.1%	11 22.4%	14 15.2%	29 15.0%
	Mean	3.90	3.63	3.82	3.57	3.52

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		49	72	49	92	192
Overall, how strongly would you recommend Oakland University to others as a good place to work?	Not at all strongly	1 2.0%	0 0.0%	0 0.0%	3 3.3%	16 8.3%
	Not very strongly	2 4.1%	7 9.7%	3 6.1%	10 10.9%	21 10.9%
	Moderately strongly	6 12.2%	29 40.3%	10 20.4%	28 30.4%	66 34.4%
	Very strongly	26 53.1%	19 26.4%	25 51.0%	32 34.8%	48 25.0%
	Extremely strongly	14 28.6%	17 23.6%	11 22.4%	19 20.7%	41 21.4%
	Mean	4.02	3.64	3.90	3.59	3.40

Tables for "Personal Identity and Belongingness" Component

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		49	72	49	92	194
In the past 12 months, how often have you personally experienced excluding, intimidating, offensive, and/or hostile conduct from members of this University?	Extremely often	1 2.0%	0 0.0%	1 2.0%	3 3.3%	11 5.7%
	Very often	0 0.0%	5 6.9%	0 0.0%	3 3.3%	17 8.8%
	Moderately often	4 8.2%	9 12.5%	5 10.2%	17 18.5%	33 17.0%
	Not very often	13 26.5%	30 41.7%	21 42.9%	39 42.4%	63 32.5%
	Never	31 63.3%	28 38.9%	22 44.9%	30 32.6%	70 36.1%
	Mean	4.49	4.13	4.29	3.98	3.85

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		49	72	49	91	190
In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity?	Extremely often	1 2.0%	0 0.0%	0 0.0%	1 1.1%	5 2.6%
	Very often	0 0.0%	3 4.2%	0 0.0%	7 7.7%	10 5.3%
	Moderately often	1 2.0%	10 13.9%	4 8.2%	4 4.4%	22 11.6%
	Not very often	15 30.6%	29 40.3%	16 32.7%	37 40.7%	72 37.9%
	Never	32 65.3%	30 41.7%	29 59.2%	42 46.2%	81 42.6%
	Mean	4.57	4.19	4.51	4.23	4.13

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		49	72	49	92	195
How comfortable do you feel expressing your personal identity in your immediate work environment?	Not at all comfortable	4 8.2%	2 2.8%	0 0.0%	8 8.7%	16 8.2%
	Not very comfortable	5 10.2%	9 12.5%	3 6.1%	9 9.8%	18 9.2%
	Moderately comfortable	13 26.5%	20 27.8%	17 34.7%	25 27.2%	63 32.3%
	Very comfortable	13 26.5%	29 40.3%	19 38.8%	29 31.5%	62 31.8%
	Extremely comfortable	14 28.6%	12 16.7%	10 20.4%	21 22.8%	36 18.5%
	Mean	3.57	3.56	3.73	3.50	3.43

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		49	71	48	92	194
If you experience treatment that is not fair and equitable, how confident are you that you can file a complaint or grievance without fear of negative consequences to you?	Not at all confident	8 16.3%	10 14.1%	5 10.4%	20 21.7%	55 28.4%
	Not very confident	5 10.2%	19 26.8%	9 18.8%	23 25.0%	44 22.7%
	Moderately confident	16 32.7%	18 25.4%	15 31.3%	27 29.3%	53 27.3%
	Very confident	11 22.4%	20 28.2%	16 33.3%	15 16.3%	32 16.5%
	Extremely confident	9 18.4%	4 5.6%	3 6.3%	7 7.6%	10 5.2%
	Mean	3.16	2.85	3.06	2.63	2.47

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		49	71	49	92	195
Overall, how isolated do you feel at this University?	Extremely isolated	2 4.1%	3 4.2%	0 0.0%	1 1.1%	7 3.6%
	Very isolated	4 8.2%	5 7.0%	3 6.1%	10 10.9%	23 11.8%
	Moderately isolated	14 28.6%	21 29.6%	17 34.7%	34 37.0%	59 30.3%
	Not very isolated	18 36.7%	28 39.4%	18 36.7%	30 32.6%	60 30.8%
	Not at all isolated	11 22.4%	14 19.7%	11 22.4%	17 18.5%	46 23.6%
	Mean	3.65	3.63	3.76	3.57	3.59

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		36	56	42	78	178
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	Not at all fair and equitable	2 5.6%	2 3.6%	1 2.4%	1 1.3%	12 6.7%
	Not very fair and equitable	1 2.8%	7 12.5%	2 4.8%	9 11.5%	22 12.4%
	Moderately fair and equitable	9 25.0%	16 28.6%	17 40.5%	21 26.9%	42 23.6%
	Very fair and equitable	11 30.6%	14 25.0%	11 26.2%	27 34.6%	51 28.7%
	Extremely fair and equitable	13 36.1%	17 30.4%	11 26.2%	20 25.6%	51 28.7%
	Mean	3.89	3.66	3.69	3.72	3.60

Tables for "Professional Work environment" Component

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		49	72	49	92	195
How much of a say do you have in shaping your work environment?	None at all	4 8.2%	6 8.3%	3 6.1%	7 7.6%	26 13.3%
	A little bit	10 20.4%	14 19.4%	6 12.2%	23 25.0%	46 23.6%
	A moderate amount	11 22.4%	26 36.1%	17 34.7%	36 39.1%	56 28.7%
	A lot	19 38.8%	19 26.4%	14 28.6%	19 20.7%	38 19.5%
	A great deal	5 10.2%	7 9.7%	9 18.4%	7 7.6%	29 14.9%
	Mean	3.22	3.10	3.41	2.96	2.99

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		49	72	49	90	194
How committed is your supervisor to creating a positive work environment for you?	Not at all committed	1 2.0%	4 5.6%	0 0.0%	4 4.4%	17 8.8%
	Not very committed	4 8.2%	7 9.7%	5 10.2%	18 20.0%	27 13.9%
	Moderately committed	5 10.2%	17 23.6%	9 18.4%	21 23.3%	63 32.5%
	Very committed	23 46.9%	26 36.1%	21 42.9%	23 25.6%	48 24.7%
	Extremely committed	16 32.7%	18 25.0%	14 28.6%	24 26.7%	39 20.1%
	Mean	4.00	3.65	3.90	3.50	3.34

		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		49	69	49	92	194
How much recognition do you get for your contributions at work?	None at all	3 6.1%	5 7.2%	4 8.2%	6 6.5%	31 16.0%
	A little	12 24.5%	24 34.8%	9 18.4%	34 37.0%	57 29.4%
	A moderate amount	16 32.7%	15 21.7%	19 38.8%	32 34.8%	53 27.3%
	A lot	15 30.6%	19 27.5%	11 22.4%	16 17.4%	36 18.6%
	A great deal	3 6.1%	6 8.7%	6 12.2%	4 4.3%	17 8.8%
	Mean	3.06	2.96	3.12	2.76	2.75

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		49	71	49	92	194
To what extent does your current work environment provide opportunities for you to learn and grow?	Not at all	2 4.1%	4 5.6%	2 4.1%	8 8.7%	24 12.4%
	To a slight extent	3 6.1%	14 19.7%	6 12.2%	23 25.0%	25 12.9%
	To a moderate extent	12 24.5%	15 21.1%	8 16.3%	19 20.7%	62 32.0%
	To a large extent	17 34.7%	19 26.8%	26 53.1%	30 32.6%	53 27.3%
	To a great extent	15 30.6%	19 26.8%	7 14.3%	12 13.0%	30 15.5%
	Mean	3.82	3.49	3.61	3.16	3.21

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		47	71	49	91	195
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and department/unit leadership	Not at all courteous and professional	1 2.1%	0 0.0%	0 0.0%	2 2.2%	5 2.6%
	Not very courteous and professional	2 4.3%	5 7.0%	1 2.0%	8 8.8%	17 8.7%
	Moderately courteous and professional	8 17.0%	22 31.0%	11 22.4%	25 27.5%	59 30.3%
	Very courteous and professional	18 38.3%	30 42.3%	24 49.0%	36 39.6%	69 35.4%
	Extremely courteous and professional	18 38.3%	14 19.7%	13 26.5%	20 22.0%	45 23.1%
	Mean	4.06	3.75	4.00	3.70	3.68

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		48	72	49	91	194
How satisfied are you, in general, with your opportunities for career advancement within the University?	Not at all satisfied	2 4.2%	8 11.1%	9 18.4%	17 18.7%	33 17.0%
	Not very satisfied	5 10.4%	15 20.8%	12 24.5%	30 33.0%	46 23.7%
	Moderately satisfied	18 37.5%	28 38.9%	18 36.7%	29 31.9%	67 34.5%
	Very satisfied	11 22.9%	18 25.0%	6 12.2%	10 11.0%	33 17.0%
	Extremely satisfied	12 25.0%	3 4.2%	4 8.2%	5 5.5%	15 7.7%
	Mean	3.54	2.90	2.67	2.52	2.75

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		41	67	43	81	181
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	Not at all fair and equitable	1 2.4%	4 6.0%	1 2.3%	3 3.7%	13 7.2%
	Not very fair and equitable	6 14.6%	4 6.0%	2 4.7%	7 8.6%	19 10.5%
	Moderately fair and equitable	7 17.1%	22 32.8%	11 25.6%	22 27.2%	46 25.4%
	Very fair and equitable	16 39.0%	24 35.8%	17 39.5%	28 34.6%	44 24.3%
	Extremely fair and equitable	11 26.8%	13 19.4%	12 27.9%	21 25.9%	59 32.6%
	Mean	3.73	3.57	3.86	3.70	3.65

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		49	72	49	91	194
To what extent do you feel your colleagues/coworkers treat you with respect?	Not at all	0 0.0%	0 0.0%	1 2.0%	1 1.1%	4 2.1%
	To a slight extent	2 4.1%	6 8.3%	2 4.1%	10 11.0%	16 8.2%
	To a moderate extent	4 8.2%	17 23.6%	3 6.1%	23 25.3%	44 22.7%
	To a large extent	24 49.0%	32 44.4%	27 55.1%	37 40.7%	89 45.9%
	To a great extent	19 38.8%	17 23.6%	16 32.7%	20 22.0%	41 21.1%
	Mean	4.22	3.83	4.12	3.71	3.76

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		49	72	49	92	195
To what extent do you believe you have the tools and resources to do your job well?	Not at all	0 0.0%	0 0.0%	1 2.0%	1 1.1%	4 2.1%
	To a slight extent	2 4.1%	9 12.5%	3 6.1%	14 15.2%	16 8.2%
	To a moderate extent	15 30.6%	24 33.3%	13 26.5%	28 30.4%	63 32.3%
	To a large extent	18 36.7%	29 40.3%	27 55.1%	36 39.1%	86 44.1%
	To a great extent	14 28.6%	10 13.9%	5 10.2%	13 14.1%	26 13.3%
	Mean	3.90	3.56	3.65	3.50	3.58

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		48	72	48	91	194
How much access do you have to accurate and timely information about the institutional policies and procedures you need to do your job well?	Not at all	0 0.0%	0 0.0%	1 2.1%	2 2.2%	5 2.6%
	A little	2 4.2%	8 11.1%	5 10.4%	8 8.8%	15 7.7%
	Some	12 25.0%	23 31.9%	16 33.3%	28 30.8%	57 29.4%
	A lot	25 52.1%	23 31.9%	15 31.3%	35 38.5%	73 37.6%
	A great deal	9 18.8%	18 25.0%	11 22.9%	18 19.8%	44 22.7%
	Mean	3.85	3.71	3.63	3.65	3.70

Tables for "Professional Relationships" Component

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		44	69	47	81	184
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and students	Not very courteous and professional	0 0.0%	1 1.4%	0 0.0%	0 0.0%	2 1.1%
	Moderately courteous and professional	5 11.4%	10 14.5%	4 8.5%	19 23.5%	27 14.7%
	Very courteous and professional	21 47.7%	33 47.8%	29 61.7%	40 49.4%	85 46.2%
	Extremely courteous and professional	18 40.9%	25 36.2%	14 29.8%	22 27.2%	70 38.0%
	Mean	4.30	4.19	4.21	4.04	4.21

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		44	65	43	78	174
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and faculty	Not at all courteous and professional	0 0.0%	3 4.6%	0 0.0%	0 0.0%	1 .6%
	Not very courteous and professional	4 9.1%	7 10.8%	1 2.3%	6 7.7%	11 6.3%
	Moderately courteous and professional	9 20.5%	24 36.9%	17 39.5%	25 32.1%	65 37.4%
	Very courteous and professional	21 47.7%	20 30.8%	17 39.5%	36 46.2%	64 36.8%
	Extremely courteous and professional	10 22.7%	11 16.9%	8 18.6%	11 14.1%	33 19.0%
Mean		3.84	3.45	3.74	3.67	3.67

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		48	72	49	91	195
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff	Not at all courteous and professional	1 2.1%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Not very courteous and professional	1 2.1%	3 4.2%	2 4.1%	4 4.4%	8 4.1%
	Moderately courteous and professional	9 18.8%	14 19.4%	12 24.5%	28 30.8%	57 29.2%
	Very courteous and professional	22 45.8%	37 51.4%	22 44.9%	36 39.6%	70 35.9%
	Extremely courteous and professional	15 31.3%	18 25.0%	13 26.5%	23 25.3%	60 30.8%
Mean		4.02	3.97	3.94	3.86	3.93

Tables for "Work Load" Component

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		49	72	49	92	194
Do you feel that the workload in your current job is too low, too high, or just right?	Too high or low	5 10.2%	16 22.2%	9 18.4%	24 26.1%	61 31.4%
	Somewhat high or low	23 46.9%	33 45.8%	24 49.0%	41 44.6%	85 43.8%
	Just right	21 42.9%	23 31.9%	16 32.7%	27 29.3%	48 24.7%
Mean		3.65	3.19	3.29	3.07	2.87

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		49	72	49	92	194
As an employee on this campus, how difficult is it for you to balance your work and family life? - recoded 0 to 1	Extremely	0 0.0%	3 4.2%	1 2.0%	3 3.3%	11 5.7%
	Very	4 8.2%	15 20.8%	8 16.3%	15 16.3%	27 13.9%
	Moderately	12 24.5%	18 25.0%	11 22.4%	32 34.8%	63 32.5%
	Not very	26 53.1%	26 36.1%	21 42.9%	35 38.0%	72 37.1%
	Not at all	7 14.3%	10 13.9%	8 16.3%	7 7.6%	21 10.8%
Mean		3.73	3.35	3.55	3.30	3.34

Tables for "Diversity Practices" Component

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		48	71	48	90	191
How effective is your department in recruiting a diverse faculty and staff?	Not at all effective	1 2.1%	5 7.0%	1 2.1%	4 4.4%	15 7.9%
	Not very effective	6 12.5%	9 12.7%	6 12.5%	13 14.4%	25 13.1%
	Moderately effective	15 31.3%	22 31.0%	22 45.8%	37 41.1%	77 40.3%
	Very effective	21 43.8%	25 35.2%	12 25.0%	31 34.4%	58 30.4%
	Extremely effective	5 10.4%	10 14.1%	7 14.6%	5 5.6%	16 8.4%
Mean		3.48	3.37	3.38	3.22	3.18

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		49	72	49	92	193
Overall, how satisfied are you with the diversity in your primary department/unit?	Not at all satisfied	3 6.1%	4 5.6%	1 2.0%	4 4.3%	14 7.3%
	Not very satisfied	5 10.2%	9 12.5%	4 8.2%	13 14.1%	21 10.9%
	Moderately satisfied	14 28.6%	19 26.4%	18 36.7%	32 34.8%	64 33.2%
	Very satisfied	20 40.8%	28 38.9%	19 38.8%	35 38.0%	70 36.3%
	Extremely satisfied	7 14.3%	12 16.7%	7 14.3%	8 8.7%	24 12.4%
	Mean	3.47	3.49	3.55	3.33	3.36

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		48	71	48	88	188
How effective is your department in retaining a diverse faculty and staff?	Not at all effective	2 4.2%	7 9.9%	2 4.2%	5 5.7%	12 6.4%
	Not very effective	4 8.3%	9 12.7%	5 10.4%	12 13.6%	30 16.0%
	Moderately effective	16 33.3%	24 33.8%	17 35.4%	40 45.5%	74 39.4%
	Very effective	19 39.6%	23 32.4%	16 33.3%	23 26.1%	59 31.4%
	Extremely effective	7 14.6%	8 11.3%	8 16.7%	8 9.1%	13 6.9%
	Mean	3.52	3.23	3.48	3.19	3.16

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		38	57	42	83	183
Overall, how well does your campus meet the needs of those with disabilities?	Not well at all	1 2.6%	3 5.3%	0 0.0%	4 4.8%	8 4.4%
	Not very well	2 5.3%	6 10.5%	9 21.4%	10 12.0%	29 15.8%
	Moderately well	11 28.9%	24 42.1%	14 33.3%	33 39.8%	69 37.7%
	Very well	16 42.1%	20 35.1%	14 33.3%	28 33.7%	56 30.6%
	Extremely well	8 21.1%	4 7.0%	5 11.9%	8 9.6%	21 11.5%
	Mean	3.74	3.28	3.36	3.31	3.29

Table for "Excluding/inclusive " Component

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		49	71	49	90	193
How excluding or inclusive is your primary department/unit?	Extremely excluding	0	2	2	3	19
		0.0%	2.8%	4.1%	3.3%	9.8%
	Somewhat excluding	8	15	5	24	34
		16.3%	21.1%	10.2%	26.7%	17.6%
	Neither inclusive nor excluding	18	11	10	18	45
		36.7%	15.5%	20.4%	20.0%	23.3%
	Somewhat inclusive	12	25	17	25	41
		24.5%	35.2%	34.7%	27.8%	21.2%
	Extremely inclusive	11	18	15	20	54
		22.4%	25.4%	30.6%	22.2%	28.0%
Mean		3.53	3.59	3.78	3.39	3.40

Tables for "Commitment to Diversity" Component

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		33	54	41	74	158
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution?	Extremely detrimental	2	2	0	0	8
		6.1%	3.7%	0.0%	0.0%	5.1%
	Quite detrimental	1	5	6	10	21
		3.0%	9.3%	14.6%	13.5%	13.3%
	Neither beneficial nor detrimental	8	15	15	28	47
		24.2%	27.8%	36.6%	37.8%	29.7%
	Quite beneficial	13	18	11	26	48
		39.4%	33.3%	26.8%	35.1%	30.4%
	Extremely beneficial	9	14	9	10	34
		27.3%	25.9%	22.0%	13.5%	21.5%
Mean		3.79	3.69	3.56	3.49	3.50

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		33	54	39	78	164
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution?	Extremely detrimental	3	3	1	1	7
		9.1%	5.6%	2.6%	1.3%	4.3%
	Quite detrimental	2	0	5	9	21
		6.1%	0.0%	12.8%	11.5%	12.8%
	Neither beneficial nor detrimental	9	14	11	26	47
		27.3%	25.9%	28.2%	33.3%	28.7%
	Quite beneficial	13	24	14	30	60
		39.4%	44.4%	35.9%	38.5%	36.6%
	Extremely beneficial	6	13	8	12	29
		18.2%	24.1%	20.5%	15.4%	17.7%
Mean		3.52	3.81	3.59	3.55	3.51

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		44	66	47	88	187
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution?	Extremely detrimental	2	4	0	2	8
		4.5%	6.1%	0.0%	2.3%	4.3%
	Quite detrimental	5	5	2	7	17
		11.4%	7.6%	4.3%	8.0%	9.1%
	Neither beneficial nor detrimental	8	20	11	26	58
		18.2%	30.3%	23.4%	29.5%	31.0%
Your department/unit leadership - i.e., your Department /Program Director or Supervisor	Quite beneficial	11	16	15	31	60
		25.0%	24.2%	31.9%	35.2%	32.1%
	Extremely beneficial	18	21	19	22	44
		40.9%	31.8%	40.4%	25.0%	23.5%
Mean		3.86	3.68	4.09	3.73	3.61

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		47	70	48	92	184
How committed is the University community at large to helping to retain a diverse student body?	Not at all committed	1	1	1	1	8
		2.1%	1.4%	2.1%	1.1%	4.3%
	Not very committed	2	8	5	10	15
		4.3%	11.4%	10.4%	10.9%	8.2%
	Moderately committed	14	28	20	40	75
		29.8%	40.0%	41.7%	43.5%	40.8%
	Very committed	25	25	17	31	72
		53.2%	35.7%	35.4%	33.7%	39.1%
	Extremely committed	5	8	5	10	14
		10.6%	11.4%	10.4%	10.9%	7.6%
Mean		3.66	3.44	3.42	3.42	3.38

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		48	71	47	90	185
How committed is the University and its leadership to promoting practices that help recruit a diverse student body?	Not at all committed	1	3	0	3	8
		2.1%	4.2%	0.0%	3.3%	4.3%
	Not very committed	1	3	5	7	14
		2.1%	4.2%	10.6%	7.8%	7.6%
	Moderately committed	17	24	16	33	62
		35.4%	33.8%	34.0%	36.7%	33.5%
	Very committed	23	32	20	33	79
		47.9%	45.1%	42.6%	36.7%	42.7%
	Extremely committed	6	9	6	14	22
		12.5%	12.7%	12.8%	15.6%	11.9%
Mean		3.67	3.58	3.57	3.53	3.50

Tables for "Fairness of Policies and procedures" Component

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		40	69	43	84	189
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	Not at all fair and equitable	1	7	1	5	24
		2.5%	10.1%	2.3%	6.0%	12.7%
	Not very fair and equitable	5	9	6	12	28
		12.5%	13.0%	14.0%	14.3%	14.8%
	Moderately fair and equitable	4	19	13	23	53
		10.0%	27.5%	30.2%	27.4%	28.0%
	Very fair and equitable	17	21	18	27	44
		42.5%	30.4%	41.9%	32.1%	23.3%
	Extremely fair and equitable	13	13	5	17	40
		32.5%	18.8%	11.6%	20.2%	21.2%
Mean		3.90	3.35	3.47	3.46	3.25

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		27	51	40	80	162
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Salary decisions	Not at all fair and equitable	4	7	6	20	51
		14.8%	13.7%	15.0%	25.0%	31.5%
	Not very fair and equitable	1	16	11	18	39
		3.7%	31.4%	27.5%	22.5%	24.1%
	Moderately fair and equitable	10	17	9	19	32
		37.0%	33.3%	22.5%	23.8%	19.8%
	Very fair and equitable	4	7	14	14	26
		14.8%	13.7%	35.0%	17.5%	16.0%
	Extremely fair and equitable	8	4	0	9	14
		29.6%	7.8%	0.0%	11.3%	8.6%
Mean		3.41	2.71	2.78	2.68	2.46

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		24	53	40	74	167
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Promotion decisions	Not at all fair and equitable	1	5	5	8	26
		4.2%	9.4%	12.5%	10.8%	15.6%
	Not very fair and equitable	3	12	5	16	34
		12.5%	22.6%	12.5%	21.6%	20.4%
	Moderately fair and equitable	7	10	13	19	41
		29.2%	18.9%	32.5%	25.7%	24.6%
	Very fair and equitable	7	16	9	20	40
		29.2%	30.2%	22.5%	27.0%	24.0%
	Extremely fair and equitable	6	10	8	11	26
		25.0%	18.9%	20.0%	14.9%	15.6%
Mean		3.58	3.26	3.25	3.14	3.04

Tables for "Physical Safety" Component

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		47	72	48	92	192
Overall, how would you rate the physical safety of your campus?	Not safe at all	0	0	0	0	2
		0.0%	0.0%	0.0%	0.0%	1.0%
	Not very safe	0	0	0	0	7
		0.0%	0.0%	0.0%	0.0%	3.6%
	Moderately safe	10	19	9	24	46
		21.3%	26.4%	18.8%	26.1%	24.0%
	Very safe	23	29	27	45	88
		48.9%	40.3%	56.3%	48.9%	45.8%
	Extremely safe	14	24	12	23	49
		29.8%	33.3%	25.0%	25.0%	25.5%
Mean		4.09	4.07	4.06	3.99	3.91

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		48	71	48	91	189
Overall, how would you rate the physical safety of the areas close to campus?	Not safe at all	0	0	0	0	1
		0.0%	0.0%	0.0%	0.0%	.5%
	Not very safe	1	0	0	1	2
		2.1%	0.0%	0.0%	1.1%	1.1%
	Moderately safe	10	23	13	19	63
		20.8%	32.4%	27.1%	20.9%	33.3%
	Very safe	27	33	28	47	90
		56.3%	46.5%	58.3%	51.6%	47.6%
	Extremely safe	10	15	7	24	33
		20.8%	21.1%	14.6%	26.4%	17.5%
Mean		3.96	3.89	3.88	4.03	3.80

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		49	71	49	92	194
How would you rate the physical safety of your immediate work environment?	Not safe at all	0	1	0	0	5
		0.0%	1.4%	0.0%	0.0%	2.6%
	Not very safe	0	2	1	0	12
		0.0%	2.8%	2.0%	0.0%	6.2%
	Moderately safe	10	16	8	29	44
		20.4%	22.5%	16.3%	31.5%	22.7%
	Very safe	16	22	24	25	69
		32.7%	31.0%	49.0%	27.2%	35.6%
	Extremely safe	23	30	16	38	64
		46.9%	42.3%	32.7%	41.3%	33.0%
Mean		4.27	4.10	4.12	4.10	3.90

Appendix J

Tables of Individual Items: By Sexual Orientation

Tables for Outcome Variable "Overall climate"

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		411	21	30
Overall, how would you rate the climate on the campus where you are primarily located?	Very poor	6	2	3
		1.5%	9.5%	10.0%
	Poor	32	2	8
		7.8%	9.5%	26.7%
	Fair	99	11	9
		24.1%	52.4%	30.0%
	Good	214	5	9
		52.1%	23.8%	30.0%
	Very good	60	1	1
		14.6%	4.8%	3.3%
Mean		3.71	3.05	2.90

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		411	21	30
Overall, how would you rate the climate in your primary department or unit?	Very poor	16	1	6
		3.9%	4.8%	20.0%
	Poor	44	5	8
		10.7%	23.8%	26.7%
	Fair	80	4	3
		19.5%	19.0%	10.0%
	Good	156	7	8
		38.0%	33.3%	26.7%
	Very good	115	4	5
		28.0%	19.0%	16.7%
Mean		3.75	3.38	2.93

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		347	16	24
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	16	2	4
		4.6%	12.5%	16.7%
	Poor	36	4	6
		10.4%	25.0%	25.0%
	Fair	92	3	8
		26.5%	18.8%	33.3%
	Good	124	5	5
		35.7%	31.3%	20.8%
	Very good	79	2	1
		22.8%	12.5%	4.2%
Mean		3.62	3.06	2.71

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		410	21	30
How satisfied are you, in general, with your job at the University?	Not at all satisfied	7 1.7%	1 4.8%	4 13.3%
	Not very satisfied	33 8.0%	4 19.0%	3 10.0%
	Moderately satisfied	115 28.0%	10 47.6%	16 53.3%
	Very satisfied	181 44.1%	4 19.0%	5 16.7%
	Extremely satisfied	74 18.0%	2 9.5%	2 6.7%
	Mean	3.69	3.10	2.93

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		409	21	30
Overall, how strongly would you recommend Oakland University to others as a good place to work?	Not at all strongly	14 3.4%	3 14.3%	3 10.0%
	Not very strongly	33 8.1%	4 19.0%	6 20.0%
	Moderately strongly	123 30.1%	7 33.3%	13 43.3%
	Very strongly	143 35.0%	3 14.3%	6 20.0%
	Extremely strongly	96 23.5%	4 19.0%	2 6.7%
	Mean	3.67	3.05	2.93

Tables for "Personal Identity and Belongingness" Component

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		411	21	30
In the past 12 months, how often have you personally experienced excluding, intimidating, offensive, and/or hostile conduct from members of this University?	Extremely often	12 2.9%	2 9.5%	2 6.7%
	Very often	20 4.9%	0 0.0%	5 16.7%
	Moderately often	59 14.4%	6 28.6%	6 20.0%
	Not very often	154 37.5%	7 33.3%	8 26.7%
	Never	166 40.4%	6 28.6%	9 30.0%
	Mean	4.08	3.71	3.57

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		408	20	29
In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity?	Extremely often	4 1.0%	1 5.0%	2 6.9%
	Very often	16 3.9%	3 15.0%	1 3.4%
	Moderately often	31 7.6%	4 20.0%	6 20.7%
	Not very often	158 38.7%	8 40.0%	7 24.1%
	Never	199 48.8%	4 20.0%	13 44.8%
	Mean	4.30	3.55	3.97

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		412	21	30
How comfortable do you feel expressing your personal identity in your immediate work environment?	Not at all comfortable	22 5.3%	4 19.0%	4 13.3%
	Not very comfortable	37 9.0%	2 9.5%	5 16.7%
	Moderately comfortable	123 29.9%	8 38.1%	12 40.0%
	Very comfortable	145 35.2%	3 14.3%	5 16.7%
	Extremely comfortable	85 20.6%	4 19.0%	4 13.3%
	Mean	3.57	3.05	3.00

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		410	21	28
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	84 20.5%	4 19.0%	12 42.9%
	Not very confident	85 20.7%	10 47.6%	7 25.0%
	Moderately confident	119 29.0%	4 19.0%	7 25.0%
	Very confident	89 21.7%	3 14.3%	2 7.1%
	Extremely confident	33 8.0%	0 0.0%	0 0.0%
	Mean	2.76	2.29	1.96

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		412	20	30
Overall, how isolated do you feel at this University?	Extremely isolated	10 2.4%	1 5.0%	2 6.7%
	Very isolated	36 8.7%	2 10.0%	8 26.7%
	Moderately isolated	132 32.0%	10 50.0%	4 13.3%
	Not very isolated	140 34.0%	5 25.0%	13 43.3%
	Not at all isolated	94 22.8%	2 10.0%	3 10.0%
	Mean	3.66	3.25	3.23

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		352	18	25
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	Not at all fair and equitable	15 4.3%	0 0.0%	3 12.0%
	Not very fair and equitable	31 8.8%	4 22.2%	6 24.0%
	Moderately fair and equitable	95 27.0%	6 33.3%	8 32.0%
	Very fair and equitable	106 30.1%	4 22.2%	5 20.0%
	Extremely fair and equitable	105 29.8%	4 22.2%	3 12.0%
	Mean	3.72	3.44	2.96

Tables for "Professional Work environment" Component

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		411	21	30
How much of a say do you have in shaping your work environment?	None at all	39 9.5%	1 4.8%	8 26.7%
	A little bit	83 20.2%	6 28.6%	12 40.0%
	A moderate amount	132 32.1%	6 28.6%	8 26.7%
	A lot	103 25.1%	7 33.3%	0 0.0%
	A great deal	54 13.1%	1 4.8%	2 6.7%
	Mean	3.12	3.05	2.20

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		409	21	29
How committed is your supervisor to creating a positive work environment for you?	Not at all committed	20 4.9%	1 4.8%	6 20.7%
	Not very committed	51 12.5%	6 28.6%	5 17.2%
	Moderately committed	101 24.7%	6 28.6%	11 37.9%
	Very committed	132 32.3%	5 23.8%	4 13.8%
	Extremely committed	105 25.7%	3 14.3%	3 10.3%
	Mean	3.61	3.14	2.76

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		407	21	30
How much recognition do you get for your contributions at work?	None at all	36 8.8%	5 23.8%	8 26.7%
	A little	121 29.7%	7 33.3%	11 36.7%
	A moderate amount	126 31.0%	4 19.0%	7 23.3%
	A lot	90 22.1%	4 19.0%	3 10.0%
	A great deal	34 8.4%	1 4.8%	1 3.3%
	Mean	2.91	2.48	2.27

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		410	21	30
To what extent does your current work environment provide opportunities for you to learn and grow?	Not at all	31 7.6%	2 9.5%	7 23.3%
	To a slight extent	63 15.4%	6 28.6%	6 20.0%
	To a moderate extent	101 24.6%	7 33.3%	10 33.3%
	To a large extent	139 33.9%	4 19.0%	2 6.7%
	To a great extent	76 18.5%	2 9.5%	5 16.7%
	Mean	3.40	2.90	2.73

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		408	21	30
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and department/unit leadership	Not at all courteous and professional	5 1.2%	1 4.8%	2 6.7%
	Not very courteous and professional	27 6.6%	2 9.5%	4 13.3%
	Moderately courteous and professional	109 26.7%	8 38.1%	11 36.7%
	Very courteous and professional	164 40.2%	7 33.3%	9 30.0%
	Extremely courteous and professional	103 25.2%	3 14.3%	4 13.3%
	Mean	3.82	3.43	3.30

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		408	21	30
How satisfied are you, in general, with your opportunities for career advancement within the University?	Not at all satisfied	57 14.0%	4 19.0%	8 26.7%
	Not very satisfied	93 22.8%	8 38.1%	10 33.3%
	Moderately satisfied	142 34.8%	7 33.3%	11 36.7%
	Very satisfied	78 19.1%	2 9.5%	0 0.0%
	Extremely satisfied	38 9.3%	0 0.0%	1 3.3%
	Mean	2.87	2.33	2.20

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		371	20	28
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	Not at all fair and equitable	18 4.9%	3 15.0%	2 7.1%
	Not very fair and equitable	30 8.1%	4 20.0%	5 17.9%
	Moderately fair and equitable	93 25.1%	8 40.0%	10 35.7%
	Very fair and equitable	125 33.7%	1 5.0%	3 10.7%
	Extremely fair and equitable	105 28.3%	4 20.0%	8 28.6%
	Mean	3.73	2.95	3.36

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		410	21	30
To what extent do you feel your colleagues/coworkers treat you with respect?	Not at all	4 1.0%	0 0.0%	2 6.7%
	To a slight extent	30 7.3%	3 14.3%	3 10.0%
	To a moderate extent	79 19.3%	8 38.1%	8 26.7%
	To a large extent	191 46.6%	8 38.1%	12 40.0%
	To a great extent	106 25.9%	2 9.5%	5 16.7%
	Mean	3.89	3.43	3.50

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		412	21	30
To what extent do you believe you have the tools and resources to do your job well?	Not at all	5 1.2%	1 4.8%	0 0.0%
	To a slight extent	31 7.5%	7 33.3%	6 20.0%
	To a moderate extent	131 31.8%	5 23.8%	11 36.7%
	To a large extent	180 43.7%	7 33.3%	11 36.7%
	To a great extent	65 15.8%	1 4.8%	2 6.7%
	Mean	3.65	3.00	3.30

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		408	21	30
How much access do you have to accurate and timely information about the institutional policies and procedures you need to do your job well?	Not at all	3 .7%	1 4.8%	4 13.3%
	A little	34 8.3%	2 9.5%	3 10.0%
	Some	124 30.4%	5 23.8%	11 36.7%
	A lot	154 37.7%	10 47.6%	8 26.7%
	A great deal	93 22.8%	3 14.3%	4 13.3%
	Mean	3.74	3.57	3.17

Tables for "Professional Relationships" Component

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		387	19	25
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and students	Not very courteous and professional	3 .8%	0 0.0%	0 0.0%
	Moderately courteous and professional	61 15.8%	3 15.8%	4 16.0%
	Very courteous and professional	188 48.6%	11 57.9%	10 40.0%
	Extremely courteous and professional	135 34.9%	5 26.3%	11 44.0%
	Mean	4.18	4.11	4.28

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		361	19	29
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and faculty	Not at all courteous and professional	4 1.1%	0 0.0%	0 0.0%
	Not very courteous and professional	20 5.5%	4 21.1%	5 17.2%
	Moderately courteous and professional	124 34.3%	9 47.4%	10 34.5%
	Very courteous and professional	145 40.2%	5 26.3%	9 31.0%
	Extremely courteous and professional	68 18.8%	1 5.3%	5 17.2%
	Mean	3.70	3.16	3.48

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		410	21	30
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff	Not at all courteous and professional	1 .2%	0 0.0%	0 0.0%
	Not very courteous and professional	14 3.4%	1 4.8%	3 10.0%
	Moderately courteous and professional	109 26.6%	8 38.1%	8 26.7%
	Very courteous and professional	172 42.0%	7 33.3%	9 30.0%
	Extremely courteous and professional	114 27.8%	5 23.8%	10 33.3%
	Mean	3.94	3.76	3.87

Tables for "Work Load" Component

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		411	21	30
Do you feel that the workload in your current job is too low, too high, or just right?	Too high or low	101 24.6%	8 38.1%	9 30.0%
	Somewhat high or low	188 45.7%	10 47.6%	10 33.3%
	Just right	122 29.7%	3 14.3%	11 36.7%
	Mean	3.10	2.52	3.13

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		411	21	30
As an employee on this campus, how difficult is it for you to balance your work and family life?	Extremely	17 4.1%	0 0.0%	1 3.3%
	Very	57 13.9%	10 47.6%	4 13.3%
	Moderately	122 29.7%	5 23.8%	10 33.3%
	Not very	165 40.1%	5 23.8%	12 40.0%
	Not at all	50 12.2%	1 4.8%	3 10.0%
	Mean	3.42	2.86	3.40

Tables for "Diversity Practices" Component

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		405	21	28
How effective is your department in recruiting a diverse faculty and staff?	Not at all effective	21 5.2%	1 4.8%	4 14.3%
	Not very effective	50 12.3%	7 33.3%	5 17.9%
	Moderately effective	157 38.8%	8 38.1%	9 32.1%
	Very effective	136 33.6%	4 19.0%	9 32.1%
	Extremely effective	41 10.1%	1 4.8%	1 3.6%
	Mean	3.31	2.86	2.93

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		410	21	30
Overall, how satisfied are you with the diversity in your primary department/unit?	Not at all satisfied	21 5.1%	3 14.3%	2 6.7%
	Not very satisfied	44 10.7%	6 28.6%	3 10.0%
	Moderately satisfied	133 32.4%	4 19.0%	11 36.7%
	Very satisfied	159 38.8%	6 28.6%	11 36.7%
	Extremely satisfied	53 12.9%	2 9.5%	3 10.0%
	Mean	3.44	2.90	3.33

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		401	20	28
How effective is your department in retaining a diverse faculty and staff?	Not at all effective	22 5.5%	2 10.0%	4 14.3%
	Not very effective	51 12.7%	4 20.0%	8 28.6%
	Moderately effective	155 38.7%	9 45.0%	8 28.6%
	Very effective	131 32.7%	4 20.0%	7 25.0%
	Extremely effective	42 10.5%	1 5.0%	1 3.6%
	Mean	3.30	2.90	2.75

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		364	19	26
Overall, how well does your campus meet the needs of those with disabilities?	Not well at all	14 3.8%	3 15.8%	0 0.0%
	Not very well	51 14.0%	3 15.8%	2 7.7%
	Moderately well	132 36.3%	8 42.1%	14 53.8%
	Very well	126 34.6%	4 21.1%	6 23.1%
	Extremely well	41 11.3%	1 5.3%	4 15.4%
	Mean	3.35	2.84	3.46

Table for "Excluding/inclusive " Component

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		409	20	29
How excluding or inclusive is your primary department/unit?	Extremely excluding	20 4.9%	2 10.0%	5 17.2%
	Somewhat excluding	73 17.8%	6 30.0%	7 24.1%
	Neither inclusive nor excluding	94 23.0%	2 10.0%	8 27.6%
	Somewhat inclusive	113 27.6%	5 25.0%	5 17.2%
	Extremely inclusive	109 26.7%	5 25.0%	4 13.8%
	Mean	3.53	3.25	2.86

Tables for "Commitment to Diversity" Component

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		321	19	26
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	Extremely detrimental	9 2.8%	1 5.3%	2 7.7%
	Quite detrimental	34 10.6%	5 26.3%	4 15.4%
	Neither beneficial nor detrimental	102 31.8%	6 31.6%	7 26.9%
	Quite beneficial	107 33.3%	4 21.1%	7 26.9%
	Extremely beneficial	69 21.5%	3 15.8%	6 23.1%
	Mean	3.60	3.16	3.42

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		329	20	25
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	Extremely detrimental	12 3.6%	1 5.0%	2 8.0%
	Quite detrimental	31 9.4%	4 20.0%	2 8.0%
	Neither beneficial nor detrimental	92 28.0%	6 30.0%	10 40.0%
	Quite beneficial	135 41.0%	5 25.0%	4 16.0%
	Extremely beneficial	59 17.9%	4 20.0%	7 28.0%
	Mean	3.60	3.35	3.48

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		390	21	27
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	Extremely detrimental	15 3.8%	1 4.8%	2 7.4%
	Quite detrimental	30 7.7%	2 9.5%	4 14.8%
	Neither beneficial nor detrimental	108 27.7%	9 42.9%	7 25.9%
	Quite beneficial	125 32.1%	4 19.0%	6 22.2%
	Extremely beneficial	112 28.7%	5 23.8%	8 29.6%
	Mean	3.74	3.48	3.52

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		399	20	28
How committed is the University community at large to helping to retain a diverse student body?	Not at all committed	9 2.3%	1 5.0%	2 7.1%
	Not very committed	31 7.8%	5 25.0%	4 14.3%
	Moderately committed	164 41.1%	9 45.0%	8 28.6%
	Very committed	158 39.6%	3 15.0%	10 35.7%
	Extremely committed	37 9.3%	2 10.0%	4 14.3%
	Mean	3.46	3.00	3.36

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		398	20	28
How committed is the University and its leadership to promoting practices that help recruit a diverse student body?	Not at all committed	11 2.8%	2 10.0%	2 7.1%
	Not very committed	24 6.0%	5 25.0%	1 3.6%
	Moderately committed	137 34.4%	8 40.0%	10 35.7%
	Very committed	175 44.0%	3 15.0%	10 35.7%
	Extremely committed	51 12.8%	2 10.0%	5 17.9%
	Mean	3.58	2.90	3.54

Tables for "Fairness of Policies and procedures" Component

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		382	20	29
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	Not at all fair and equitable	30 7.9%	3 15.0%	6 20.7%
	Not very fair and equitable	50 13.1%	3 15.0%	10 34.5%
	Moderately fair and equitable	103 27.0%	5 25.0%	6 20.7%
	Very fair and equitable	121 31.7%	4 20.0%	2 6.9%
	Extremely fair and equitable	78 20.4%	5 25.0%	5 17.2%
	Mean	3.44	3.25	2.66

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		322	19	24
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Salary decisions	Not at all fair and equitable	76 23.6%	4 21.1%	8 33.3%
	Not very fair and equitable	74 23.0%	6 31.6%	7 29.2%
	Moderately fair and equitable	78 24.2%	7 36.8%	5 20.8%
	Very fair and equitable	60 18.6%	2 10.5%	3 12.5%
	Extremely fair and equitable	34 10.6%	0 0.0%	1 4.2%
	Mean	2.70	2.37	2.25

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		321	17	25
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Promotion decisions	Not at all fair and equitable	35 10.9%	3 17.6%	7 28.0%
	Not very fair and equitable	60 18.7%	5 29.4%	7 28.0%
	Moderately fair and equitable	86 26.8%	3 17.6%	4 16.0%
	Very fair and equitable	85 26.5%	4 23.5%	3 12.0%
	Extremely fair and equitable	55 17.1%	2 11.8%	4 16.0%
	Mean	3.20	2.82	2.60

Tables for "Physical Safety" Component

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		408	21	28
Overall, how would you rate the physical safety of your campus?	Not safe at all	1 .2%	1 4.8%	0 0.0%
	Not very safe	7 1.7%	0 0.0%	0 0.0%
	Moderately safe	93 22.8%	6 28.6%	10 35.7%
	Very safe	192 47.1%	12 57.1%	12 42.9%
	Extremely safe	115 28.2%	2 9.5%	6 21.4%
	Mean	4.01	3.67	3.86

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		403	20	30
Overall, how would you rate the physical safety of the areas close to campus?	Not safe at all	1 .2%	0 0.0%	0 0.0%
	Not very safe	3 .7%	1 5.0%	0 0.0%
	Moderately safe	110 27.3%	7 35.0%	11 36.7%
	Very safe	207 51.4%	11 55.0%	12 40.0%
	Extremely safe	82 20.3%	1 5.0%	7 23.3%
	Mean	3.91	3.60	3.87

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		410	21	30
How would you rate the physical safety of your immediate work environment?	Not safe at all	6 1.5%	0 0.0%	0 0.0%
	Not very safe	10 2.4%	1 4.8%	4 13.3%
	Moderately safe	93 22.7%	5 23.8%	11 36.7%
	Very safe	138 33.7%	11 52.4%	10 33.3%
	Extremely safe	163 39.8%	4 19.0%	5 16.7%
	Mean	4.08	3.86	3.53

Appendix K

Tables of Individual Items: By Ability/Disability Status

Tables for Outcome Variable "Overall climate"

		Disability status	
		Have	Do not have
n=		23	423
Overall, how would you rate the climate on the campus where you are primarily located?	Very poor	1 4.3%	8 1.9%
	Poor	5 21.7%	32 7.6%
	Fair	7 30.4%	107 25.3%
	Good	9 39.1%	215 50.8%
	Very good	1 4.3%	61 14.4%
	Mean	3.17	3.68

		Disability status	
		Have	Do not have
n=		23	423
Overall, how would you rate the climate in your primary department or unit?	Very poor	5 21.7%	14 3.3%
	Poor	4 17.4%	51 12.1%
	Fair	5 21.7%	76 18.0%
	Good	5 21.7%	163 38.5%
	Very good	4 17.4%	119 28.1%
	Mean	2.96	3.76

		Disability status	
		Have	Do not have
n=		17	356
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	5 29.4%	14 3.9%
	Poor	3 17.6%	40 11.2%
	Fair	5 29.4%	93 26.1%
	Good	3 17.6%	128 36.0%
	Very good	1 5.9%	81 22.8%
	Mean	2.53	3.62

		Disability status	
		Have	Do not have
n=		21	424
How satisfied are you, in general, with your job at the University?	Not at all satisfied	3 14.3%	8 1.9%
	Not very satisfied	2 9.5%	36 8.5%
	Moderately satisfied	6 28.6%	124 29.2%
	Very satisfied	9 42.9%	179 42.2%
	Extremely satisfied	1 4.8%	77 18.2%
	Mean	3.14	3.66

		Disability status	
		Have	Do not have
n=		21	423
Overall, how strongly would you recommend Oakland University to others as a good place to work?	Not at all strongly	3 14.3%	16 3.8%
	Not very strongly	1 4.8%	37 8.7%
	Moderately strongly	11 52.4%	124 29.3%
	Very strongly	5 23.8%	145 34.3%
	Extremely strongly	1 4.8%	101 23.9%
	Mean	3.00	3.66

Tables for "Personal Identity and Belongingness" Component

		Disability status	
		Have	Do not have
n=		23	423
In the past 12 months, how often have you personally experienced excluding, intimidating, offensive, and/or hostile conduct from members of this University?	Extremely often	3 13.0%	11 2.6%
	Very often	4 17.4%	20 4.7%
	Moderately often	3 13.0%	63 14.9%
	Not very often	6 26.1%	158 37.4%
	Never	7 30.4%	171 40.4%
	Mean	3.43	4.08

		Disability status	
		Have	Do not have
n=		23	418
In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity?	Extremely often	0 0.0%	6 1.4%
	Very often	5 21.7%	14 3.3%
	Moderately often	7 30.4%	32 7.7%
	Not very often	8 34.8%	159 38.0%
	Never	3 13.0%	207 49.5%
	Mean	3.39	4.31

		Disability status	
		Have	Do not have
n=		23	424
How comfortable do you feel expressing your personal identity in your immediate work environment?	Not at all comfortable	2 8.7%	26 6.1%
	Not very comfortable	2 8.7%	40 9.4%
	Moderately comfortable	8 34.8%	128 30.2%
	Very comfortable	8 34.8%	141 33.3%
	Extremely comfortable	3 13.0%	89 21.0%
	Mean	3.35	3.54

		Disability status	
		Have	Do not have
n=		23	420
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	7 30.4%	86 20.5%
	Not very confident	10 43.5%	86 20.5%
	Moderately confident	3 13.0%	124 29.5%
	Very confident	3 13.0%	91 21.7%
	Extremely confident	0 0.0%	33 7.9%
	Mean	2.09	2.76

		Disability status	
		Have	Do not have
n=		22	424
Overall, how isolated do you feel at this University?	Extremely isolated	1 4.5%	10 2.4%
	Very isolated	5 22.7%	37 8.7%
	Moderately isolated	7 31.8%	137 32.3%
	Not very isolated	5 22.7%	145 34.2%
	Not at all isolated	4 18.2%	95 22.4%
	Mean	3.27	3.66

		Disability status	
		Have	Do not have
n=		21	359
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	Not at all fair and equitable	3 14.3%	14 3.9%
	Not very fair and equitable	7 33.3%	30 8.4%
	Moderately fair and equitable	3 14.3%	99 27.6%
	Very fair and equitable	4 19.0%	109 30.4%
	Extremely fair and equitable	4 19.0%	107 29.8%
	Mean	2.95	3.74

Tables for "Professional Work environment" Component

		Disability status	
		Have	Do not have
n=		23	423
How much of a say do you have in shaping your work environment?	None at all	3 13.0%	40 9.5%
	A little bit	9 39.1%	86 20.3%
	A moderate amount	10 43.5%	132 31.2%
	A lot	0 0.0%	110 26.0%
	A great deal	1 4.3%	55 13.0%
	Mean	2.43	3.13

		Disability status	
		Have	Do not have
n=		23	421
How committed is your supervisor to creating a positive work environment for you?	Not at all committed	2 8.7%	23 5.5%
	Not very committed	8 34.8%	49 11.6%
	Moderately committed	7 30.4%	106 25.2%
	Very committed	3 13.0%	136 32.3%
	Extremely committed	3 13.0%	107 25.4%
	Mean	2.87	3.61

		Disability status	
		Have	Do not have
n=		22	420
How much recognition do you get for your contributions at work?	None at all	7 31.8%	38 9.0%
	A little	9 40.9%	121 28.8%
	A moderate amount	3 13.6%	131 31.2%
	A lot	2 9.1%	95 22.6%
	A great deal	1 4.5%	35 8.3%
	Mean	2.14	2.92

		Disability status	
		Have	Do not have
n=		22	423
To what extent does your current work environment provide opportunities for you to learn and grow?	Not at all	4 18.2%	33 7.8%
	To a slight extent	3 13.6%	70 16.5%
	To a moderate extent	10 45.5%	98 23.2%
	To a large extent	3 13.6%	142 33.6%
	To a great extent	2 9.1%	80 18.9%
	Mean	2.82	3.39

		Disability status	
		Have	Do not have
n=		23	421
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and department/unit leadership	Not at all courteous and professional	1 4.3%	4 1.0%
	Not very courteous and professional	4 17.4%	28 6.7%
	Moderately courteous and professional	8 34.8%	113 26.8%
	Very courteous and professional	7 30.4%	169 40.1%
	Extremely courteous and professional	3 13.0%	107 25.4%
	Mean	3.30	3.82

		Disability status	
		Have	Do not have
n=		23	420
How satisfied are you, in general, with your opportunities for career advancement within the University?	Not at all satisfied	6 26.1%	59 14.0%
	Not very satisfied	6 26.1%	98 23.3%
	Moderately satisfied	7 30.4%	148 35.2%
	Very satisfied	3 13.0%	77 18.3%
	Extremely satisfied	1 4.3%	38 9.0%
	Mean	2.43	2.85

		Disability status	
		Have	Do not have
n=		22	382
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	Not at all fair and equitable	3 13.6%	19 5.0%
	Not very fair and equitable	4 18.2%	32 8.4%
	Moderately fair and equitable	11 50.0%	92 24.1%
	Very fair and equitable	2 9.1%	124 32.5%
	Extremely fair and equitable	2 9.1%	115 30.1%
	Mean	2.82	3.74

		Disability status	
		Have	Do not have
n=		23	422
To what extent do you feel your colleagues/coworkers treat you with respect?	Not at all	2 8.7%	3 .7%
	To a slight extent	6 26.1%	30 7.1%
	To a moderate extent	7 30.4%	81 19.2%
	To a large extent	4 17.4%	200 47.4%
	To a great extent	4 17.4%	108 25.6%
	Mean	3.09	3.90

		Disability status	
		Have	Do not have
n=		23	424
To what extent do you believe you have the tools and resources to do your job well?	Not at all	1 4.3%	5 1.2%
	To a slight extent	6 26.1%	35 8.3%
	To a moderate extent	8 34.8%	131 30.9%
	To a large extent	6 26.1%	187 44.1%
	To a great extent	2 8.7%	66 15.6%
Mean		3.09	3.65

		Disability status	
		Have	Do not have
n=		23	420
How much access do you have to accurate and timely information about the institutional policies and procedures you need to do your job well?	Not at all	1 4.3%	5 1.2%
	A little	3 13.0%	35 8.3%
	Some	8 34.8%	124 29.5%
	A lot	6 26.1%	162 38.6%
	A great deal	5 21.7%	94 22.4%
	Mean	3.48	3.73

Tables for "Professional Relationships" Component

		Disability status	
		Have	Do not have
n=		23	392
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and students	Not very courteous and professional	0 0.0%	3 .8%
	Moderately courteous and professional	6 26.1%	60 15.3%
	Very courteous and professional	8 34.8%	192 49.0%
	Extremely courteous and professional	9 39.1%	137 34.9%
	Mean	4.13	4.18

		Disability status	
		Have	Do not have
n=		22	372
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and faculty	Not at all courteous and professional	0 0.0%	4 1.1%
	Not very courteous and professional	2 9.1%	24 6.5%
	Moderately courteous and professional	9 40.9%	129 34.7%
	Very courteous and professional	7 31.8%	145 39.0%
	Extremely courteous and professional	4 18.2%	70 18.8%
	Mean	3.59	3.68

		Disability status	
		Have	Do not have
n=		23	422
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff	Not at all courteous and professional	0 0.0%	1 .2%
	Not very courteous and professional	2 8.7%	14 3.3%
	Moderately courteous and professional	9 39.1%	110 26.1%
	Very courteous and professional	7 30.4%	178 42.2%
	Extremely courteous and professional	5 21.7%	119 28.2%
	Mean	3.65	3.95

Tables for "Work Load" Component

		Disability status	
		Have	Do not have
n=		23	423
Do you feel that the workload in your current job is too low, too high, or just right?	Too high or low	8 34.8%	105 24.8%
	Somewhat high or low	11 47.8%	190 44.9%
	Just right	4 17.4%	128 30.3%
	Mean	2.65	3.11

		Disability status	
		Have	Do not have
n=		22	424
As an employee on this campus, how difficult is it for you to balance your work and family life?	Extremely	0 0.0%	17 4.0%
	Very	5 22.7%	64 15.1%
	Moderately	8 36.4%	124 29.2%
	Not very	5 22.7%	170 40.1%
	Not at all	4 18.2%	49 11.6%
	Mean	3.36	3.40

Tables for "Diversity Practices" Component

		Disability status	
		Have	Do not have
n=		23	416
How effective is your department in recruiting a diverse faculty and staff?	Not at all effective	4 17.4%	20 4.8%
	Not very effective	9 39.1%	51 12.3%
	Moderately effective	4 17.4%	162 38.9%
	Very effective	6 26.1%	140 33.7%
	Extremely effective	0 0.0%	43 10.3%
	Mean	2.52	3.32

		Disability status	
		Have	Do not have
n=		23	422
Overall, how satisfied are you with the diversity in your primary department/unit?	Not at all satisfied	7 30.4%	18 4.3%
	Not very satisfied	1 4.3%	50 11.8%
	Moderately satisfied	8 34.8%	133 31.5%
	Very satisfied	6 26.1%	164 38.9%
	Extremely satisfied	1 4.3%	57 13.5%
	Mean	2.70	3.45

		Disability status	
		Have	Do not have
n=		22	412
How effective is your department in retaining a diverse faculty and staff?	Not at all effective	2 9.1%	24 5.8%
	Not very effective	8 36.4%	52 12.6%
	Moderately effective	7 31.8%	157 38.1%
	Very effective	5 22.7%	135 32.8%
	Extremely effective	0 0.0%	44 10.7%
	Mean	2.68	3.30

		Disability status	
		Have	Do not have
n=		23	374
Overall, how well does your campus meet the needs of those with disabilities?	Not well at all	3 13.0%	14 3.7%
	Not very well	6 26.1%	46 12.3%
	Moderately well	9 39.1%	139 37.2%
	Very well	5 21.7%	130 34.8%
	Extremely well	0 0.0%	45 12.0%
	Mean	2.70	3.39

Table for "Excluding/inclusive " Component

		Disability status	
		Have	Do not have
n=		22	420
How excluding or inclusive is your primary department/unit?	Extremely excluding	7 31.8%	18 4.3%
	Somewhat excluding	5 22.7%	78 18.6%
	Neither inclusive nor excluding	3 13.6%	96 22.9%
	Somewhat inclusive	3 13.6%	115 27.4%
	Extremely inclusive	4 18.2%	113 26.9%
	Mean	2.64	3.54

Tables for "Commitment to Diversity" Component

		Disability status	
		Have	Do not have
n=		20	334
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	Extremely detrimental	3 15.0%	9 2.7%
	Quite detrimental	3 15.0%	39 11.7%
	Neither beneficial nor detrimental	8 40.0%	102 30.5%
	Quite beneficial	5 25.0%	107 32.0%
	Extremely beneficial	1 5.0%	77 23.1%
	Mean	2.90	3.61

		Disability status	
		Have	Do not have
n=		20	342
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	Extremely detrimental	1 5.0%	14 4.1%
	Quite detrimental	1 5.0%	35 10.2%
	Neither beneficial nor detrimental	9 45.0%	91 26.6%
	Quite beneficial	7 35.0%	134 39.2%
	Extremely beneficial	2 10.0%	68 19.9%
	Mean	3.40	3.61

		Disability status	
		Have	Do not have
n=		23	401
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	Extremely detrimental	4 17.4%	13 3.2%
	Quite detrimental	3 13.0%	32 8.0%
	Neither beneficial nor detrimental	7 30.4%	111 27.7%
	Quite beneficial	3 13.0%	126 31.4%
	Extremely beneficial	6 26.1%	119 29.7%
	Mean	3.17	3.76

		Disability status	
		Have	Do not have
n=		23	408
How committed is the University community at large to helping to retain a diverse student body?	Not at all committed	1 4.3%	9 2.2%
	Not very committed	6 26.1%	32 7.8%
	Moderately committed	10 43.5%	164 40.2%
	Very committed	3 13.0%	164 40.2%
	Extremely committed	3 13.0%	39 9.6%
	Mean	3.04	3.47

		Disability status	
		Have	Do not have
n=		23	407
How committed is the University and its leadership to promoting practices that help recruit a diverse student body?	Not at all committed	1 4.3%	12 2.9%
	Not very committed	4 17.4%	25 6.1%
	Moderately committed	11 47.8%	136 33.4%
	Very committed	5 21.7%	179 44.0%
	Extremely committed	2 8.7%	55 13.5%
	Mean	3.13	3.59

Tables for "Fairness of Policies and procedures" Component

		Disability status	
		Have	Do not have
n=		22	394
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	Not at all fair and equitable	6 27.3%	29 7.4%
	Not very fair and equitable	4 18.2%	56 14.2%
	Moderately fair and equitable	9 40.9%	99 25.1%
	Very fair and equitable	3 13.6%	122 31.0%
	Extremely fair and equitable	0 0.0%	88 22.3%
Mean		2.41	3.47

		Disability status	
		Have	Do not have
n=		21	330
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Salary decisions	Not at all fair and equitable	7 33.3%	78 23.6%
	Not very fair and equitable	4 19.0%	77 23.3%
	Moderately fair and equitable	6 28.6%	79 23.9%
	Very fair and equitable	3 14.3%	62 18.8%
	Extremely fair and equitable	1 4.8%	34 10.3%
Mean		2.38	2.69

		Disability status	
		Have	Do not have
n=		21	327
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Promotion decisions	Not at all fair and equitable	6 28.6%	34 10.4%
	Not very fair and equitable	6 28.6%	61 18.7%
	Moderately fair and equitable	3 14.3%	87 26.6%
	Very fair and equitable	4 19.0%	86 26.3%
	Extremely fair and equitable	2 9.5%	59 18.0%
Mean		2.52	3.23

Tables for "Physical Safety" Component

		Disability status	
		Have	Do not have
n=		23	418
Overall, how would you rate the physical safety of your campus?	Not safe at all	0 0.0%	1 .2%
	Not very safe	2 8.7%	5 1.2%
	Moderately safe	6 26.1%	97 23.2%
	Very safe	12 52.2%	197 47.1%
	Extremely safe	3 13.0%	118 28.2%
	Mean	3.70	4.02

		Disability status	
		Have	Do not have
n=		21	416
Overall, how would you rate the physical safety of the areas close to campus?	Not safe at all	0 0.0%	1 .2%
	Not very safe	0 0.0%	3 .7%
	Moderately safe	7 33.3%	113 27.2%
	Very safe	13 61.9%	211 50.7%
	Extremely safe	1 4.8%	88 21.2%
	Mean	3.71	3.92

		Disability status	
		Have	Do not have
n=		23	422
How would you rate the physical safety of your immediate work environment?	Not safe at all	2 8.7%	3 .7%
	Not very safe	0 0.0%	13 3.1%
	Moderately safe	9 39.1%	96 22.7%
	Very safe	8 34.8%	144 34.1%
	Extremely safe	4 17.4%	166 39.3%
	Mean	3.52	4.08