University of Missouri - System Offices

Campus Climate Research Study

September 2017

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Executive Summary

Introduction

History of the Project

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

The UM System Offices also is committed to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in UM System Offices' mission statement, "The university promotes learning by its students and lifelong learning by Missouri's citizens, fosters innovation to support economic development, and advances the health, cultural, and social interests of the people of Missouri, the nation, and the world."[1] To better understand the campus climate, the senior administration at UM System Offices recognized the need for a comprehensive tool that would provide campus climate metrics for the experiences and perceptions of its students, faculty, and staff. During the fall 2016 semester, the UM System Offices conducted a comprehensive survey of all staff to develop a better understanding of the learning, living, and working environment on campus.

In May 2016, members of UM System Offices worked with the University of Missouri System to form Systemwide Climate Study Team (SCST). The SCST was composed of faculty, staff, and administrators across the entire University of Missouri System. Ultimately, the University of Missouri System contracted with Rankin & Associates Consulting (R&A) to conduct a study entitled "University of Missouri System Office Climate for Learning, Living, and Working." Data gathered via reviews of relevant literature and a campus-wide survey addressing the experiences and perceptions of various constituent groups will be presented to the UM System Offices community. The community, upon receiving the report, will then come together to develop and complete two or three action items by spring 2018.

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[1] https://www.umsystem.edu/ums/about/mission

Project Design and Campus Involvement

The conceptual model used as the foundation for the UM System Offices' assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003). A power and privilege perspective informs the model, one grounded in critical theory, which establishes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups (Johnson, 2005) and influence systems of differentiation that reproduce unequal outcomes. UM System Offices' assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate, with a specific focus on the distribution of power and privilege among differing social groups. This report provides an overview of the results of the campus-wide survey.

The SCST collaborated with R&A to develop the survey instrument. Together, they implemented a participatory process to review tested survey questions from the R&A question bank and develop a survey instrument for UM System Offices that would reveal the various dimensions of power and privilege that shape the campus experience. The final UM System Offices survey queried various campus constituent groups about their experiences and perceptions regarding the academic environment for students, the workplace environment for faculty and staff, employee benefits, sexual harassment and sexual violence, racial and ethnic identity, gender identity and gender expression, sexual identity, accessibility and disability services, and other topics. The UM System Offices received a tailored version of that survey that focused distinctly on the experiences of UM System Offices employees.

In total, 142 people completed the survey. In the end, the UM System Offices assessment was the result of a comprehensive process to identify the strengths and challenges of the climate, with a specific focus on the distribution of power and privilege among differing social groups at the UM System Offices.

UM System Offices Participants

UM System Offices community members completed 142 surveys for an overall response rate of 27%.[2] Table 1 provides a summary of selected demographic characteristics of survey

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[2]Three surveys were removed because the respondents did not give consent to participate in the survey.

respondents. The percentages offered in Table 1 are based on the numbers of respondents in the sample (*n*) for each demographic characteristic.

Table 1. **UM System Offices Sample Demographics**

Characteristic	Subgroup	Sample	
		n	%
Gender identity	Woman	80	56.3
	Man	57	40.1
	Transspectrum	0	0.0
	Other/Missing/Not Reported	5	3.5
Racial/ethnic identity	American Indian/Alaska Native	< 5	---
	Asian/Asian American	< 5	---
	Black/African American	6	4.2
	Hispanic/Latin@/Chican@	< 5	---
	Middle Eastern/Southwest Asian	0	0.0
	Multiracial	5	3.5
	Native Hawaiian/Pacific Islander	0	0.0
	White/European American	116	81.7
	Missing/Unknown/Other	9	6.3
Position status	Administrator with Faculty Rank	< 5	---
	Administrator without Faculty Rank	9	6.3
	Staff – Hourly	37	26.1
	Staff - Salary	94	66.2
Citizenship status	U.S. Citizen	133	93.7
	Non-U.S. Citizen	6	4.2
	Missing/Unknown	< 5	---

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

Key Findings – Areas of Strength

1. **High levels of comfort with the climate at UM System Offices**

   Climate is defined as the "current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential."[3] The level of comfort experienced by staff, faculty, and students is one indicator of campus climate.

   - 80% of respondents were "very comfortable" or "comfortable" with the climate in their primary work area.

2. **Positive attitudes about staff work**

   - 94% believed their supervisors provided adequate support for them to manage work-life balance.
   - 86% of respondents believed that vacation and personal time packages were competitive and 82% believed that health insurance benefits were competitive.
   - 86% of respondents believed that their supervisors were supportive of their taking leave (e.g., vacation, parental, personal, short-term disability).
   - 83% of respondents felt valued by coworkers and 82% felt valued by their supervisors/managers.

3. **Positive attitudes about UM System Offices practices**

   - 83% of respondents believed that they were given a reasonable time frame to complete assigned responsibilities.
   - 81% of respondents believed that they had supervisors and 79% believed they had colleagues/coworkers who gave them job/career advice or guidance when they needed it.
   - 75% of respondents reported that they were able to complete their assigned duties during scheduled hours.

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[3]Rankin & Reason, 2008, p. 264

Key Findings – Opportunities for Improvement

1. **Members of several constituent groups indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct.**

   Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.[4] Research also underscores the relationship between workplace discrimination and subsequent productivity.[5] The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

   - 19% of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.[6]
     - 22% of respondents each indicated that the conduct was based on their gender/gender identity or position status, while 19% of respondents noted that the conduct was based on their age.
     - 48% of the respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct identified coworkers and/or colleagues as the source of the conduct; 37% identified their supervisor or manager.
     - 85% of respondents did not report the conduct.

   Respondents were offered the opportunity to elaborate on their experiences of exclusionary, intimidating, offensive, and/or hostile conduct at UM System Offices. Twelve respondents contributed comments regarding these personal experiences. A primary theme among the respondents who elaborated on their personal experience was that they elected to not report harassment because of perceived barriers, such as a fear of retaliation.

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[4]Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Pascarella & Terenzini, 2005; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001
[5]Silverschanz, Cortina, Konik, & Magley, 2008; Waldo, 1999
[6]The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso, Smith, Ceja, & Solórzano, 2009).

2. **Constituent groups indicated that they were less comfortable with aspects of the climate.**

Prior research on campus climate had focused on the experiences of faculty, staff, and students associated with historically underserved social/community/affinity groups (e.g., women, people of color, people with disabilities, first-generation students, veterans).[7] Women Staff respondents and Hourly Staff respondents at the UM System Offices indicated that they were less comfortable than were their colleagues with aspects of the campus climate.

- 27% of Women Staff respondents reported observing unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification compared to 13% of Men Staff respondents.

- 45% of Salary Staff respondents and 17% of Hourly Staff respondents "agreed" that they felt positive about their career opportunities at the UM System Offices.

- 43% percent of Salary Staff respondents and 19% of Hourly Staff respondents "agreed" that their department/program encouraged free and open discussion of difficult topics.

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

- 50% ($n = 71$) of Staff respondents had seriously considered leaving UM System Offices in the past year.
  - Low salary/pay rate (52%), limited opportunities for advancement (48%), and a lack of a sense of belonging (38%) were the top three reasons given for seriously considering leaving the UM System Offices.
- UM System Offices employees had observed unfair or unjust hiring practices (18%, $n = 25$), unfair or unjust disciplinary actions (6%, $n = 9$), or unfair or unjust promotion, tenure, reappointment, and/or reclassification (22%, $n = 31$).
  - Age, gender identity, nepotism/cronyism, racial identity, ethnicity, and position status were the top perceived bases for many of the reported discriminatory employment practices.

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[7]Harper & Hurtado, 2007; Hart & Fellabaum, 2008; Norris, 1992; Rankin, 2003; Rankin & Reason, 2005; Worthington, Navarro, Loewy, & Hart, 2008

4. **Staff Respondents – Challenges with workplace climate**

- 62% of Staff respondents believed that a hierarchy existed within staff positions that allowed some voices to be valued more than others.
- 32% of Staff respondents believed that staff salaries were competitive and 23% indicated that child care benefits were competitive.
- 25% of Staff respondents believed that staff opinions were valued by UM System Offices/University of Missouri faculty.
- 32% of Staff respondents thought that senior administrators had taken direct actions to address the needs of at-risk/underserved students; 25% ($n = 34$) indicated the same of faculty and 24% ($n = 32$) of students.

Eighteen Staff respondents elaborated on their responses to the survey questions regarding benefits, salary, professional development, leave, and staff opinions. The single greatest concern expressed in regard to their experiences as a University of Missouri staff member related to a perceived lack of job security.

Conclusion

UM System Offices climate findings[8] were consistent with those found in higher education institutions across the country, based on the work of R&A Consulting.[9] For example, 70% to 80% of respondents in similar reports found the campus climate to be "very comfortable" or "comfortable." At the UM System Offices, 63% of respondents reported that they were "very comfortable" or "comfortable" with the climate at UM System Offices and 80% of respondents reported that they were "very comfortable" or "comfortable" with the climate in their primary work area. Likewise, 20% to 25% of respondents in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At the UM System Offices, a similar percentage of respondents (19%) indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. The results also

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[8]Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.
[9]Rankin & Associates Consulting, 2015

paralleled the findings of other climate studies of specific constituent groups offered in the literature.[10]

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

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[10]Guiffrida, Gouveia, Wall, & Seward, 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz et al., 2008; Yosso et al., 2009

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Contextual Framework and Summary of Related Literature

More than two decades ago, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) suggested that in order to build a vital community of learning, a college or university must provide a climate where

Intellectual life is central and where faculty and students work together to strengthen teaching and learning, where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed, where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued, and where the well-being of each member is sensitively supported (Boyer, 1990).

Not long afterward, the Association of American Colleges and Universities (AAC&U) (1995) challenged higher education institutions "to affirm and enact a commitment to equality, fairness, and inclusion" (p. xvi). AAC&U proposed that colleges and universities commit to "the task of creating…inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard" (p. xxi). The report suggested that, to provide a foundation for a vital community of learning, a primary duty of the academy is to create a climate grounded in the principles of diversity, equity, and an ethic of justice for all individuals.

Hurtado (1992) and Harper & Hurtado (2007) focused on the history, compositional diversity, organizational structure, psychological climate, and behavioral dimensions of campus communities when considering climate. Building upon Harper's and Hurtado's work, Rankin and Reason (2008) defined climate as

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

Institutional Climate Within Campus Structures

While many colleges and universities express that they are diverse, welcoming, and inclusive places for all people, the literature on the experiences of individuals from marginalized communities in the academy proposes that not all communities have felt welcomed and included on campus. For example, racial climate scholars suggest that the academy is deeply rooted in

white supremacy and that higher education's history informs current practices (Patton, 2016). Patton (2016) challenged higher education institutions to consider the ways in which their legacy of oppression, beyond race, matters now and currently affects people from marginalized groups.

Milem, Chang, and Antonio (2005) proposed that, "Diversity must be carried out in intentional ways in order to accrue the educational benefits for students and the institution. Diversity is a *process* towards better learning rather than an outcome" (p. iv). Milem et al. further suggested that for "diversity initiatives to be successful they must engage the entire campus community" (p. v). In an exhaustive review of the literature on diversity in higher education, Smith (2009) offered that diversity, like technology, was central to institutional effectiveness, excellence, and viability. Smith also maintained that building a deep capacity for diversity requires the commitment of senior leadership and support of all members of the academic community. Ingle (2005) recommended that "good intentions be matched with thoughtful planning and deliberate follow-through" for diversity initiatives to be successful (p. 13).

Campus Climate and Student, Faculty, and Staff Success

Campus climate influences students' academic success and employees' professional success, in addition to the social well-being of both groups. The literature also suggested that various identity groups may perceive the campus climate differently and that their perceptions may adversely affect working and learning outcomes (Chang, 2003; D'Augelli & Hershberger, 1993; Navarro, Worthington, Hart, & Khairallah, 2009; Nelson-Laird & Niskodé-Dossett, 2010; Rankin & Reason, 2005; Tynes, Rose, & Markoe, 2013; Worthington, Navarro, Lowey & Hart, 2008).

Several scholars found that when students of color perceive their campus environment as hostile, outcomes such as persistence and academic performance are negatively affected (Guiffrida, Gouveia, Wall, & Seward, 2008; Hurtado & Ponjuan, 2005; Johnson, Soldner, Leonard, Alvarez, Inkelas, Rowan, & Longerbeam, 2007; Solórzano, Ceja, & Yosso, 2000; Strayhorn, 2013; Yosso, Smith, Ceja & Solórzano, 2009). Several other empirical studies reinforced the importance of the perception of non-discriminatory environments to positive student learning and developmental outcomes (Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Gurin, Dey, Hurtado, &

Gurin, 2002; Pascarella & Terenzini, 2005; Whitt et al., 2001). Finally, research has supported the value of a diverse student body and faculty on enhancing student learning outcomes and interpersonal and psychosocial gains (Chang, Denson, Sáenz, & Misa, 2006; Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Pike & Kuh, 2006; Sáenz, Ngai, & Hurtado, 2007).

The personal and professional development of faculty, administrators, and staff also are influenced by the complex nature of the campus climate. Owing to racial discrimination within the campus environment, faculty of color often report moderate-to-low job satisfaction (Turner, Myers, & Creswell, 1999), high levels of stress related to their job (Smith & Witt, 1993), feelings of isolation (Johnsrud & Sadao, 1998; Turner et al., 1999), and negative bias in the promotion and tenure process (Patton & Catching, 2009; Villalpando & Delgado Bernal, 2002). For women faculty, experiences with gender discrimination in the college environment influence their decisions to leave their institutions (Gardner, 2013; Settles, Cortina, Malley, & Stewart, 2006). Lesbian, gay, bisexual, and transgender (LGBT) faculty felt that their institutional climate forced them to hide their marginalized identities if they wanted to avoid alienation and scrutiny from colleagues (Bilimoria & Stewart, 2009). Therefore, it may come as no surprise that LGBTQ faculty members who judged their campus climate more positively felt greater personal and professional support (Sears, 2002). The literature that underscores the relationships between workplace encounters with prejudice and lower health and well-being (i.e., anxiety, depression, and lower levels of life satisfaction and physical health) and greater occupation dysfunction (i.e., organizational withdrawal; lower satisfaction with work, coworkers, and supervisors), further substantiates the influence of campus climate on employee satisfaction and subsequent productivity (Silverschanz et al., 2008).

In assessing campus climate and its influence on specific populations, it is important to understand the complexities of identity and to avoid treating identities in isolation. Limited views of identity may prevent institutions from acknowledging the complexity of their faculty, staff, administration, and students. Maramba & Museus (2011) agreed that an "overemphasis on a singular dimension of students' [and other campus constituents'] identities can also limit the understandings generated by climate and sense of belonging studies" (p. 95). Using an

intersectional approach to research on campus climate allows individuals and institutions to explore how multiple systems of privilege and oppression operate within the environment to influence the perceptions and experiences of groups and individuals with intersecting identities (see Griffin, Bennett, & Harris, 2011; Maramba & Museus, 2011; Nelson-Laird & Niskodé-Dossett, 2010; Patton, 2011; Pittman, 2010; Turner, 2002).

Discussing the campus climate in higher education for faculty, staff, administration, and students requires the naming of specific identities (e.g., positon within the institution, age, socioeconomic status, disability, gender identity, racial identity, spiritual affiliation, citizenship, political affiliation, sexual identity) that may often times be avoided in the academy. In some cases, colleges and universities encourage scholars and practitioners to operate within "acceptable" definitions of social identities; such restriction, however, may maintain barriers against the possibilities of true inclusion. To move beyond defining diversity only in terms of race and gender, and to support real inclusion, each institution ought to define concepts, such as *diversity*, and the metrics by which they will recognize when progress is made and goals met.

Accessibility and Inclusivity

Currently, institutions of higher education meet the requirements from the Americans with Disabilities Act (ADA), yet many still provide the minimum support for community members of various abilities (Peña, 2014). Institutions of higher education repeatedly overlook students and employees with disabilities when addressing diversity challenges. Stodden (2015) asserts, "Often students with disabilities are not a high priority for receiving support in accessing higher education. Another indication of the anomalous position of students with disabilities among diverse subpopulations is that they are often not included in the diversity initiatives provided by many institutions of higher education to foster greater understanding of and connections between diverse student subpopulations" (p. 3). When campuses move beyond the language of *accommodations* and are accessible to all individuals, institutions then will become more inclusive of people of various abilities.

Frequently, the term *accessibility* is used only in the context of "disability." Understanding accessibility in terms of disability alone limits the potential for institutions of higher education and their constituents. Weiner (2016) shares the need to be cognizant and critical of scholarly

work in higher education, regardless of one's position and subject matter expertise, to create the most welcoming campus climates. The possibility of positively affecting multiple constituents with one policy change or new initiative goes far beyond the disability community. When higher education understands how shifting policies – for example, by providing open housing options – influences community members' sense of comfort and belonging; mental, physical, and emotional health; and social opportunities, then a single experience of a marginalized individual (e.g., someone with a disability, someone who is genderqueer, someone with anxiety) does not have to be used as "the reason" to resolve systemic inequity. Institutions of higher education can proactively create policies and physical spaces for the diverse array of campus constituents to feel as safe as possible and to persist at school and at work (Wessel, Jones, Markle, & Westfall, 2009).

Campus Climate and Student Activism

Student activism in higher education is not new; rather, student activism is foundational in the history of many institutions and also a "culmination of years of activism around inequality" (Kingkade, Workneh, & Grenoble, 2015). Indeed, student activism built many advocacy and identity centers and created ethnic studies program (e.g., multicultural centers, LGBTQ centers, African American Studies, Women & Gender Studies, Latinx Studies, Queer Studies, Disability Studies).

Current national activist movements, such as #BlackLivesMatter and #NoDAPL, are deeply connected to current day activism in education. "Links between the broader social context of what is happening off-campus and students' on-campus activism have long been a means for students to personalize, contextualize and make sense of what it means to pursue social change" (Barnhardt & Reyes, p. 1, 2016). Very recently, the website, thedemands.org, shared The Black Liberation Collective vision of "black students who are dedicated to transforming institutions of higher education through unity, coalition building, direct action and political education" (thedemands.org, 2016).

"Student activism is an opportunity to scrutinize the campus contexts, conditions and social realities that speak to underlying claims or grievances [of students, faculty members, and staff members]" (Barnhardt & Reyes, p. 3, 2016). Naming inequities allows institutions to identify

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challenges and opportunities to shift the institutional actions, policies, and climate so that all community members feel honored, respected, and included. Additionally, naming social injustices and identifying institutions' oppressive behaviors, policies, and exclusive practices (as well as identifying supportive behaviors, policies, and inclusive practices) exposes campuses' responsibilities for shifting the climate toward equity and inclusion. The call to action to be resilient and authentic when working toward justice from scholars (Ahmed, 2009) is one that encourages higher education institutions to support a commitment to ensuring an evolving, intentional, and inclusive campus climate that engages, honors, and respects multiple identities of faculty, staff, administration, and student communities.

Methodology

Conceptual Framework

R&A defines diversity as the "variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics."[12] The conceptual model used as the foundation for this assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003).

Research Design

Survey Instrument. The survey questions were constructed based on the work of Rankin (2003), with the assistance of the Systemwide Climate Study Team (SCST). The SCST reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be contextually more appropriate for the UM System Offices population. The final UM System Offices survey contained 84 questions,[13] including open-ended questions for respondents to provide commentary. The survey was designed so respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of University of Missouri institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both online and pencil-and-paper formats. All survey responses were input into a secure-site database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis.

Sampling Procedure. University of Missouri's Institutional Review Board (IRB) reviewed the project proposal, including the survey instrument. The IRB director acknowledged that the data

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[12]Rankin & Associates Consulting (2015) adapted from AAC&U (1995).
[13]To ensure reliability, evaluators must ensure that instruments are properly structured (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. The instrument was revised numerous times, contained definitions of critical terms, underwent expert evaluation of items, and was checked for internal consistency.

collected from this quality improvement activity also could be used for research. The IRB approved the project on September 6, 2016.

Prospective participants received an invitation from Interim President Michael A. Middleton that contained the URL link to the survey. Respondents were instructed that they were not required to answer all questions and that they could withdraw from the survey at any time before submitting their responses. The survey included information describing the purpose of the study, explaining the survey instrument, and assuring the respondents of anonymity. Only surveys that were at least 50% completed were included in the final data set.

Completed online surveys were submitted directly to a secure server, where any computer identification that might identify participants was deleted. Any comments provided by participants also were separated from identifying information at submission so comments were not attributed to any individual demographic characteristics.

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

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 24.0). Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to University of Missouri in a separate document. Descriptive statistics were calculated by salient group memberships for which enough respondents existed to allow further analysis (i.e., gender identity and position status) to provide additional information regarding participant responses. Per the SCST, several demographic characteristics were examined to determine whether

respondents' levels of agreement with survey questions varied based on demographic group membership/identities. These variables included gender identity, racial identity, sexual identity, disability status, citizenship status, military status, and religious/spiritual identity. As a result of small sample sizes, most of the demographic characteristics could not be analyzed because the numbers were too low to maintain confidentiality. Analyses were conducted by staff position status and gender identity throughout the report, where applicable.

Throughout much of this report, including the narrative and data tables within the narrative, information is presented using valid percentages.[14] Actual percentages[15] with missing or "no response" information may be found in the survey data tables in Appendix B. The purpose for this discrepancy in reporting is to note the missing or "no response" data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations and significance testing using the chi-square test for independence.

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

Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences at UM System Offices, elaborate upon their survey responses, and append additional thoughts. It should be noted that aside from comments offered within Appendix C, all respondents were primed to respond to questions immediately following a set of quantitative questions. Comments

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[14]Valid percentages were derived using the total number of respondents to a particular item (i.e., missing data were excluded).
[15]Actual percentages were derived using the total number of survey respondents.

were solicited to give voice to the data and to highlight areas of concern that might have been missed in the quantitative items of the survey. These open-ended comments were reviewed[16] using standard methods of thematic analysis. R&A reviewers read all comments, and a list of common themes was generated based on their analysis. Most themes reflected the issues addressed in the survey questions and revealed in the quantitative data. Comments and quotes offered throughout the body of this report are chosen to highlight broad concerns and are representative of the themes that emerged from the data. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

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[16]Any comments provided in languages other than English were translated and incorporated into the qualitative analysis.

Results

This section of the report provides a description of the sample demographics, measures of internal reliability, and a discussion of validity. This section also presents the results per the project design, which called for examining respondents' personal campus experiences, their perceptions of the campus climate, and their perceptions of UM System Offices' institutional actions, including administrative policies and academic initiatives regarding climate.

Several analyses were conducted to determine whether significant differences existed in the responses between participants from various demographic categories. Where significant differences occurred, endnotes (denoted by lowercase Roman numeral superscripts) at the end of each section of this report provide the results of the significance testing. The narrative also provides results from descriptive analyses that were not statistically significant yet were determined to be meaningful to the climate at UM System Offices.

Description of the Sample[17]

One hundred forty-two (142) surveys were returned for a 27% overall response rate. The sample and population figures, chi-square analyses,[18] and response rates are presented in Table 2. Only one of the analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by University of Missouri.

- White/European Americans, Asian/Asian Americans, and Black/African Americans were significantly overrepresented in the sample. No Middle Eastern/Southwest Asians or Native Hawaiian/Pacific Islanders were identified in the sample or the population. All other groups were significantly underrepresented in the sample.

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[17]All frequency tables are provided in Appendix B.
[18]Chi-square tests were run only on those categories that were response options in the survey and included in demographics provided by University of Missouri.

Table 2. **Demographics of Population and Sample**

Characteristic	Subgroup	Population N	%	Sample n	%	Response rate
Gender identity[a]	Woman	296	55.4	80	56.3	27.0
	Man	238	44.6	57	40.1	23.9
	Transspectrum	ND*	ND	0	0.0	N/A
	Other/Missing/Not Reported	0	0.0	5	3.5	N/A
Racial/ethnic identity[b]	American Indian/Alaska Native	< 5	---	< 5	---	---
	Asian/Asian American	18	3.4	< 5	---	---
	Black/African American	26	4.9	6	4.2	23.1
	Hispanic/Latin@/Chican@	< 5	---	< 5	---	---
	Middle Eastern/Southwest Asian	0	0.0	0	0.0	N/A
	Multiracial	5	0.9	5	3.5	100.0
	Native Hawaiian/Pacific Islander	0	0.0	0	0.0	N/A
	White/European American	467	87.5	116	81.7	24.8
	Missing/Unknown/Other	14	2.6	9	6.3	64.3
Position status[c]	Administrator with Faculty Rank	ND	ND	< 5	---	N/A
	Administrator without Faculty Rank	ND	ND	9	6.3	N/A
	Staff – Hourly	152	28.5	37	26.1	24.3
	Staff - Salary	382	71.5	94	66.2	24.6
Citizenship status[d]	U.S. Citizen	521	97.6	133	93.7	25.5
	Non-U.S. Citizen	13	2.4	6	4.2	46.2
	Missing/Unknown	ND	ND	< 5	---	N/A

*ND: No Data Available
[a] χ^2 (1, $N = 137$) = 0.38, $p > .05$
[b] χ^2 (6, $N = 142$) = 19.95, $p < .01$
[c] χ^2 (1, $N = 131$) = 1.0, $p > .05$
[d] χ^2 (1, $N = 139$) = 1.43, $p > .05$

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey items and consultation with subject matter experts. The survey items were constructed based on the work of Hurtado et al. (1998) and Smith et al. (1997) and were further informed by instruments used in other institutional and organizational studies by the consultant. Several researchers working in the area of campus climate and diversity, experts in higher education survey research methodology, and members of the University of Missouri's SCST reviewed the bank of items available for the survey.

Content validity was ensured given that the items and response choices arose from literature reviews, previous surveys, and input from SCST members. Construct validity - the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors - should be evaluated by examining the correlations of measures being evaluated with variables known to be related to the construct. For this investigation, correlations ideally ought to exist between item responses and known instances of exclusionary, intimidating, offensive, and/or hostile conduct, for example. However, no reliable data to that effect were available. As such, attention was given to the manner in which questions were asked and response choices given. Items were constructed to be non-biased, non-leading, and non-judgmental, and to preclude individuals from providing "socially acceptable" responses.

Reliability - Internal Consistency of Responses.[19] Correlations between the responses to questions about overall campus climate for various groups (survey Question 99) and to questions that rated overall campus climate on various scales (survey Question 100) were strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients[20] are provided in Table 3.

All correlations in the table were significantly different from zero at the .01 level. In other words, a relationship existed between all selected pairs of responses.

A strong relationship (between .50 and .70) existed for all five pairs of variables—between Positive for People of Color and Not Racist; between Positive for Lesbian, Gay, Bisexual, Queer, or Transgender People and Not Homophobic; between Positive for Women and Not Sexist; between Positive for People of Low Socioeconomic Status and Not Classist (socioeconomic status); and between Positive for People with Disabilities and Disability Friendly (not ableist).

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[19]Internal reliability is a measure of reliability used to evaluate the degree to which different test items that probe the same construct produce similar results (Trochim, 2000). The correlation coefficient indicates the degree of linear relationship between two variables (Bartz, 1988).

[20]Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

Table 3. **Pearson Correlations Between Ratings of Acceptance and Campus Climate for Selected Groups**

Climate Characteristics

	Not Racist	Not Homophobic	Not Sexist	Not Classist (SES)	Disability-Friendly
Positive for People of Color	.653[1]				
Positive for Lesbian, Gay, Bisexual, or Queer People		.599[1]			
Positive for Women			.638[1]		
Positive for People of Low-Income Status				.632[1]	
Positive for People with Disabilities					.647[1]

[*]$p < 0.01$

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

Sample Characteristics[21]

For the purposes of several analyses, demographic responses were collapsed into categories established by the Local Campus Study Team (LCST[22]) to make comparisons between groups and to ensure respondents' confidentiality. Analyses do not reveal in the narrative, figures, or tables where the number of respondents in a particular category totaled fewer than five ($n < 5$).

Primary status data for respondents were collapsed into Salary Staff respondents[23] and Hourly Staff respondents.[24] Twenty-eight percent ($n = 37$) of respondents were Hourly Staff respondents and 72% ($n = 94$) were Salary Staff respondents (Figure 1). Ninety-nine percent ($n = 140$) of respondents were full-time in their primary positions and 99% ($n = 141$) were benefit eligible.

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[21]All percentages presented in the "Sample Characteristics" section of the report are actual percentages.
[22]LCST was composed of UM System Offices community members who served both on the SCST and were charged with leading the climate study initiative at the UM System Offices.
[23]Does not include Senior Administrator without Faculty Rank respondents, whose numbers were too small to ensure confidentiality in subsequent analyses. The number of Senior Administrator with Faculty Rank respondents was also too low to include that group in subsequent analyses.
[24]Collapsed position status variables were determined by the LCST.
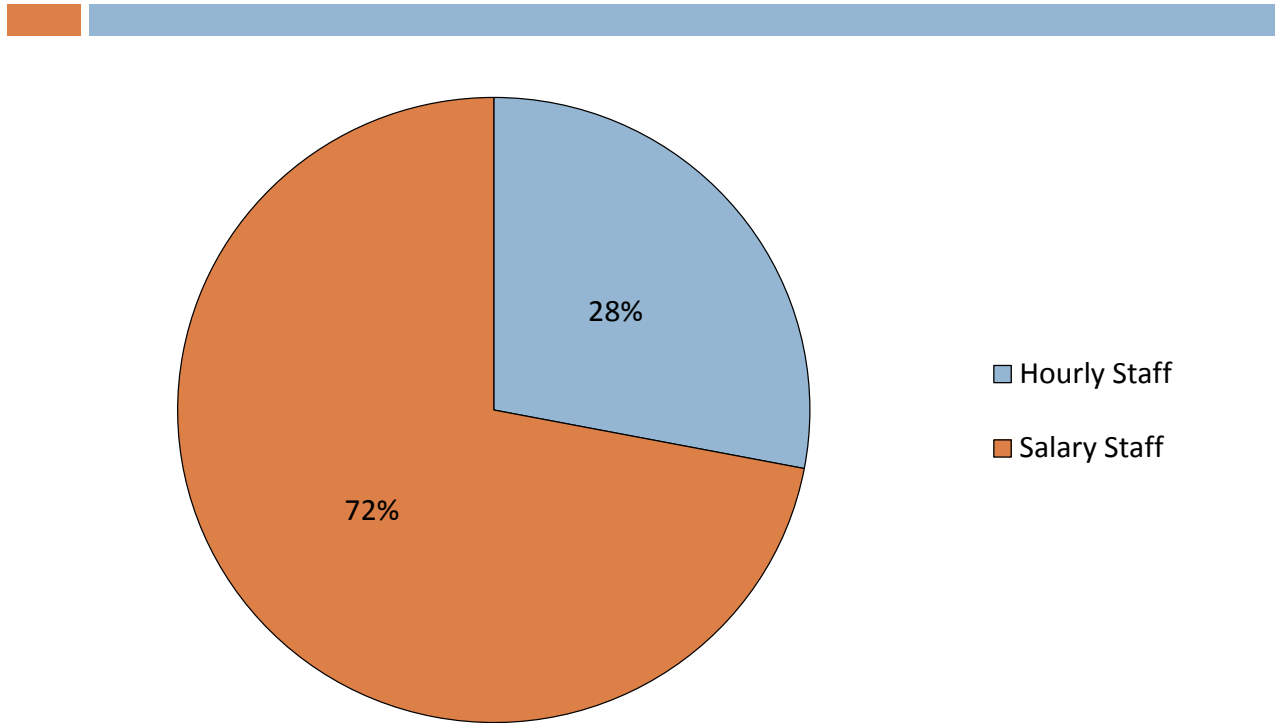
Figure 1. Respondents' Collapsed Position Status (%)

With regard to respondents' primary UM System Offices location, Table 4 indicates that Staff respondents represented various locations. Twenty-six percent ($n = 37$) were located in the Woodrail Center, 18% ($n = 25$) were in University Hall, and 11% ($n = 15$) were in the Old Alumni Building. Thirty percent ($n = 43$) indicated they were in a location that was not given in the survey.

Table 4. **Respondents' Primary UM System Offices location**

Location	*n*	*%*
Woodrail Center	37	26.1
University Hall	25	17.6
Old Alumni Building	15	10.6
Lemone Building	11	7.7
Locust St. Building	9	6.3
Telecom Building	< 5	---
Other	43	30.3
Missing	< 5	---

Note: Table reports only Staff responses ($n = 142$).

Fifty-eight percent ($n = 80$) of the sample were Women and 42% ($n = 57$) were Men.[25] No respondents identified as Non-Binary, Genderqueer, or Transgender.[26]

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[25]The majority of respondents identified their birth sex as female (59%, $n = 81$), while 41% ($n = 57$) of respondents identified as male and zero identified as intersex. Additionally, 59% ($n = 79$) identified their gender expression as feminine and 42% ($n = 56$) as masculine.

[26]Self-identification as transgender/trans* does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Those who chose to self-identify as transgender were given the opportunity to do so in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.

Figure 2 illustrates that more Women Hourly Staff respondents (75%, $n = 27$) than Men Hourly Staff respondents (25%, $n = 9$) completed the survey, and a greater percentage of Salary Staff respondents identified as women (57%, $n = 51$) than identified as men (43%, $n = 39$).
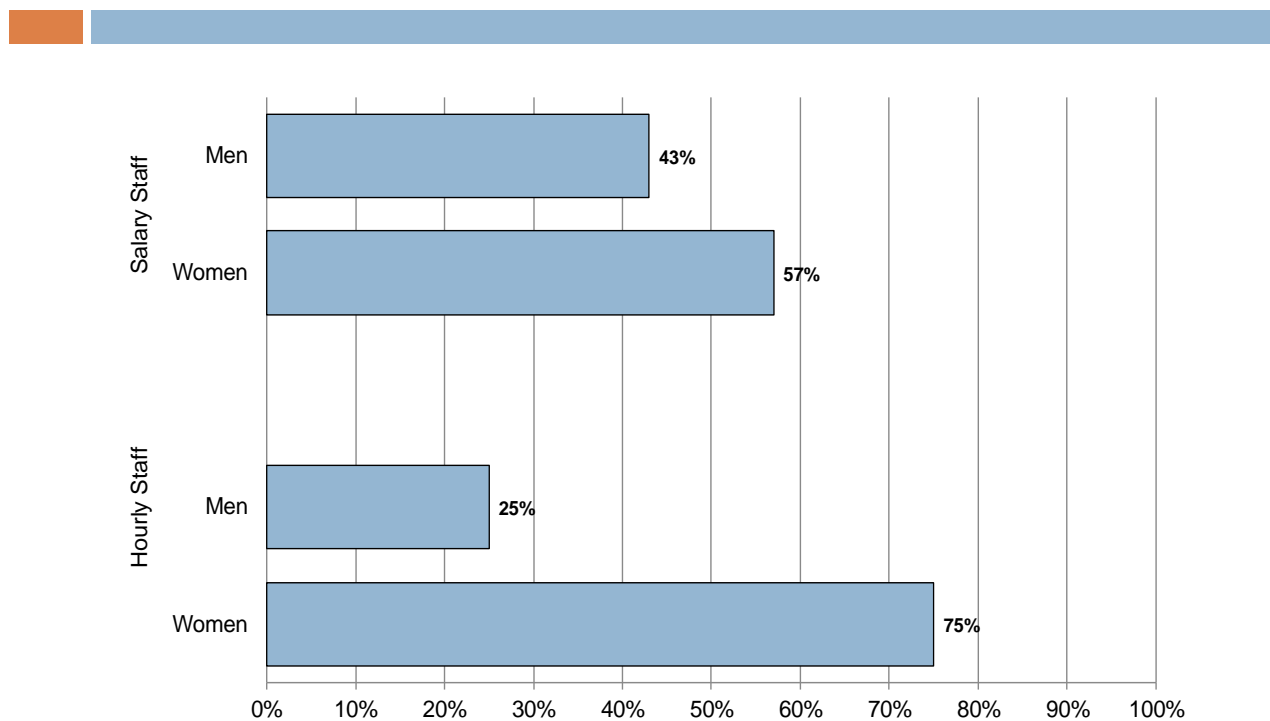
Figure 2. Respondents by Gender Identity and Position Status (%)

One hundred fifteen (89%) of all respondents identified as Heterosexual[27] and 14 (11%) identified as LGBQ (i.e., lesbian, gay, bisexual, pansexual, queer, or questioning). Relative numbers of Hourly Staff respondents and Salary Staff respondents are given in Figure 3.
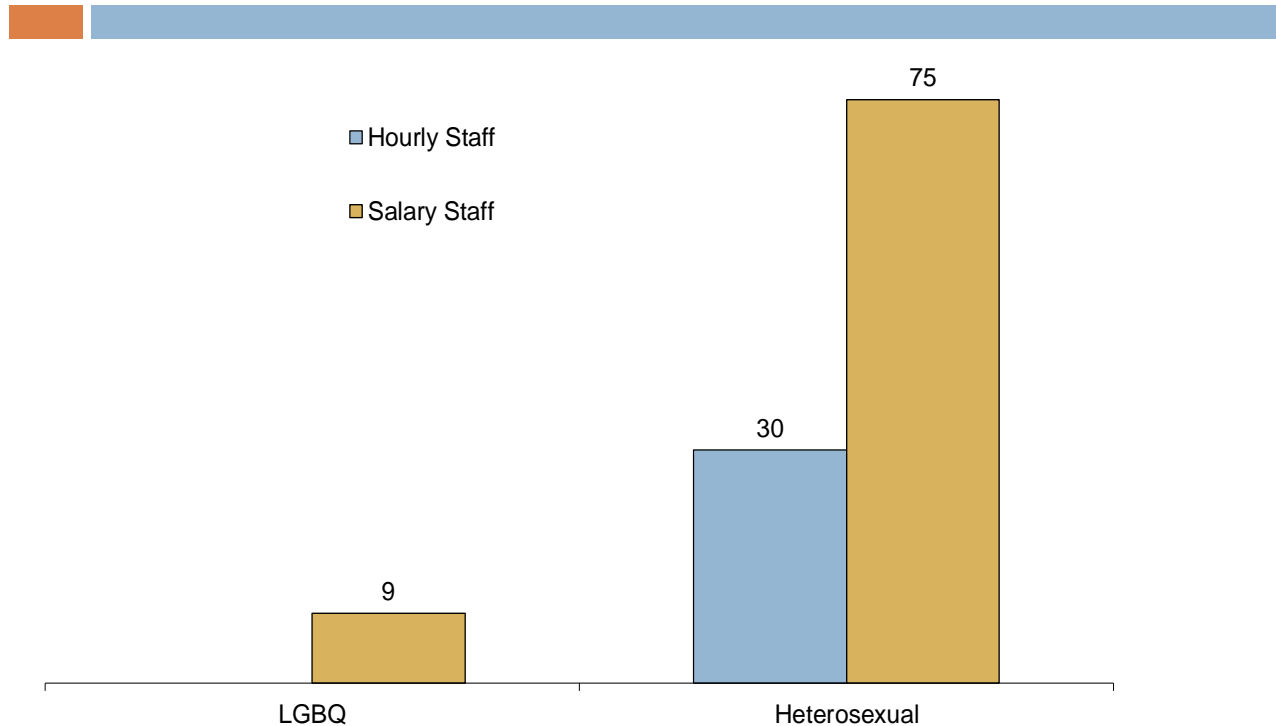
Note: Responses with $n < 5$ are not presented in the figure.

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

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[27]Respondents who answered "other" in response to the question about their sexual identity and wrote "straight" or "heterosexual" in the adjoining text box were recoded as Heterosexual. Additionally, this report uses the terms "LGBQ" and "sexual minorities" to denote individuals who self-identified as lesbian, gay, bisexual, pansexual, queer, and questioning, as well as those who wrote in "other" terms such as "demisexual," "asexual," and "heteroflexible."

Of all respondents, 11% (*n* = 16) were between 25 and 34 years old, 21% (*n* = 30) were between 35 and 44 years old, 34% (*n* = 48) were between 45 and 54 years old, and 16% (*n* = 22) were between 55 and 74 years old (Figure 4).
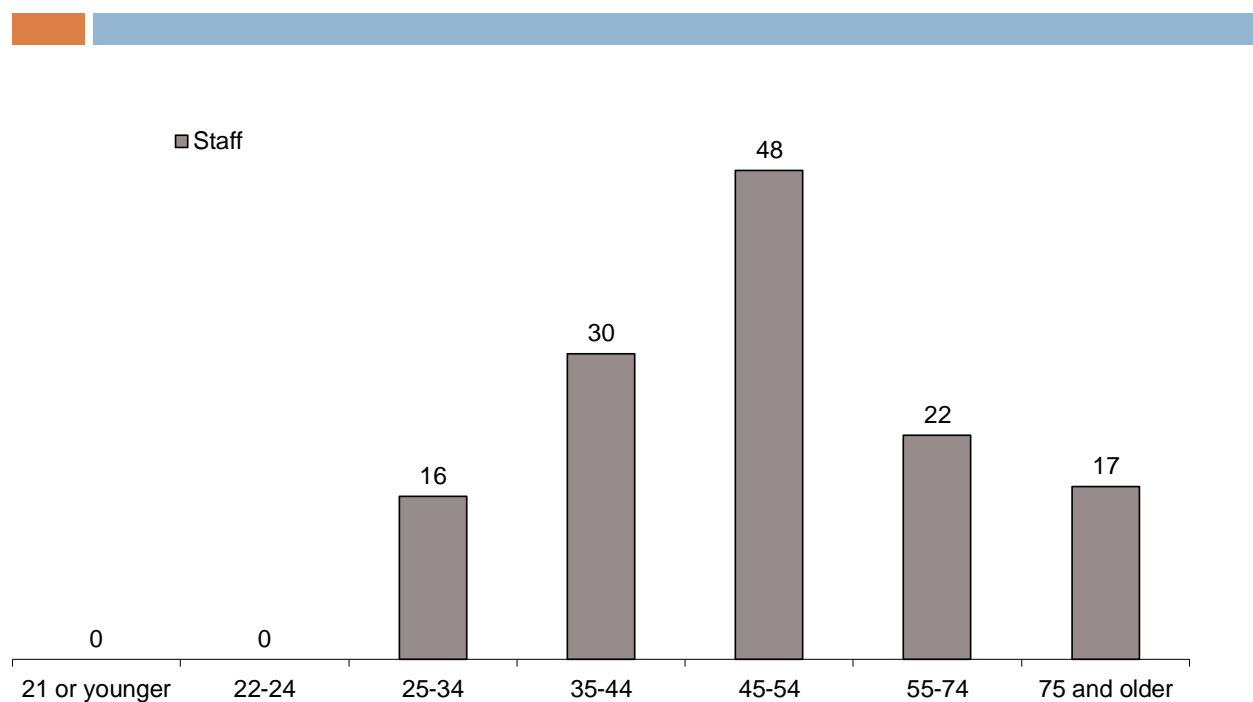
Figure 4. Respondents by Age (*n*)

With regard to racial identity, 85% ($n = 121$) of the respondents identified as White/European American (Figure 5). Four percent ($n = 6$) of respondents identified as African/Black/African American and 4% ($n = 6$) were American Indian/Native.

Racial identity not listed	
Native Hawaiian	
Alaska Native	
Pacific Islander	
Middle Eastern/Southwest Asian	
Hispanic/Latin@/Chican@	
Asian/Asian American	
American Indian/Native	4
African/Black/African American	4
White/European American	85
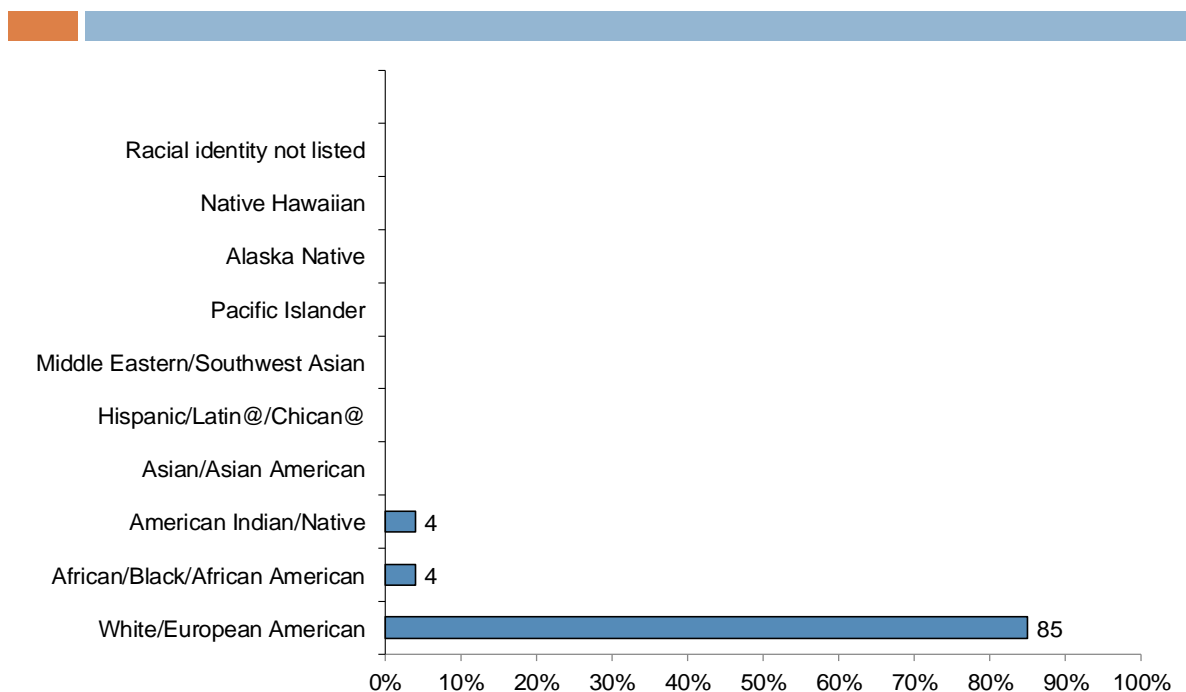
Note: Responses with $n < 5$ are not presented in the figure.

Figure 5. Respondents by Racial/Ethnic Identity (%),
Inclusive of Multiracial and/or Multiethnic

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,[28] allowing them to identify as biracial or multiracial. The LCST created three racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White (87%, $n = 116$) as their identity (Figure 6). Other respondents identified as Multiracial[29] (4%, $n = 5$) or People of Color[30] (9%, $n = 12$).
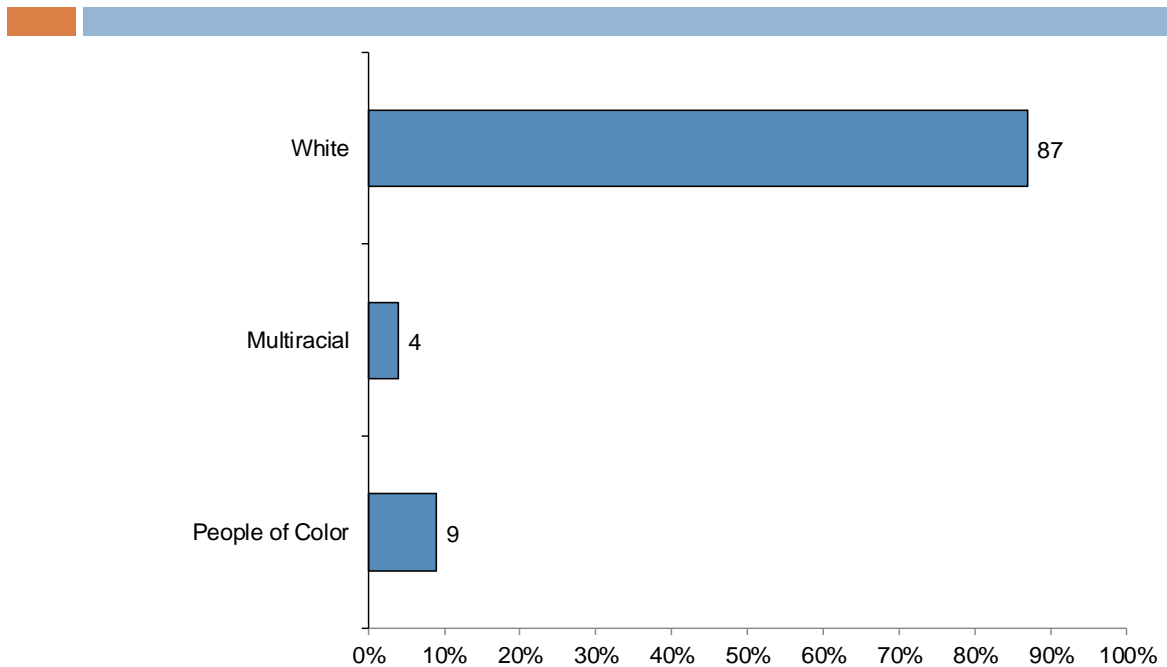
Figure 6. Respondents by Collapsed Categories of Racial Identity (%)

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[28]While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories as a result of the small numbers of respondents in the individual categories.

[29]Per the LCST, respondents who identified as more than one racial identity were recoded as Multiracial.

[30]Per the LCST, the People of Color category included respondents who identified as African/Black/African American, Alaska Native, American Indian/Native, Asian/Asian American, Hispanic/Latin@/Chican@, Middle Eastern/Southwest Asian, Native Hawaiian, Pacific Islander, or "a racial/ethnic identity not listed here."

The survey question that queried respondents about their religious or spiritual identities provided a multitude of responses. For the purposes of this report, the responses were collapsed into three categories. Seventy percent ($n = 91$) of respondents reported having a Christian Religious/Spiritual Identity (Figure 7). Twenty-five percent ($n = 32$) of respondents reported having No Religious/Spiritual Identity, and 5% ($n = 7$) identified with Other Religious/Spiritual Identity.
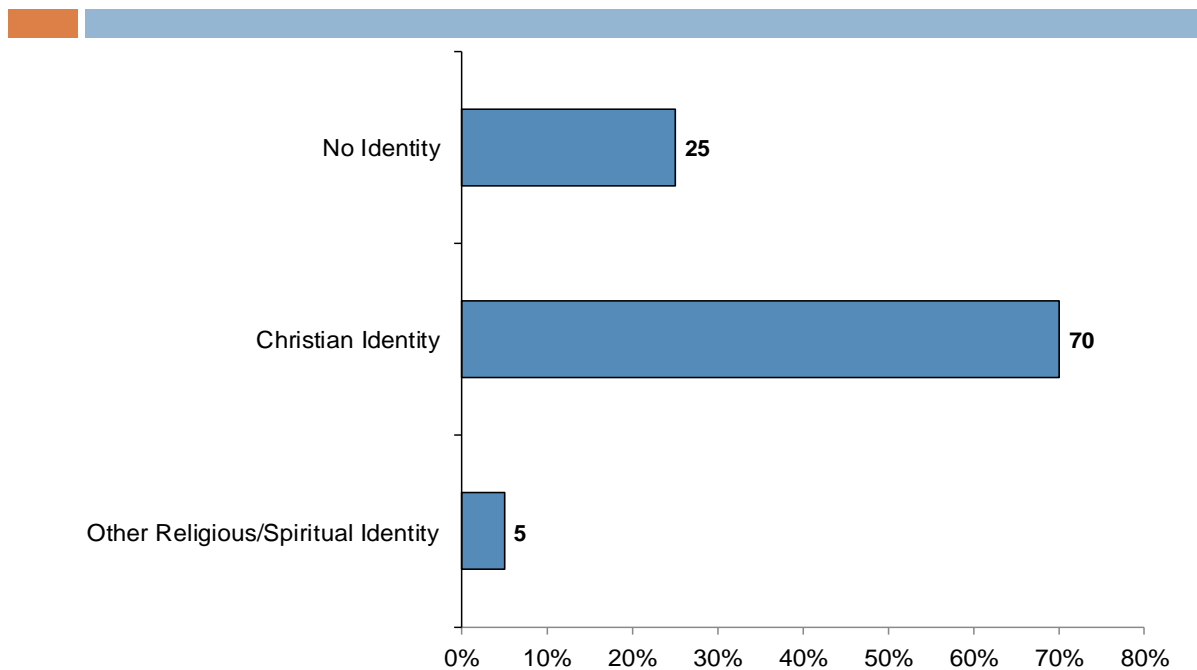
Figure 7. Respondents by Religious/Spiritual Identity (%)

Fifty-three percent (*n* = 19) of Hourly Staff respondents and 41% (*n* = 38) of Salary Staff respondents had no substantial parenting or caregiving responsibilities (Figure 8). Twenty-nine percent (*n* = 5) of Hourly Staff respondents and 22% (*n* = 12) of Salary Staff respondents were caring for children five years old or under. Fewer than five Hourly Staff respondents and 52% (*n* = 28) of Salary Staff respondents were caring for children ages 6 to 18. Fewer than five Hourly Staff respondents and 22% (*n* = 12) of Salary Staff respondents were caring for children over the age of 18 years but still legally dependent. Fewer than five Hourly Staff respondents and 9% (*n* = 5) of Salary Staff respondents had independent children over the age of 18. Fewer than five Staff respondents were caring for sick and disabled partners. Forty-one percent (*n* = 7) of Hourly Staff respondents and 20% (*n* = 1) of Salary Staff respondents were caring for senior or other family members.
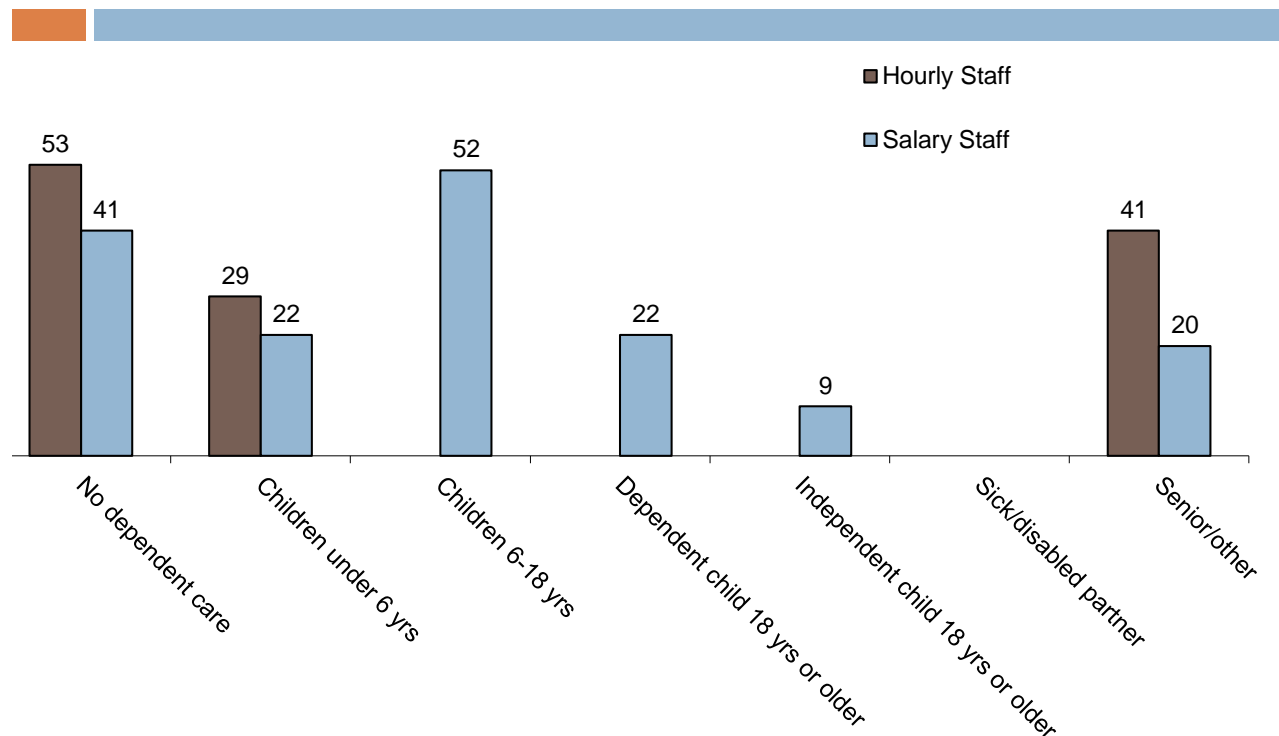
Note: Responses with *n* < 5 are not presented in the figure.

Figure 8. Employee Respondents' Caregiving Responsibilities by Position Status (%)

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Twelve percent ($n = 17$) of respondents had conditions that substantially influenced learning, working, or living activities. Fifty-three percent ($n = 9$) of those respondents had chronic health diagnoses or medical conditions and 29% ($n = 5$) had mental health/psychological conditions (Table 5).

Table 5. **Respondents' Conditions That Affect Learning, Working, Living Activities**

Conditions	*n*	*%*
Chronic Diagnosis or Medical Condition (e.g., Asthma, Diabetes, Lupus, Cancer, Multiple Sclerosis, Fibromyalgia)	9	52.9
Mental health/Psychological Condition (e.g., anxiety, depression)	5	29.4
Developmental/Learning difference/Disability (e.g., Asperger's/Autism Spectrum, Attention Deficit/ Hyperactivity Disorder, Cognitive/Language-based, etc.)	< 5	---
Physical/Mobility condition that affects walking	< 5	---
Low vision or blind	< 5	---
Hard of hearing or deaf	0	0.0
Physical/Mobility condition that does not affect walking	0	0.0
Acquired/Neurological/Traumatic Brain Injury	0	0.0
Speech/communication condition	0	0.0
A disability/condition not listed here	0	0.0

Note: Percentages may not sum to 100 as a result of multiple response choices.

Respondents were asked the survey item, "What is your citizenship/immigration status in the U.S.? Mark all that apply." For the purposes of this analysis, the SCST created two citizenship categories:[31] 96% ($n = 133$) of respondents were U.S. Citizens, and 4% ($n = 6$) were Naturalized U.S. Citizens, Permanent Residents, Non-U.S. Citizens, or had some other citizenship status.

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[31]For the purposes of this analysis, the collapsed categories for citizenship are U.S. Citizen and Naturalized Citizen/Permanent Resident/Non-U.S. Citizen (includes F-1, J-1, H1-B, and U visa holders; DACA; DAPA; refugee status; other legally documented status; currently under a withholding of removal status; and undocumented resident).

Almost all of the respondents reported that English was their primary language. Additional analyses revealed that 92% ($n = 127$) of respondents had never served in the military. Thirty-five percent ($n = 49$) of Staff respondents indicated that the highest level of education they had completed was a master's degree, 30% ($n = 43$) had a bachelor's degree, 11% ($n = 15$) had finished some college, 7% ($n = 10$) had some graduate work, and 5% ($n = 7$) had finished a professional degree.

Table 6 illustrates the level of education completed by Staff respondents' parents or legal guardians.

Table 6. **Staff Respondents' Parents'/Guardians' Highest Level of Education**

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	n	*%*	*n*	*%*
No high school	< 5	---	< 5	---
Some high school	6	4.2	< 5	---
Completed high school/GED	30	21.1	48	33.8
Some college	15	10.6	15	10.6
Business/technical certificate/degree	5	3.5	< 5	---
Associate's degree	10	7.0	6	4.2
Bachelor's degree	37	26.1	27	19.0
Some graduate work	< 5	---	< 5	---
Master's degree (e.g., MA, MS, MBA)	18	12.7	14	9.9
Specialist degree (e.g., EdS)	0	0.0	0	0.0
Doctoral degree (e.g., PhD, EdD)	< 5	---	5	3.5
Professional degree (e.g., MD, JD)	< 5	---	5	3.5
Unknown	< 5	---	< 5	---
Not applicable	< 5	---	< 5	---
Missing	< 5	---	6	4.2

As indicated in Table 7, 32% (*n* = 45) of Staff respondents had been employed at the University of Missouri for 1 to 5 years, 17% (*n* = 24) for 16 to 20 years, 13% (*n* = 18) each for 6 to 10 years and 11 to 15 years, and 12% (*n* = 17) for less than a year. Thirteen respondents (9%) had been employed for more than 20 years.

Table 7. **Number of Years Employed at University of Missouri**

Years employed	*n*	%
Less than 1 year	17	12.0
1-5 years	45	31.7
6-10 years	18	12.7
11-15 years	18	12.7
16-20 years	24	16.9
More than 20 years	13	9.2
Missing	7	4.9

Thirty-five percent (*n* = 50) of Staff respondents experienced financial hardship while working at University of Missouri. Of these 50 respondents, 46% (*n* = 23) had difficulty affording housing, 40% (*n* = 20) each had difficulty affording health care or affording food, and 36% (*n* = 18) had difficulty affording professional development (e.g., travel, training, research) (Table 8). "Other" responses included "child education" and "debt."

Table 8. **Experienced Financial Hardship**

Financial hardship	*n*	%
Difficulty in affording housing	23	46.0
Difficulty in affording health care	20	40.0
Difficulty affording food	20	40.0
Difficulty in affording professional development (e.g., travel, training, research)	18	36.0
Difficulty in affording childcare	13	26.0
Difficulty affording travel to and from UM System Office/MU	10	20.0

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Table 8. **Experienced Financial Hardship**

Financial hardship	*n*	%
Difficulty in affording benefits	8	16.0
Difficulty in affording other campus fees (e.g., parking)	< 5	---
A financial hardship not listed here	16	32.0

Note: Table reports only responses of Staff who indicated on the survey that they experienced financial hardship (*n* = 50). Sum does not total 100% as a result of multiple response choices.

Campus Climate Assessment Findings[32]

The following section reviews the major findings of this study.[33] The review explores the climate at the UM System Offices through an examination of respondents' personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate, including administrative policies and academic initiatives. Each of these issues was examined in relation to the relevant identity and status of the respondents.

Comfort with the Climate at UM System Offices

The survey posed questions regarding respondents' levels of comfort with UM System Offices' climate. Table 9 illustrates that 63% ($n = 89$) of the survey respondents were "very comfortable" or "comfortable" with the overall climate at UM System Offices. Eighty percent ($n = 114$) of respondents were "very comfortable" or "comfortable" with the climate in their primary work area.

Table 9. **Respondents' Comfort With the Climate at UM System Offices**

Level of comfort	Comfort with overall climate		Comfort with climate in primary work area	
	n	*%*	*n*	*%*
Very comfortable	21	14.8	48	33.8
Comfortable	68	47.9	66	46.5
Neither comfortable nor uncomfortable	38	26.8	19	13.4
Uncomfortable	13	9.2	6	4.2
Very uncomfortable	< 5	---	< 5	---

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

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

Figure 9 illustrates that 49% (*n* = 46) of Salary Staff respondents and 46% (*n* = 17) of Hourly
Staff respondents felt "comfortable" with the overall climate at UM System Offices. No
significant differences existed between the two groups.
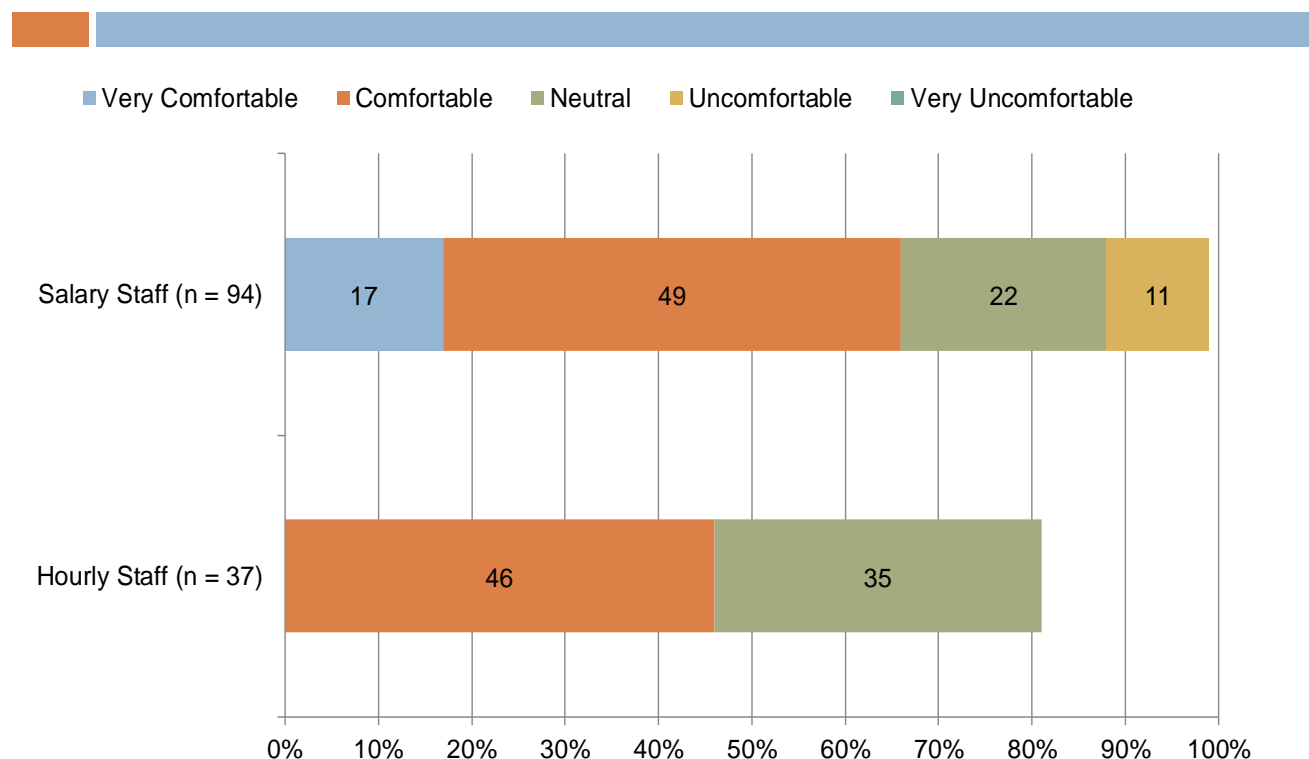
Note: Responses with *n* < 5 are not presented in the figure.

Figure 9. Respondents' Comfort With Overall Climate by Position Status (%)

When analyzed by position status, no significant differences emerged with respect to Staff respondents' level of comfort with the climate in their primary work area at the UM System Offices. A higher percentage of Salary Staff respondents (84%, $n = 79$) than Hourly Staff respondents (70%, $n = 26$) were "very comfortable" or "comfortable" with the climate in their primary work area (Figure 10).
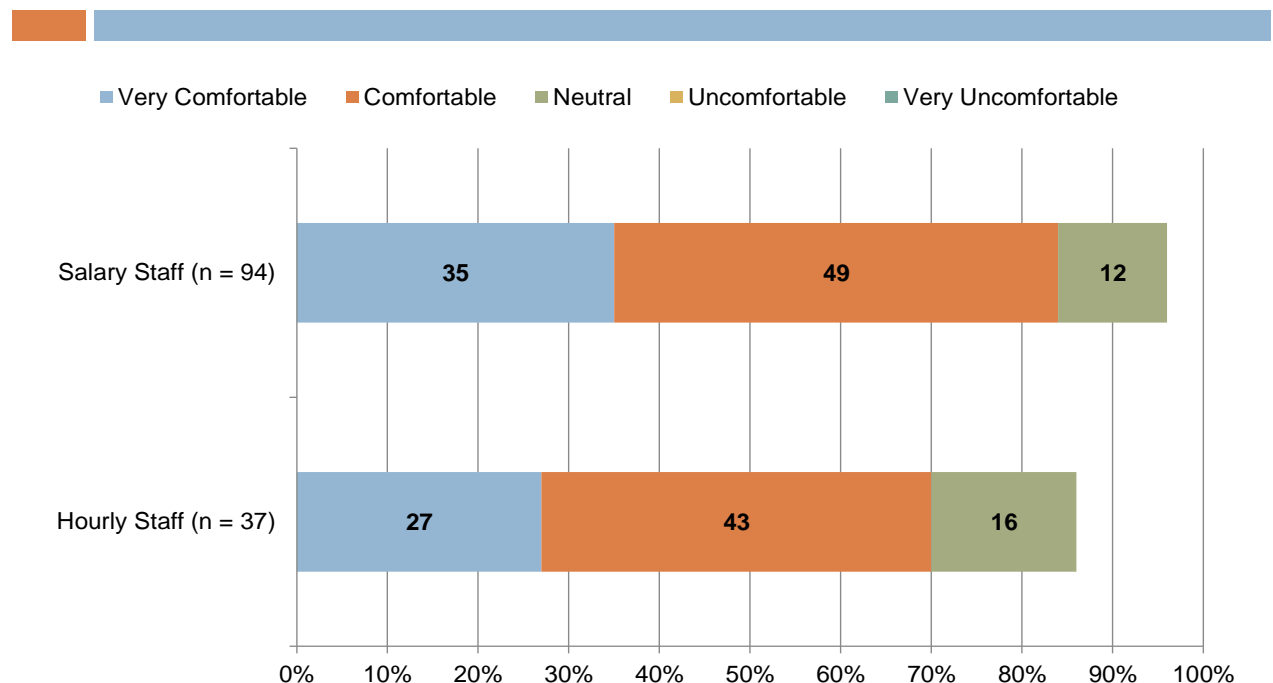
Note: Responses with $n < 5$ are not presented in the figure.

Figure 10. Respondents' Comfort With Climate in Their Primary Work Area by Position Status (%)

Per the LCST, several demographic characteristics were examined to determine whether respondents' levels of agreement with survey questions varied based on demographic group membership/identities. These variables included gender identity, racial identity, sexual identity, disability status, citizenship status, military status, and religious/spiritual identity. As a result of

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small sample sizes, most of the demographic characteristics could not be analyzed because the numbers were too low to maintain confidentiality. Analyses were conducted by gender identity throughout the report, where applicable.

By gender identity,[34] 60% (*n* = 34) of Men Staff respondents felt "very comfortable" or "comfortable" with the overall climate at UM System Offices compared with 63% (*n* = 50) of Women Staff respondents (Figure 11).[35] No significant difference existed in how comfortable Men Staff respondents and Women Staff respondents were with the overall climate at UM System Offices.

■ Very Comfortable   ■ Comfortable   ■ Neutral   ■ Uncomfortable   ■ Very Uncomfortable

	Very Comfortable	Comfortable	Neutral	Uncomfortable
Men Staff (n = 57)	19	40	30	9
Women Staff (n = 80)	10	53	26	10

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

Figure 11. Respondents' Comfort With Overall Climate by Gender Identity (%)

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[34]Per the SCST, gender identity was recoded into the categories Men (*n* = 57) and Women (*n* = 80). No respondents marked "transgender," "non-binary," "genderqueer," or "a gender not listed here" for the question, "What is your gender/gender identity (mark all that apply)?"
[35]Figures include percentages rounded to the nearest whole number. As a result, the percentages in figures may appear to total to more or less than 100%.

No significant differences existed between Men and Women Staff respondents' level of comfort with the climate in their primary work areas (Figure 12). Eighty-three percent ($n = 66$) of Women Staff respondents and 79% ($n = 45$) of Men Staff respondents felt "very comfortable" or "comfortable" with the climate in their primary work area.

Legend: ■ Very Comfortable ■ Comfortable ■ Neutral ■ Uncomfortable ■ Very Uncomfortable

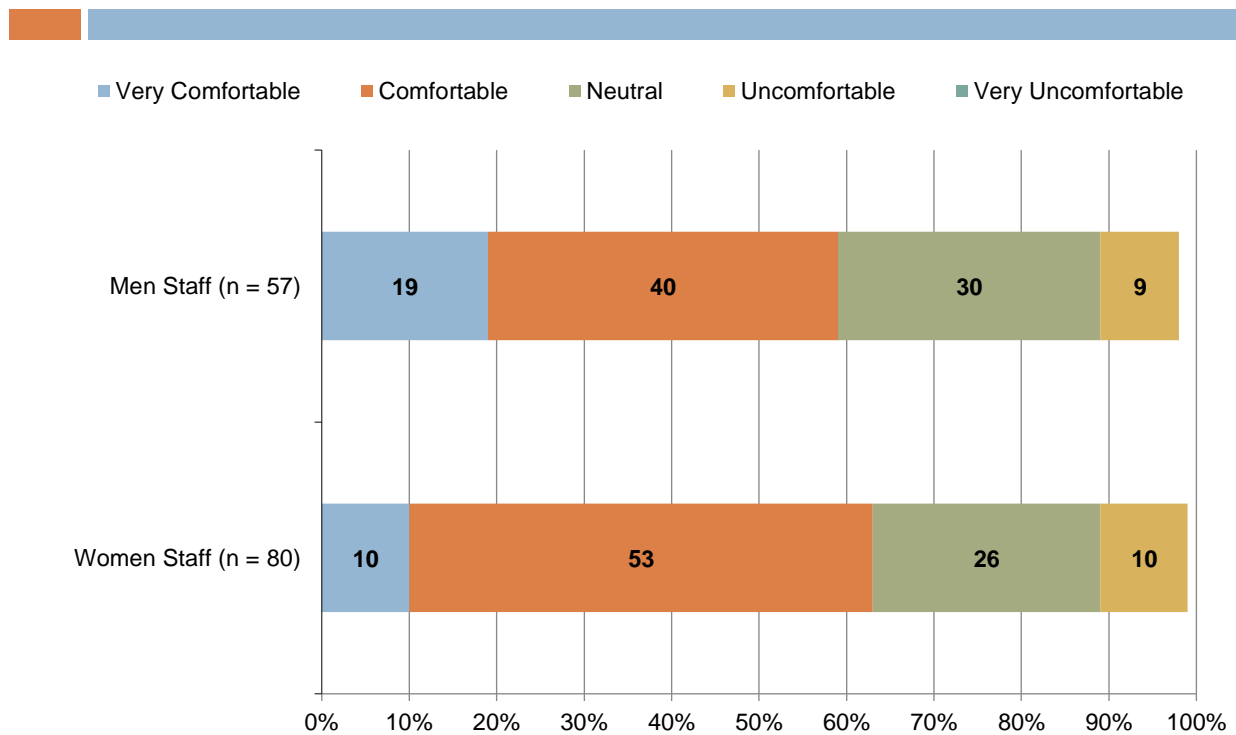|	Very Comfortable	Comfortable	Neutral
Men Staff (n = 57)	30	49	16
Women Staff (n = 80)	39	44	10
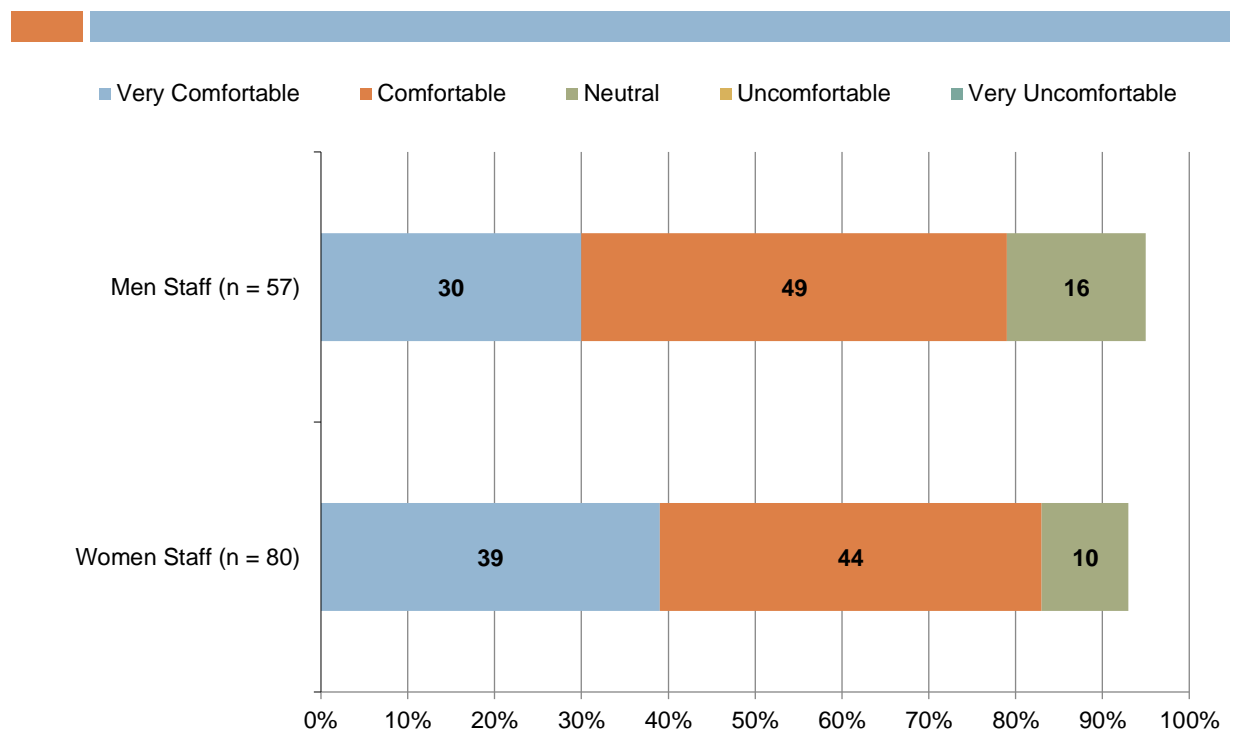
Note: Responses with $n < 5$ are not presented in the figure.

Figure 12. Respondents' Comfort With Climate in Their Primary Work Area
by Gender Identity (%)

Barriers at UM System Offices for Respondents With Disabilities

One survey item asked Respondents with Disabilities if they had experienced barriers in facilities, technology and the online environment, identity, or instructional/campus materials at the UM System Offices within the past year. The number of Respondents with One or More Disabilities was too small to conduct additional analyses. Overall results are reflected in Table 10.

Table 10. **Facilities Barriers Experienced by Respondents With Disabilities**

	Yes		No		Not applicable	
	n	*%*	*n*	*%*	*n*	*%*
Facilities						
Athletic and recreational facilities	< 5	---	7	38.9	9	50.0
Classroom buildings	< 5	---	6	33.3	11	61.1
Classrooms, labs (including computer labs)	0	0.0	5	27.8	13	72.2
College housing	0	0.0	5	27.8	13	72.2
Student Union/Center	0	0.0	6	33.3	12	66.7
Student Health Center	0	0.0	6	33.3	12	66.7
Testing Services	0	0.0	6	33.3	12	66.7
Counseling, Health, Testing, & Disability/Services	0	0.0	7	38.9	11	61.1
Counseling Services	0	0.0	5	27.8	13	72.2
Dining facilities	0	0.0	5	27.8	13	72.2
Doors	0	0.0	9	50.0	9	50.0
Elevators/lifts	0	0.0	9	50.0	9	50.0
Emergency preparedness	< 5	---	8	44.4	9	50.0
Office furniture (e.g., chair, desk)	< 5	---	8	47.1	7	41.2
Campus transportation/parking	< 5	---	6	35.3	9	52.9
Other campus buildings	0	0.0	8	47.1	9	52.9
Podium	0	0.0	8	47.1	9	52.9
Restrooms	0	0.0	9	52.9	8	47.1
Signage	0	0.0	9	52.9	8	47.1
Studios/performing arts spaces	0	0.0	6	37.5	10	62.5
Temporary barriers due to construction or maintenance	< 5	---	9	52.9	7	41.2
Walkways, pedestrian paths, crosswalks	< 5	---	9	52.9	7	41.2

Table 10. **Facilities Barriers Experienced by Respondents With Disabilities**

	Yes		No		Not applicable	
	n	*%*	*n*	*%*	*n*	*%*
Technology/Online Environment						
Accessible electronic format	0	0.0	12	70.6	5	29.4
Clickers	0	0.0	10	58.8	7	41.2
Computer equipment (e.g., screens, mouse, keyboard)	< 5	---	12	70.6	< 5	---
Electronic forms	0	0.0	12	70.6	5	29.4
Electronic signage	0	0.0	11	64.7	6	35.3
Electronic surveys (including this one)	< 5	---	10	58.8	6	35.3
Kiosks	0	0.0	9	52.9	8	47.1
Library database	0	0.0	9	52.9	8	47.1
Moodle/Blackboard/Canvas	0	0.0	9	52.9	8	47.1
Phone/phone equipment	0	0.0	13	76.5	< 5	---
Software (e.g., voice recognition/audiobooks)	0	0.0	11	64.7	6	35.3
Video/video audio description	0	0.0	10	58.8	7	41.2
Website	0	0.0	11	64.7	6	35.3
Identity						
Electronic databases (e.g., PeopleSoft, myLearn, myPerformance, Pathway)	0	0.0	10	58.8	7	41.2
Email account	0	0.0	10	58.8	7	41.2
Intake forms (e.g., Student Health)	< 5	---	7	41.2	9	52.9
Course change forms (e.g., add-drop forms)	0	0.0	6	35.3	11	64.7
Learning technology	< 5	---	8	47.1	8	47.1
Surveys	< 5	---	9	52.9	7	41.2
Instructional/Campus Materials						
Brochures	0	0.0	10	62.5	6	37.5
Food menus	0	0.0	6	37.5	10	62.5
Forms	< 5	---	9	56.3	6	37.5
Journal articles	0	0.0	9	56.3	7	43.8
Library books	0	0.0	8	50.0	8	50.0
Other publications	0	0.0	8	50.0	8	50.0
Syllabi	0	0.0	7	43.8	9	56.3
Textbooks	0	0.0	6	40.0	9	60.0
Video-closed captioning and text description	0	0.0	8	50.0	8	50.0

Note: Table reports responses from individuals who indicated on the survey that they had a disability (*n* = 18).

Three respondents elaborated on their responses regarding accessibility. Qualitative analyses was not conducted on the responses to protect the confidentiality of the respondents.

Barriers at UM System Offices for Transspectrcum Respondents

One survey item asked Transspectrum respondents if they had experienced barriers in facilities and identity accuracy at UM System Offices within the past year. However, no respondents self-identified as Transspectrum so there are no results to report.

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct[36]

Nineteen percent ($n = 27$) of respondents indicated that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct that had interfered with their ability to work, learn, or live at the UM System Offices within the past year.[37] Table 11 reflects the perceived bases and frequency of exclusionary, intimidating, offensive, and/or hostile conduct. Of the respondents who experienced such conduct, 22% ($n = 6$) each indicated that the conduct was based on their gender/gender identity or position status. Nineteen percent ($n = 5$) of respondents noted that the conduct was based on their age, while 19% ($n = 5$) indicated they did not know the reason for the exclusionary, intimidating, offensive, and/or hostile conduct.

Table 11. **Bases of Experienced Conduct**

Basis of conduct	*n*	*%*
Gender/Gender identity	6	22.2
Position (e.g., staff, faculty, student)	6	22.2
Age	5	18.5
Political views	< 5	---
Length of service at UM System Office	< 5	---
Medical disability/condition	< 5	---
Philosophical views	< 5	---
Sexual identity	< 5	---
Educational credentials (e.g., BS, MS, PhD)	< 5	---
Ethnicity	< 5	---
Immigrant/citizen status	< 5	---
International status/national origin	< 5	---
Military/veteran status	< 5	---
Racial identity	< 5	---
Religious/spiritual views	< 5	---
Socioeconomic status	< 5	---

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

[37]The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso et al., 2009).

Table 11. **Bases of Experienced Conduct**

Basis of conduct	*n*	%
Academic performance	0	0.0
English language proficiency/accent	0	0.0
Gender expression	0	0.0
Learning disability/condition	0	0.0
Major field of study	0	0.0
Marital status (e.g., single, married, partnered)	0	0.0
Mental health/psychological disability/condition	0	0.0
Parental status (e.g., having children)	0	0.0
Participation in an organization	0	0.0
Physical characteristics	0	0.0
Physical disability/condition	0	0.0
Pregnancy	0	0.0
Don't know	5	18.5
A reason not listed above	5	18.5

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 27). Percentages do not sum to 100 as a result of multiple response choices.

The following figures depict the responses by position status and gender identity of individuals who responded "yes" to the question, "Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored) intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work, learn, or live at UM System Offices?"

In terms of position status, a slightly smaller proportion of Salary Staff respondents (17%, $n =$ 16) than Hourly Staff respondents (22%, $n = 8$) believed that they had experienced this conduct (Figure 13). This difference was not statistically significant.

Experienced conduct
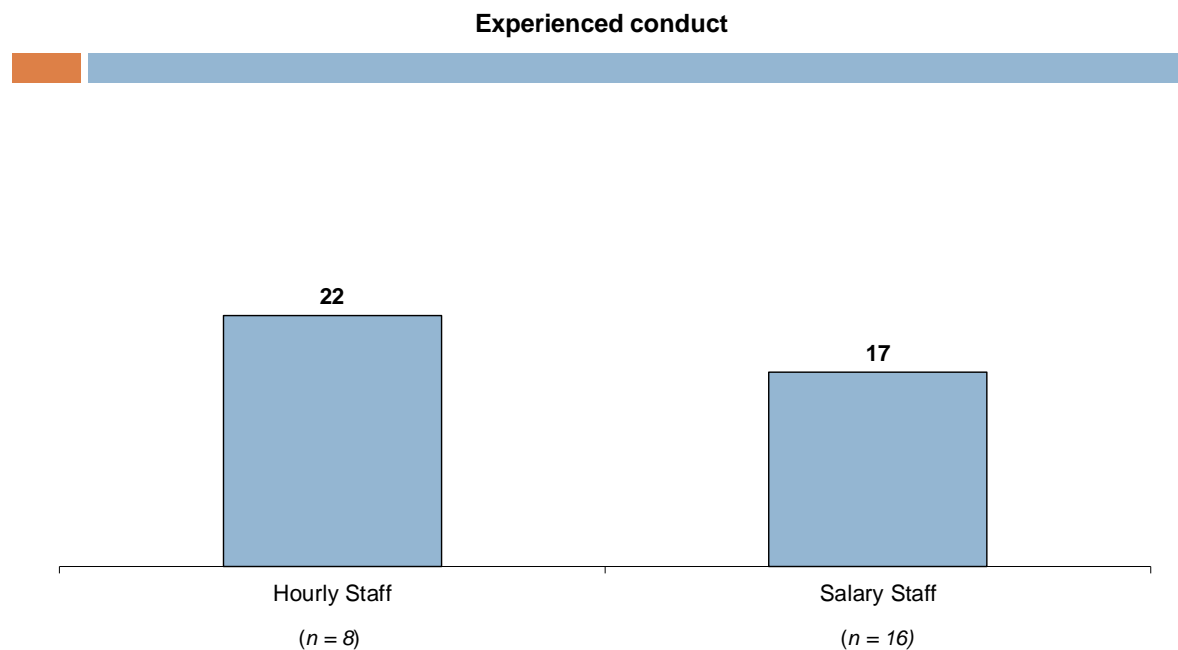
Figure 13. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Position Status (%)

By gender identity, a greater percentage of Men respondents (21%, $n = 12$) than Women respondents (17%, $n = 13$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year, though this difference was not statistically significant (Figure 14).

Experienced conduct
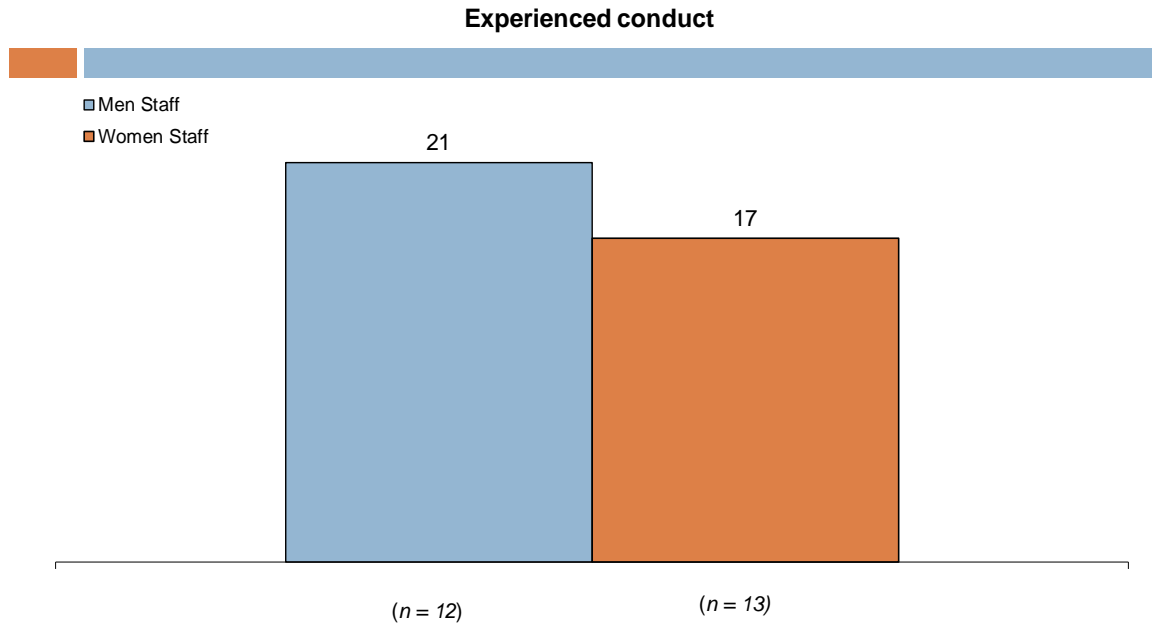
Figure 14. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Gender Identity (%)

Table 12 illustrates the manners in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct. Forty-eight percent ($n = 13$) felt ignored or excluded, 48% ($n = 13$) felt isolated or left out, 26% ($n = 7$) were the target of workplace incivility, and 22% ($n = 6$) felt intimidated and/or bullied.

Table 12. **Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Form of conduct	*n*	% of those who experienced the conduct
I was ignored or excluded	13	48.1
I was isolated or left out	13	48.1
I was the target of workplace incivility	7	25.9
I was intimidated/bullied	6	22.2
I experienced a hostile work environment	5	18.5
I was the target of derogatory verbal remarks	5	18.5
I received a low or unfair performance evaluation	5	18.5
I was not fairly evaluated in the promotion and tenure process	< 5	---
I received derogatory written comments	< 5	---
I received derogatory phone calls/text messages/email	< 5	---
Someone assumed I was admitted/hired/promoted due to my identity group	< 5	---
The conduct made me fear that I would get a poor grade	< 5	---
I was singled out as the spokesperson for my identity group	< 5	---
I was the target of racial/ethnic profiling	< 5	---
The conduct threatened my physical safety	< 5	---
The conduct threatened my family's safety	< 5	---
I felt others staring at me	0	0.0
I experienced a hostile classroom environment	0	0.0
I received derogatory/unsolicited messages via social media (e.g., Facebook, Twitter, Yik-Yak)	0	0.0
Someone assumed I was not admitted/hired/promoted due to my identity group	0	0.0
I was the target of graffiti/vandalism	0	0.0
I was the target of stalking	0	0.0
I received threats of physical violence	0	0.0
I was the target of physical violence	0	0.0
An experience not listed above	6	22.2

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 27$). Percentages do not sum to 100 as a result of multiple response choices.

Forty-one percent (*n* = 11) of respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct noted that it occurred in a staff office, 33% (*n* = 9) in a meeting with a group of people, 33% (*n* = 9) while working at a UM System Offices job, and 26% (n = 7) in a UM System Offices administrative office (Table 13).

Table 13. **Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	*n*	% of respondents who experienced conduct
In a staff office	11	40.7
In a meeting with a group of people	9	33.3
While working at a UM System Office/MU job	9	33.3
In a(n) UM System Office/MU administrative office	7	25.9
At a UM System Office/MU event/program	< 5	---
In a meeting with one other person	< 5	---
On phone calls/text messages/e-mail	< 5	---
Off-campus	< 5	---
In other public spaces at UM System Office/MU	< 5	---
In a class/lab/clinical setting	0	0.0
In a faculty office	0	0.0
In a religious center	0	0.0
In a fraternity house	0	0.0
In a sorority house	0	0.0
In a(n) UM System Office/MU dining facility	0	0.0
In a(n) UM System Office/MU library	0	0.0
In an experiential learning environment (e.g., study abroad, retreat, externship, internship)	0	0.0
In athletic facilities	0	0.0
In a campus residence hall/apartment	0	0.0
In Counseling Services	0	0.0
In off-campus housing	0	0.0
In the Health Center	0	0.0
In an on-line learning environment	0	0.0

Table 13. **Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	n	% of respondents who experienced conduct
In the Student Union	0	0.0
On a campus shuttle	0	0.0
On social media (Facebook/Twitter/Yik-Yak)	0	0.0
While walking on campus	0	0.0
A location not listed above	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 27$). Percentages do not sum to 100 as a result of multiple response choices.

Forty-eight percent ($n = 13$) of the respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct identified coworkers and/or colleagues as the source of the conduct; 37% ($n = 10$) identified their supervisor or manager (Table 14).

Table 14. **Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Source of conduct	n	% of respondents who experienced conduct
Co-worker/colleague	13	48.1
Supervisor or manager (including experiential sites)	10	37.0
Department/Program/Division Chair	< 5	---
Faculty member/Other instructional staff	< 5	---
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	< 5	---
Staff member	< 5	---
Stranger	< 5	---
Academic/Scholarship/Fellowship Advisor	0	0.0
Alumnus/a	0	0.0
Athletic coach/trainer	0	0.0
UM System Office/MU media (e.g., posters, brochures, flyers, handouts, web sites)	0	0.0
UM System Office/MU Police/Security	0	0.0

Table 14. **Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Source of conduct	*n*	% of respondents who experienced conduct
Direct Report (e.g., person who reports to you)	0	0.0
Donor	0	0.0
Friend	0	0.0
Off campus community member	0	0.0
On social media (e.g., Facebook, Twitter, Yik-Yak)	0	0.0
Student	0	0.0
Student staff	0	0.0
Student Organization	0	0.0
Student Teaching Assistant/Student Lab Assistant/Student Tutor	0	0.0
Don't know source	< 5	---
A source not listed above	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 27). Percentages do not sum to 100 as a result of multiple response choices.

Figure 15 displays the perceived source of experienced exclusionary conduct by position status. A higher proportion of Hourly Staff respondents (63%, $n = 5$) than Salary Staff respondents (44%, $n = 7$) identified coworkers and/or colleagues as a source of the conduct while a higher proportion of Salary Staff respondents (50%, $n = 8$) than Hourly Staff respondents ($n < 5$) identified their supervisor or manager as the source. These differences between groups were not statistically significant.

Experienced conduct
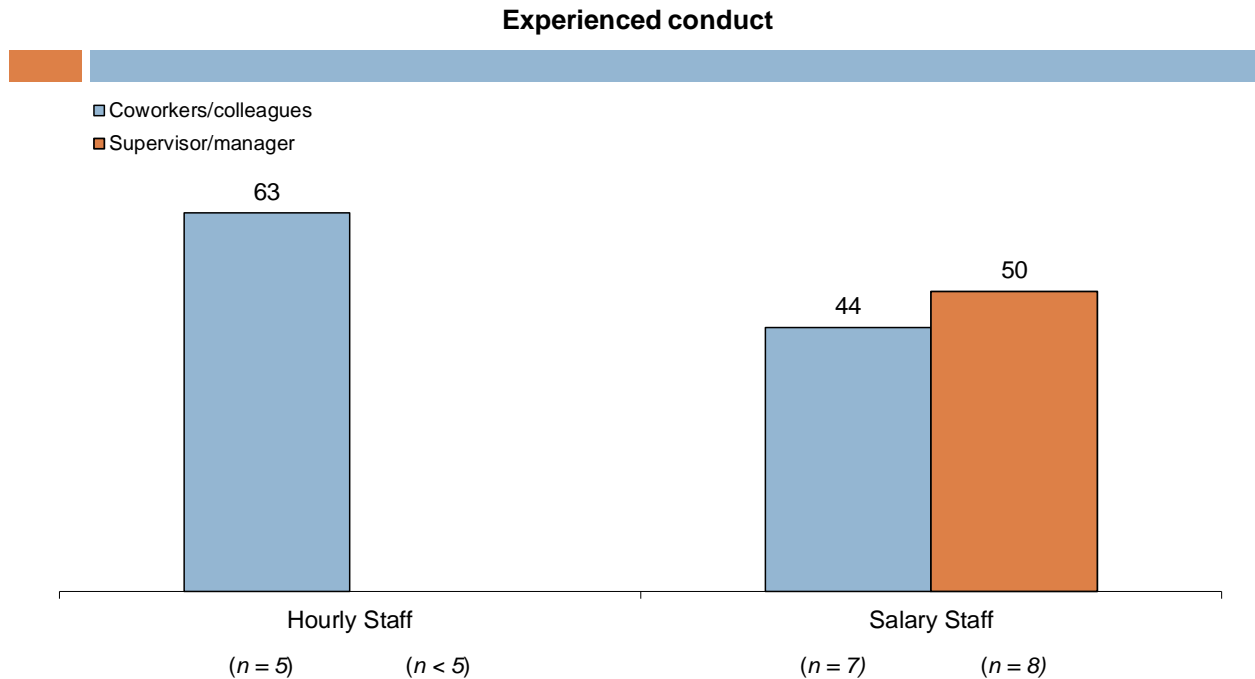
Figure 15. Staff Respondents' Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Position Status (%)

In response to this conduct, one-third (67%, $n = 18$) of respondents felt angry, 44% ($n = 12$) felt embarrassed, and 22% ($n = 6$) each felt afraid or ignored it (Table 15).

Table 15. **Respondents' Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Emotional response to conduct	n	% of respondents who experienced conduct
I was angry.	18	66.7
I felt embarrassed.	12	44.4
I was afraid.	6	22.2
I ignored it.	6	22.2
I felt somehow responsible.	< 5	---
A feeling not listed above	5	18.5

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 27$). Percentages do not sum to 100 as a result of multiple response choices.

Also in response to experiencing the conduct, 33% ($n = 9$) told a family member, 26% ($n = 7$) told a friend, and 22% ($n = 6$) each avoided the person/venue and/or confronted the person(s) later (Table 16). Thirty percent ($n = 8$) of respondents did not do anything. Nineteen percent ($n = 5$) of respondents sought support from a University of Missouri resource.

Table 16. **Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to conduct	n	% of respondents who experienced conduct
I told a family member	9	33.3
I did not do anything	8	29.6
I told a friend	7	25.9
I avoided the person/venue	6	22.2
I confronted the person(s) later	6	22.2
I contacted a UM System Office/MU resource	5	18.5
Human Resources	*< 5*	*---*
Employee Assistance Program (EAP)	*< 5*	*---*
Counseling Services	*0*	*0.0*
Crisis Hotline	*0*	*0.0*

Table 16. **Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to conduct	*n*	% of respondents who experienced conduct
Faculty member	*0*	*0.0*
MU Campus Mediation Services	*0*	*0.0*
MU Chancellor's Diversity Initiative	*0*	*0.0*
MU Counseling Center	*0*	*0.0*
MU Gaines/Oldham Black Culture Center	*0*	*0.0*
MU International Center	*0*	*0.0*
MU LGBTQ Resource Center	*0*	*0.0*
MU Office of Civil Rights and Title IX	*0*	*0.0*
MU Police	*0*	*0.0*
MU RSVP Center	*0*	*0.0*
MU Wellness Resource Center	*0*	*0.0*
MU Women's Center	*0*	*0.0*
Senior administrator (e.g., president, vice president)	*0*	*0.0*
Staff member	*0*	*0.0*
Supervisor	*0*	*0.0*
Title IX Coordinator or Deputy Title IX Coordinator	*0*	*0.0*
I did not know who to go to	< 5	---
I confronted the person(s) at the time	< 5	---
I sought information online	< 5	---
I sought support from off-campus hot-line/advocacy services	< 5	---
I contacted a local law enforcement official	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	0	0.0
A response not listed above	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 27$). Percentages do not sum to 100 as a result of multiple response choices.

Table 17 illustrates that 85% ($n = 23$) of respondents did not report the incident. Fewer than five respondents did report the incident.

Table 17. **Respondents' Reporting Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Reporting the conduct	*n*	% of respondents who experienced conduct
No, I didn't report it.	23	85.0
Yes, I reported it.	< 5	---
Yes, I reported the incident and was satisfied with the outcome.	*< 5*	---
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*< 5*	---
Yes, I reported the incident, but felt that it was not responded to appropriately.	*< 5*	---

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 27$). Percentages do not sum to 100 as a result of multiple response choices.

Twelve respondents elaborated on their personal experience with exclusionary, intimidating, offensive, and/or hostile conduct that interfered with their ability to work, learn, or live at UM System Offices. The primary theme that respondents elaborated on was their experiences with harassment, either the specifics of the harassment they experienced or their decision to not report the incident(s) of harassment.

Individuals who elected to not report harassment based on perceived barriers. One respondent wrote, "I did not report it as I had no support within the department system." This perceived lack of support for reporting incidents of harassment was also shared by the respondent who wrote, "If you don't like how you are treated around here, you had better adjust or leave." Respondents also specified a fear of retaliation and/or a fear of repercussions as the reason they self-elected to not report their experience with harassment. The respondents specifically wrote, "I was concerned about reporting to upper management, for fear of retaliation from supervisors," and "No way to report because of the repercussions."

Harassment based on age, sexuality, or nationality. Some respondents elaborated further that the exclusionary, intimidating, offensive, and/or hostile conduct that they personally had experienced was specific to their individual age, sexuality, or nationality. One respondent wrote, "I have a co-worker that needs to watch the Title Nine videos again. He continues to make comments about gay people in front of me and thinks it's a joke when I'm completely offended." A second respondent shared, "He calls me 'kid,' 'kiddo,' has said things like 'when you're my age, you'll understand.' Obviously it's not severe, but it impacts me and my ability to do my job. When he speaks in this way in front of others, I am taken less seriously, and I already feel like people are looking for reasons to not take me seriously." In regard to their personal experiences with exclusionary, intimidating, offensive, and/or hostile conduct, one respondent wrote, "It was mentioned that if a certain President was elected I would be kicked out of the country."

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

Respondents' observations of others' experiencing exclusionary, intimidating, offensive, and/or hostile conduct also may contribute to their perceptions of campus climate. Twenty-four percent ($n = 34$) of survey respondents observed conduct directed toward a person or group of people on campus that they believed created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at the UM System Offices[38] within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on gender identity (29%, $n = 10$), political views (21%, $n = 7$), sexual identity (21%, $n = 7$), and racial identity (18%, $n = 6$). Fifteen percent ($n = 5$) of respondents indicated that they did not know the basis (Table 18).

Table 18. **Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Characteristic	n	% of respondents who observed conduct
Gender/gender identity	10	29.4
Political views	7	20.6
Sexual identity	7	20.6
Racial identity	6	17.6
Age	< 5	---
Ethnicity	< 5	---
Position (staff, faculty, student)	< 5	---
Religious/spiritual views	< 5	---
Gender expression	< 5	---
Physical characteristics	< 5	---
Philosophical views	< 5	---
Immigrant/citizen status	< 5	---
International status/national origin	< 5	---
Mental Health/Psychological disability/condition	< 5	---
Military/veteran status	< 5	---
Socioeconomic status	< 5	---

---

[38]This report uses "conduct" and the phrase "exclusionary, intimidating, offensive, and/or hostile conduct" as a shortened version of "conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at UM System Office?"

Table 18. **Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Characteristic	*n*	% of respondents who observed conduct
Academic Performance	0	0.0
Educational credentials (e.g., BS, MS, PhD)	0	0.0
English language proficiency/accent	0	0.0
Learning disability/condition	0	0.0
Length of service at UM System Office/MU	0	0.0
Major field of study	0	0.0
Marital status (e.g., single, married, partnered)	0	0.0
Medical disability/condition	0	0.0
Parental status (e.g., having children)	0	0.0
Participation in an organization/team	0	0.0
Physical disability/condition	0	0.0
Pregnancy	0	0.0
Don't know	5	14.7
A reason not listed above	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 34). Percentages do not sum to 100 as a result of multiple response choices.

Demographic categories (i.e., position status and gender identity) of those individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year were examined. No significant differences existed in the percentages of respondents who indicated on the survey that they had observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year by position status or gender identity. Additionally, no significant difference was found between the proportion of Women respondents and Men respondents who indicated that gender identity was the basis of the observed conduct.

Table 19 illustrates that respondents most often observed this conduct in the form of someone being the target of derogatory verbal remarks (53%, n = 18), being intimidated/bullied (32%, n = 11), or being ignored or excluded (21%, n = 7).

Table 19. **Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Form of conduct	n	% of respondents who observed conduct
Derogatory verbal remarks	18	52.9
Person intimidated/bullied	11	32.4
Person ignored or excluded	7	20.6
Person isolated or left out	6	17.6
Person experienced a hostile work environment	6	17.6
Person was the target of workplace incivility	6	17.6
Threats of physical violence	< 5	---
Assumption that someone was admitted/hired/ promoted based on his/her identity	< 5	---
Derogatory/unsolicited messages on-line (e.g., Facebook, Twitter, Yik-Yak)	< 5	---
Person experiences a hostile classroom environment	< 5	---
Person being stared at	< 5	---
Racial/ethnic profiling	< 5	---
Assumption that someone was not admitted/hired/ promoted based on his/her identity	< 5	---
Derogatory phone calls/text messages/e-mail	< 5	---
Derogatory written comments	< 5	---
Person received a low or unfair performance evaluation	< 5	---
Physical violence	< 5	---
Derogatory phone calls	0	0.0
Graffiti/vandalism	0	0.0
Person received a poor grade	0	0.0
Person was unfairly evaluated in the promotion and tenure process	0	0.0
Person was stalked	0	0.0
Singled out as the spokesperson for their identity group	0	0.0
Something not listed above	6	17.6

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (n = 34). Percentages do not sum to 100 as a result of multiple response choices.

Additionally, 35% (*n* = 12) of the respondents who indicated on the survey that they observed exclusionary conduct noted that it happened in a staff office, or a meeting with a group of people (24%, *n* = 8) (Table 20).

Table 20. **Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	*n*	% of respondents who observed conduct
In a staff office	12	35.3
In a meeting with a group of people	8	23.5
In other public spaces at UM System Office/MU	6	17.6
At a UM System Office/MU event/program	5	14.7
While working at a UM System Office/MU job	5	14.7
While walking on campus	< 5	---
Off-campus	< 5	---
In a(n) UM System Office/MU administrative office	< 5	---
In a class/lab/clinical setting	< 5	---
In a campus residence hall/apartment	< 5	---
On social media (Facebook/Twitter/Yik-Yak)	< 5	---
In a faculty office	0	0.0
In a religious center	0	0.0
In a fraternity house	0	0.0
In a sorority house	0	0.0
In a meeting with one other person	0	0.0
In a(n) UM System Office/MU dining facility	0	0.0
In a(n) UM System Office/MU library	0	0.0
In an experiential learning environment (e.g., retreat, externship, internship, study abroad)	0	0.0
In athletic facilities	0	0.0
In Counseling Services	0	0.0
In off-campus housing	0	0.0
In the Health Center	0	0.0
In an on-line learning environment	0	0.0

Table 20. **Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	*n*	% of respondents who observed conduct
In the Student Success Center/Student Union	0	0.0
On a campus shuttle	0	0.0
On phone calls/text messages/e-mail	0	0.0
A location not listed above	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 34$). Percentages do not sum to 100 as a result of multiple response choices.

Forty-four percent ($n = 15$) of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct noted that the target of the conduct was a coworker or colleague (Table 21). Twenty-nine percent ($n = 10$) indicated that the target was a staff member, and 27% ($n = 9$) indicated that the target was a student. Write-in responses to the option "A target not listed above" included "students participating in protests" and "students who expressed concerns with the events of last fall."

Table 21. **Targets of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Target	*n*	% of respondents who observed conduct
Co-worker/colleague	15	44.1
Staff member	10	29.4
Student	9	26.5
Stranger	< 5	---
Student staff	< 5	---
Faculty member/Other instructional staff	< 5	---
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	< 5	---
Direct Report (e.g., person who reports to you)	< 5	---
Friend	< 5	---
Off campus community member	< 5	---
Academic/Scholarship/Fellowship advisor	0	0.0
Alumnus/a	0	0.0
Athletic coach/trainer	0	0.0

Table 21. **Targets of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Target	n	% of respondents who observed conduct
UM System Office/MU media (e.g., posters, brochures, flyers, handouts, web sites)	0	0.0
UM System Office/MU Police/Security	0	0.0
Department/Program/Division chair	0	0.0
Donor	0	0.0
Student Organization	0	0.0
Supervisor or manager (including experiential sites)	0	0.0
Student teaching assistant/Student lab assistant/Student tutor/SI instructor	0	0.0
Don't know target	< 5	---
A target not listed above	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 34$). Percentages do not sum to 100 as a result of multiple response choices.

Of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 35% ($n = 12$) noted that a supervisor or manager was the source of the conduct (Table 22). Respondents identified additional sources as coworkers/colleagues (21%, $n = 7$), a staff member (18%, $n = 6$), and a faculty member or other instructional staff (18%, $n = 6$). Write-in responses included "consultant."

Table 22. **Sources of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Source	n	% of respondents who observed conduct
Supervisor or manager (including experiential sites)	12	35.3
Co-worker/colleague	7	20.6
Faculty member/Other instructional staff	6	17.6
Staff member	6	17.6
Student	5	14.7
Stranger	< 5	---
Student Organization	< 5	---
Department/Program/Division chair	< 5	---

Table 22. **Sources of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Source	*n*	% of respondents who observed conduct
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	< 5	---
On social media	< 5	---
Student staff	< 5	---
Academic/Scholarship/Fellowship advisor	0	0.0
Alumnus/a	0	0.0
Athletic coach/trainer	0	0.0
UM System Office/MU media (e.g., posters, brochures, flyers, handouts, web sites)	0	0.0
UM System Office/MU Police/Security	0	0.0
Direct Report (e.g., person who reports to you)	0	0.0
Donor	0	0.0
Friend	0	0.0
Off campus community member	0	0.0
Student teaching assistant/Student lab assistant/Student tutor/SI instructor	0	0.0
Don't know target	< 5	---
A source not listed above	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 34). Percentages do not sum to 100 as a result of multiple response choices.

In response to observing the exclusionary, intimidating, offensive, and/or hostile conduct, 24% (*n* = 8) did not do anything, 18% (*n* = 6) each avoided the person or venue, confronted the person(s) later, or told a family member (Table 23).

Table 23. **Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to observed conduct	*n*	% of respondents who observed conduct
I did not do anything	8	23.5
I avoided the person/venue	6	17.6
I confronted the person(s) later	6	17.6
I told a family member	6	17.6
I confronted the person(s) at the time	5	14.7

Table 23. **Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to observed conduct	*n*	% of respondents who observed conduct
I contacted a UM System Office/MU resource	< 5	---
Human Resources	< 5	---
MU Office of Civil Rights and Title IX	< 5	---
Counseling Services	0	0.0
Crisis Hotline	0	0.0
Employee Assistance Program (EAP)	0	0.0
Faculty member	0	0.0
MU Chancellor's Diversity Initiative	0	0.0
MU Counseling Center	0	0.0
MU Gaines/Oldham Black Culture Center	0	0.0
MU International Center	0	0.0
MU LGBTQ Resource Center	0	0.0
MU Police	0	0.0
MU Wellness Resource Center	0	0.0
MU Women's Center	0	0.0
Senior administrator (e.g., president, vice president)	0	0.0
Staff member	0	0.0
Supervisor	0	0.0
Title IX Coordinator or Deputy Title IX Coordinator	0	0.0
I told a friend	< 5	---
I sought information online	< 5	---
I did not know who to go to	< 5	---
I contacted a local law enforcement official	0	0.0
I sought support from off-campus hot-line/advocacy services	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	0	0.0
A response not listed above	7	20.6

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 34). Percentages do not sum to 100 as a result of multiple response choices.

Table 24 illustrates that 91% (*n* = 30) of respondents did not report the observed incident and that fewer than five respondents did report the incident.

Table 24. **Respondents' Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Reporting the observed conduct	*n*	% of respondents who observed conduct
No, I didn't report it.	30	90.9
Yes, I reported it.	< 5	---
Yes, I reported the incident and was satisfied with the outcome.	*< 5*	*---*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*< 5*	*---*
Yes, I reported the incident, but felt that it was not responded to appropriately.	0	0.0

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 34). Percentages do not sum to 100 as a result of multiple response choices.

Excluding or attacking the perspectives of individuals in the majority. Twelve respondents elected to elaborate on their observations regarding conduct directed toward a person or group of people on campus that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment. In response to the question, some respondents expressed feeling rebuked or admonished based on their identity as a member of a dominant social or cultural identity group. One respondent wrote, "It is more about the environment. There are so many ways to offend someone now that if you are white, religious, and conservative you are walking on egg shells. If you don't agree with prevailing attitudes on campus or within the UM System Offices regarding sexual orientation, gender identity, or race relations you are attacked or excluded… The road goes both ways, but it is worse if you disagree with liberal or minority beliefs." Another respondent wrote, "The diversity and inclusiveness environment can be overly protective of groups that are perceived to be disadvantaged and can discourage individuals with sincerely held religious or political beliefs from expressing their ideas… I think the University is quick to respond to inappropriate words or actions directed at groups deemed to be deserving of special protection. When similar inappropriate words or actions are directed at

people with sincerely held religious or political beliefs, there seems to be less official action in response and sometimes tacit approval." In sharp contrast to these perspectives, one respondent wrote, "The frequent critical discussion and critical attitudes toward student protesters often made me uncomfortable. I supported (and will support in the future) the efforts of student protesters to bring about change through nonviolent protest. While not directly impacting my work, it did make me feel like an outsider among my coworkers with whom I usually get along quite well."

Unwanted Sexual Experiences

Fewer than five respondents indicated on the survey that they had experienced unwanted sexual conduct,[39] with all of them reporting experiencing unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), while a member of the UM System Offices community.

Unwanted Sexual Interaction

More detailed analyses of the data based on position status or gender identity could not be completed because of the small number of respondents.

Fewer than five respondents reported experiencing sexual interaction. Respondents were asked to share when they experienced the sexual interaction. The respondents who indicated that they experienced sexual interaction reported that it occurred within the past year, 5 to 10 years ago, and/or 11 to 20 years ago (Table 25).

Table 25. **When Respondents Experienced Unwanted Sexual Interaction**

When experienced	*n*	%
Within the last year	< 5	---
2-4 years ago	0	0.0
5-10 years ago	< 5	---
11-20 years	< 5	---
More than 20 years ago	0	0.0

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual interaction (*n* < 5). Percentages may not sum to 100 as a result of multiple response choices.

Respondents who indicated on the survey that they experienced unwanted sexual interaction identified UM System Offices/MU staff members and/or acquaintances/friends as the perpetrators of the conduct.

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[39]The survey used the term "unwanted sexual conduct" to depict any unwanted sexual experiences and defined it as "relationship violence, sexual harassment, stalking, sexual assault, forcible fondling, forcible rape, use of drugs to incapacitate."

Asked where the unwanted sexual interaction incidents occurred, respondents indicated that they occurred off campus and on campus. Respondents who experienced unwanted sexual interaction on campus commented that "the hospital" was a location where the incidents occurred.

Asked how they felt in response to experiencing unwanted sexual interaction, respondents felt angry, embarrassed, and/or somehow responsible, and/or ignored the conduct (Table 26).

Table 26. **Emotional Reaction to Unwanted Sexual Interaction**

Emotional reaction	*n*	*%*
I felt angry.	< 5	---
I felt embarrassed.	< 5	---
I ignored it.	< 5	---
I felt somehow responsible.	< 5	---
I felt afraid.	0	0.0
A feeling not listed above	0	0.0

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual interaction (*n* < 5).

In response to experiencing unwanted sexual interaction, respondents avoided the person/venue, told a family member, told a friend, did not do anything, or contacted a University of Missouri resource (Table 27).

Table 27. **Actions in Response to Unwanted Sexual Interaction**

Action	*n*	*%*
I avoided the person/venue.	< 5	---
I told a family member	< 5	---
I told a friend	< 5	---
I didn't do anything.	< 5	---
I confronted the person(s) later.	< 5	---
I contacted a UM System Office/MU resource.	< 5	---
Employee Assistance Program (EAP)	*< 5*	*---*
Counseling Services	*0*	*0.0*
Crisis Hotline	*0*	*0.0*

Table 27. **Actions in Response to Unwanted Sexual Interaction**

Action	*n*	*%*
Faculty member	*0*	*0.0*
Human Resources	*0*	*0.0*
MU Campus Mediation Services	*0*	*0.0*
MU Chancellor's Diversity Initiative	*0*	*0.0*
MU Counseling Center	*0*	*0.0*
MU Gaines/Oldham Black Culture Center	*0*	*0.0*
MU International Center	*0*	*0.0*
MU LGBTQ Resource Center	*0*	*0.0*
MU Office of Civil Rights and Title IX	*0*	*0.0*
MU Police	*0*	*0.0*
MU RSVP Center	*0*	*0.0*
MU Wellness Resource Center	*0*	*0.0*
MU Women's Center	*0*	*0.0*
Senior administrator (e.g., president, vice president)	*0*	*0.0*
Staff member	*0*	*0.0*
Supervisor	*0*	*0.0*
Title IX Coordinator or Deputy Title IX Coordinator	*0*	*0.0*
I confronted the person(s) at the time.	0	0.0
I didn't know who to go to.	0	0.0
I sought information online.	0	0.0
I contacted a local law enforcement official.	0	0.0
I sought support from off-campus hot-line/advocacy services.	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	0	0.0
A response not listed above	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n < 5$).

Most of the respondents did not report the unwanted sexual interaction (Table 28). Of the respondents who did report the incident, all of them were satisfied with the outcome.

Table 28. **Respondents' Reporting Unwanted Sexual Interaction**

Reporting the unwanted sexual interaction	*n*	% of respondents who experienced conduct
No, I didn't report it.	< 5	---
Yes, I reported the incident.	< 5	---
Yes, I reported the incident and was satisfied with the outcome.	< 5	---
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*0*	*0.0*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*0*	*0.0*

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual interaction (*n* < 5). Percentages may not sum to 100 as a result of multiple response choices.

No respondents indicated that their report on unwanted sexual interaction was not responded to appropriately.

Three respondents provided additional information as to why they did not report unwanted sexual interaction to a campus official or staff member. To protect their confidentiality, direct quotes were not used within this qualitative analysis. The respondents explained that the primary reason they did not report the unwanted sexual interaction was because of a fear of retaliation. One respondent explained that they feared reporting the incident would affect their future employment opportunities at the University of Missouri. While another offered that though the law offers protections for such instances, they did not report the incident because of a fear of being retaliated against regardless of the law. One respondent also wrote that the individual they reported was previously reported for engaging in unwanted sexual interactions with at least one other individual and that even though the unwanted sexual interactions were reported, the accused was not made to attend informational sessions regarding sexual harassment, while those who were victimized were required to do so.

Summary

Sixty-three percent (*n* = 89) of respondents were "very comfortable" or "comfortable" with the climate at UM System Offices and 80% (*n* = 114) of respondents were "very comfortable" or "comfortable" with the climate in their primary work areas. The findings from assessments at higher education institutions across the country (Rankin & Associates Consulting, 2015), where 70% to 80% of respondents found the campus climate to be "very comfortable" or "comfortable," suggests a similar range for UM System Offices respondents (63%) as being "very comfortable" or "comfortable" with the climate at UM System Offices.

Twenty percent to 25% of individuals in similar assessments indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At the UM System Offices, 19% (*n* = 27) of respondents noted that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. Gender identity, position status, and age were the three most common reported bases for the experienced conduct. Hourly Staff respondents and Men Staff respondents reported experiencing exclusionary, intimidating, offensive, and/or hostile conduct at higher rates than did their colleagues, but these results were not statistically significant. Coworkers and supervisors were most often cited by respondents as being the source of the exclusionary conduct at UM System Offices. Eighty-five percent (*n* = 23) of respondents did not report the incident. A primary theme among the respondents who elaborated on their personal experience with exclusionary, intimidating, offensive, and/or hostile conduct that interfered with their ability to work, learn, or live at UM System Offices was that they elected to not report harassment because of perceived barriers, such as a fear of retaliation.

Twenty-four percent (*n* = 34) of UM System Offices survey respondents indicated that they had observed conduct directed toward a person or group of people at UM System Offices that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on gender identity, political views, sexual identity, or racial identity. Ninety-one percent (*n* = 30) of respondents did not report the incidents. Some of the respondents who elaborated on their observations of conduct directed toward a person or group of people on campus that they believed created an exclusionary, intimidating, offensive, and/or

hostile working or learning environment expressed feeling rebuked or admonished based on their identity as a member of a dominant social or cultural identity group.

Fewer than five respondents indicated on the survey that they experienced some sort of unwanted sexual conduct while members of the UM System Offices community, with all of them reporting experiencing unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment). Most of the respondents did not report the unwanted sexual interaction.

Perceptions of Climate

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

Perceptions of Employment Practices

The survey queried Staff respondents about whether they had observed discriminatory employment practices at UM System Offices. No significant differences were found between Hourly Staff and Salary Staff respondents who indicated on the survey that they had observed hiring practices at UM System Offices (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that they perceived to be unjust or that would inhibit diversifying the community (Table 29).

Table 29. **Respondents Who Observed Employment Practices That Were Unfair or Unjust, or That Would Inhibit Diversifying the Community**

		Hiring practices		Employment-related disciplinary actions		Promotion/tenure/ reappointment/ reclassification practices	
		n	*%*	*n*	*%*	*n*	*%*
No		**115**	**82.1**	**131**	**93.6**	**109**	**77.9**
	Hourly Staff	29	80.6	32	88.9	28	77.8
	Salary Staff	77	82.8	88	94.6	71	76.3
Yes		**25**	**17.9**	**9**	**6.4**	**31**	**22.1**
	Hourly Staff	7	19.4	< 5	---	8	22.2
	Salary Staff	16	17.2	5	5.4	22	23.7

Note: Table reports only Faculty and Staff responses (*n* = 142).

Of those respondents who indicated that they had observed discriminatory hiring at UM System Offices, 32% (*n* = 8) noted that it was based on age, 28% (*n* = 7) on racial identity, 24% (*n* = 6) on gender/gender identity, and 20% (*n* = 5) each on ethnicity or nepotism/cronyism. No differences were found in the proportion of Men Staff respondents and Women Staff respondents who had observed discriminatory hiring practices.

Nine respondents provided additional information about their observations of unjust hiring practices. Respondents commonly identified biased hiring practices that fail to cultivate a diverse candidate pool as the most common form of unjust hiring practices. To express the practice of biased hiring, one respondent wrote, "Hiring practices are a joke here. There's very little real effort to have truly diverse pools--most positions are just posted on the university's website, and poor interviewing techniques are used. A lot of managers just make gut decisions (leaving lots of room for bias)." A second respondent wrote, "I have witnessed several high level positions being filled with hand-picked staff members. The positions were never posted or made known to other staff until the announcement of the promotion." Respondents specifically identified a lack of gender and/or racial diversity within hiring practices as an example of unjust hiring practices. Respondents wrote, "Older white men are given more credence regardless of their experience level," "How do you explain only one or two individuals of color IN AN ENTIRE BUILDING????," and "Men are promoted more often and paid better in many cases. Some managers prefer to hire men."

Six percent ($n = 9$) of Staff respondents indicated that they had observed employment-related discipline or action, up to and including dismissal, that they perceived to be unjust or that would inhibit diversifying the community.

Zero respondents provided a response or additional elaboration regarding employment-related discipline or action, up to and including dismissal practices.

Twenty-two percent ($n = 31$) of Staff respondents indicated that they had observed unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification at UM System Offices. Of those respondents, 32% ($n = 19$) indicated the unjust behavior, procedures, or employment practices was based on nepotism/cronyism, and 29% ($n = 9$) each on gender identity or position status (i.e. staff, faculty, student). Subsequent analyses indicated that a higher proportion of Women Staff respondents (27%, $n = 21$) than Men Staff respondents (13%, $n = 7$) had observed unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification.[i]

Seven respondents provided additional information regarding their observations of unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification. The most commonly referenced form of unjust behavior, procedures, or employment practices was gender discrimination. One respondent wrote, "Promotions and reclassification are completely out of control in my division." The respondent then elaborated that men within their department were regularly reclassified, including a promotion and raise, while women staff members who had sought reclassification based on increased job duties have had their requested denied or blocked. A second respondent echoed the same concern when they wrote, "Men get new titles or promotions while women in the same departments are denied reclassification/promotion." A third respondent wrote that "sexism is the primary problem I observe" within the specific area in which they worked.

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

Several survey items queried Staff respondents about their opinions regarding work-life issues, support, and resources available at UM System Offices (Tables 30 through 33). Further analyses based on staff position status (Hourly Staff or Salary Staff) and gender/gender identity were conducted. No statistically significant differences were found between groups.

Eighty-one percent ($n = 112$) of Staff respondents "strongly agreed" or "agreed" that they had supervisors who gave them job/career advice or guidance when they needed it (Table 30).

Seventy-nine percent ($n = 109$) of Staff respondents "strongly agreed" or "agreed" that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it.

Seventy-one percent ($n = 97$) of Staff respondents "strongly agreed" or "agreed" that they were included in opportunities that would help their careers as much as others in similar positions.

Table 30. **Staff Respondents' Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
I have supervisors who give me job/career advice or guidance when I need it.	49	35.3	63	45.3	19	13.7	8	5.8
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	44	31.7	65	46.8	26	18.7	< 5	---
I am included in opportunities that will help my career as much as others in similar positions.	36	26.3	61	44.5	32	23.4	8	5.8

Note: Table reports only Staff responses ($n = 140$).

Table 31 illustrates that 69% (*n* = 95) of Staff respondents "strongly agreed" or "agreed" that the performance evaluation process was clear.

Forty-nine percent (*n* = 66) of Staff respondents "strongly agreed" or "agreed" that the performance evaluation process was effective.

Table 31. **Staff Respondents' Perceptions of Performance Evaluation Process**

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
The performance evaluation process is clear.	27	19.6	68	49.3	35	25.4	8	5.8
The performance evaluation process is effective.	14	10.3	52	38.2	52	38.2	18	13.2

Note: Table reports only Staff responses (*n* = 140).

Table 32 illustrates frequencies for several items in survey Question 44. No statistically significant differences among staff position status or gender identity were found between groups.

Ninety-four percent (*n* = 131) of Staff respondents "strongly agreed" or "agreed" that their supervisors provided adequate support for them to manage work-life balance.

Seventy-five percent (*n* = 104) of Staff respondents "strongly agreed" or "agreed" that they were able to complete their assigned duties during scheduled hours.

Half (50%, *n* = 68) of Staff respondents "strongly agreed" or "agreed" that their workload increased without additional compensation (e.g., retirement positions not filled).

One-quarter (25%, *n* = 34) of Staff respondents "strongly agreed" or "agreed" that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours.

Eighty-three percent (*n* = 115) of Staff respondents "strongly agreed" or "agreed" that they believed that they were given a reasonable time frame to complete assigned responsibilities.

Seventeen percent (*n* = 23) of Staff respondents "strongly agreed" or "agreed" that they felt burdened by work responsibilities beyond those of their colleagues with similar performance expectations.

Almost two-thirds (62%, *n* = 85) of Staff respondents "strongly agreed" or "agreed" that a hierarchy existed within staff positions that allowed some voices to be valued more than others.

Table 32. **Staff Respondents' Perceptions of Workload**

Issues	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
My supervisor provides adequate support for me to manage work-life balance.	59	42.4	72	51.8	6	4.3	< 5	---
I am able to complete my assigned duties during scheduled hours.	38	27.3	66	47.5	32	23.0	< 5	---
My workload was increased without additional compensation (e.g., retirement positions not filled).	21	15.3	47	34.3	60	43.8	9	6.6
I am pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	< 5	---	31	22.3	87	62.6	18	12.9
I am given a reasonable time frame to complete assigned responsibilities.	31	22.3	84	60.4	23	16.5	< 5	---
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	8	5.8	15	10.9	91	65.9	24	17.4
There is a hierarchy within staff positions that allows some voices to be valued more than others.	21	15.2	64	46.4	46	33.3	7	5.1

Note: Table reports only Staff responses (*n* = 140).

Table 33 illustrates that only 9% (*n* = 13) of Staff respondents believed that people who do not have children were burdened with work responsibilities beyond those who do have children. No significant differences based on staff position status or gender identity were found for the questions reflected in Table 33.

Two-thirds of Staff respondents (33%, *n* = 42) "strongly agreed" or "agreed" that people who have children or elder care were burdened with balancing work and family responsibilities.

Thirty-two percent (*n* = 44) of Staff respondents "strongly agreed" or "agreed" that they performed more work than colleagues with similar performance expectations.

Two-thirds (66%, *n* = 90) of Staff respondents "strongly agreed" or "agreed" that UM System Offices provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).

Eighty-nine percent (*n* = 124) of Staff respondents believed that they had adequate resources to perform their job duties.

Table 33. **Staff Respondents' Perceptions of Work-Life Issues**

Perception	Strongly agree *n*	%	Agree *n*	%	Disagree *n*	%	Strongly disagree *n*	%
People who do not have children are burdened with work responsibilities beyond those who do have children.	< 5	---	10	7.2	92	66.7	33	23.9
People who have children or eldercare are burdened with balancing work and family responsibilities.	5	3.9	37	28.7	76	58.9	11	8.5
I perform more work than colleagues with similar performance expectations.	10	7.2	34	24.6	80	58.0	14	10.1
UM System Office provides adequate resources to help me manage work-life balance.	14	10.3	76	55.9	40	29.4	6	4.4
I have adequate resources to perform my job duties.	31	22.3	93	66.9	13	9.4	< 5	---

Note: Table reports only Staff responses (*n* = 140).

Twenty-five respondents elaborated on the statement, "As a staff member at UM System Offices, I feel…." The themes that emerged were short-comings of staff evaluations and workload/salary imbalances.

Short-comings of staff evaluations. Respondents offered a number of comments regarding the current system of evaluations. One respondent wrote, "The university needs to improve their performance evaluation process. It is too subjective where you have some supervisors who grade lower believing no one is perfect and therefore never get the highest rating, and those who grade with understanding that performance appraisals in the system help build an employee's chances of promotions." Other respondents wrote, "System needs to improve the performance and evaluation program, especially at the beginning of the performance period. Currently, process in nonexistent therefore unclear," "Performance feedback should be given more frequently...not solely during annual performance reviews," and "I have received 'satisfactory' evaluations when if allowed I would have received 'exceeds expectations' and the reason I did not get that rating was because we did not have the $$ to compensate accordingly. If the two were not so tightly linked, a boss can give an employee exceeds expectations even when they cannot compensate at that rate."

Workload/salary imbalances. The second theme expressed specifically related to perceptions of staff workload. Respondents indicated, "Teams that do not have enough time to complete their work (because they are legitimately overburdened) shift work onto our team," and "Workload volume does not equate to staffing ratio." Respondents also connected their excessive workload to their lack of increased pay. One respondent wrote, "There are others in the same grade level as me who don't have as many responsibilities and it's been this way for a while. Due to recent retirements and position eliminations, I've taken on additional work without compensation." A second respondent wrote, "My job duties are university-wide, including travel and after hour responsibilities. However, my grade and pay is for an hourly employee with no opportunity for advancement or salary."

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[i]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they had observed promotion, reappointment, and/or reclassification practices at UM System Offices that they perceived to be unjust by gender identity: $\chi^2 (1, N = 135) = 3.953, p < .05.$

Staff Respondents' Feelings of Support and Value at UM System Offices

One question in the survey queried Staff respondents about their opinions on various topics, including their support from supervisors and the institution as well as University of Missouri's benefits and salary. Tables 34 to 36 illustrate Staff responses to these items. Analyses were conducted by staff status (Hourly Staff or Salary Staff) and gender/gender identity. Significant differences are noted in the text and tables. No significant differences based on staff position status or gender identity were found for the questions reflected in Table 34.

Seventy percent ($n = 97$) of Staff respondents "strongly agreed" or "agreed" that the UM System Office provided them with resources to pursue training/professional development opportunities (Table 34).

Sixty-nine percent ($n = 96$) of Staff respondents "strongly agreed" or "agreed" that their supervisors provided them with resources to pursue training/professional development opportunities.

Two-thirds (66%, $n = 90$) of Staff respondents "strongly agreed" or "agreed" that UM System Office was supportive of taking extended leave (e.g., FMLA, parental).

Eighty-six percent ($n = 119$) of Staff respondents "strongly agreed" or "agreed" that they believed that their supervisors were supportive of their taking leave (e.g., vacation, parental, personal, short-term disability).

Fifty-three percent ($n = 74$) of Staff respondents "strongly disagreed" or "disagreed" that staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations.

Approximately half (51%, $n = 71$) of Staff respondents "strongly agreed" or "agreed" that UM System Office policies (e.g., FMLA) were applied fairly across UM System Office.

Sixty-eight percent ($n = 95$) of Staff respondents "strongly agreed" or "agreed" that they believed that UM System Office was supportive of flexible work schedules.

Seventy-six percent ($n = 106$) of Staff respondents "strongly agreed" or "agreed" that they believed that their supervisors were supportive of flexible work schedules.

Table 34. **Staff Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
UM System Office provides me with resources to pursue training/professional development opportunities.	28	20.1	69	49.6	24	17.3	16	11.5	< 5	---
My supervisor provides me with resources to pursue training/professional development opportunities.	38	27.3	58	41.7	26	18.7	13	9.4	< 5	---
UM System Office is supportive of taking extended leave (e.g., FMLA, parental).	27	19.7	63	46.0	38	27.7	7	5.1	< 5	---
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	50	36.2	69	50.0	12	8.7	7	5.1	0	0.0
Staff in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.	< 5	---	9	6.5	53	38.1	52	37.4	22	15.8
UM System Office policies (e.g., FMLA) are fairly applied across UM System Office.	12	8.6	59	42.4	59	42.4	8	5.8	< 5	---
UM System Office is supportive of flexible work schedules.	25	18.0	70	50.4	24	17.3	17	12.2	< 5	---
My supervisor is supportive of flexible work schedules.	49	35.3	57	41.0	20	14.4	11	7.9	< 5	---

Note: Table reports only Staff responses ($n = 140$).

Queried about salary and benefits, one-third of Staff respondents (32%, $n = 44$) "strongly agreed" or "agreed" that staff salaries were competitive (Table 35). No significant differences based on staff position status or gender identity were found.

Eighty-six percent ($n = 120$) of Staff respondents believed that vacation and personal time packages were competitive. Eighty-two percent ($n = 114$) of Staff respondents "strongly agreed" or "agreed" that health insurance benefits were competitive. No significant differences based on staff position status or gender identity were found.

Only 23% ($n = 31$) of Staff respondents indicated that child care benefits were competitive. Sixty-three percent ($n = 87$) of Staff respondents felt that retirement benefits were competitive. No significant differences based on staff position status or gender identity were found.

Table 35. **Staff Respondents' Perceptions of Salary and Benefits**

Perceptions	Strongly agree		Agree		Disagree		Neither agree nor disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Staff salaries are competitive.	10	7.2	34	24.5	27	19.4	48	34.5	20	14.4
Vacation and personal time packages are competitive.	39	28.1	81	58.3	14	10.1	< 5	---	< 5	---
Health insurance benefits are competitive.	36	25.9	78	56.1	20	14.4	< 5	---	< 5	---
Child care benefits are competitive.	12	8.7	19	13.8	84	60.9	17	12.3	6	4.3
Retirement benefits are competitive.	25	18.0	62	44.6	35	25.2	14	10.1	< 5	---

Note: Table reports only Staff responses ($n = 140$).

Forty-eight percent ($n = 66$) of Staff respondents "strongly agreed" or "agreed" that they believed that staff opinions were valued on UM System Office committees (Table 36). One-quarter (25%, $n = 35$) of Staff respondents "strongly agreed" or "agreed" that they believed that

staff opinions were valued by University of Missouri faculty. Forty-six percent ($n = 64$) of Staff respondents noted that they believed that staff opinions were valued by UM System Office administration. No significant differences based on staff position status or gender identity were found.

Sixty-nine percent ($n = 96$) of Staff respondents "strongly agreed" or "agreed" that they believed that clear expectations existed of their responsibilities. Only 25% ($n = 35$) of Staff respondents "strongly agreed" or "agreed" clear procedures existed on how they could advance at UM System Office. No significant differences based on staff position status or gender identity were found.

Forty-seven percent ($n = 65$) of Staff respondents "strongly agreed" or "agreed" that they felt positive about their career opportunities at UM System Office. Forty-five percent ($n = 42$) of Salary Staff respondents and 17% ($n = 6$) of Hourly Staff respondents "agreed" that they felt positive about their career opportunities at UM System Office, while 21% ($n = 20$) of Salary Staff respondents and 42% ($n = 15$) of Hourly Staff respondents "neither agreed nor disagreed" with the statement.

Seventy percent ($n = 97$) of Staff respondents "strongly agreed" or "agreed" that they would recommend UM System Office as a good place to work. Sixty-one percent ($n = 84$) of Staff respondents "strongly agreed" or "agreed" that they had job security. No significant differences based on staff position status or gender identity were found.

Table 36. **Staff Respondents' Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Staff opinions are valued on UM System Office committees.	6	4.3	60	43.2	53	38.1	16	11.5	< 5	---
Staff opinions are valued by UM System Office faculty.	7	5.0	28	20.1	72	51.8	24	17.3	8	5.8
Staff opinions are valued by UM System Office administration.	8	5.8	56	40.6	45	32.6	21	15.2	8	5.8
There are clear expectations of my responsibilities.	21	15.1	75	54.0	19	13.7	21	15.1	< 5	---
There are clear procedures on how I can advance at UM System Office.	< 5	---	32	23.0	44	31.7	42	30.2	18	12.9
Positive about my career opportunities at UM System Office	12	8.6	53	38.1	36	25.9	25	18.0	13	9.4
Staff status[ii]										
Hourly Staff	< 5	---	6	16.7	15	41.7	10	27.8	< 5	---
Salary Staff	9	9.6	42	44.7	20	21.3	14	14.9	9	9.6
I would recommend UM System Office as a good place to work.	25	18.1	72	52.2	27	19.6	12	8.7	< 5	---
I have job security.	19	13.9	65	47.4	35	25.5	13	9.5	5	3.6

Note: Table reports only Staff responses (*n* = 140).

Eighteen Staff respondents elaborated on their responses to previous statements regarding benefits, salary, professional development, leave, and staff opinions. The single greatest concern expressed in regard to their experiences as a University of Missouri staff member related to a perceived lack of job security. Specifically, respondents wrote, "After the last layoffs I'm not sure about the security anymore," and "Sometimes there is job security and other days, not so much." One respondent associated their perceived lack of job security to current state and federal politics. The respondent wrote, "Unfortunately, we receive some of our funding from state and federal sources, and under the new political administration, I do not feel like we have the same job security as before." Another respondent specified that their concerns about job security

related to on-going budget reductions. The respondent wrote, "I don't feel like my job is secure. Constant budget reductions could lead to further cuts despite the value and overall savings my job brings."

Question 105 on the survey queried Staff respondents about the degree to which they felt valued at UM System Offices. Frequencies and significant differences based on staff status (Hourly Staff or Salary Staff) and gender identity are provided in Tables 37 through 40.

Eighty-three percent (*n* = 115) of Staff respondents "strongly agreed" or "agreed" that they felt valued by coworkers in their department (Table 37). Seventy-nine percent (*n* = 108) of Staff respondents "strongly agreed" or "agreed" that they felt valued by coworkers outside of their department. Eighty-two percent (*n* = 112) of Staff respondents "strongly agreed" or "agreed" that they felt valued by their supervisors/managers. No significant differences based on staff position status or gender identity were found.

One-quarter (24%, *n* = 33) of Staff respondents "strongly agreed" or "agreed" that they felt valued by University of Missouri students, while 30% (*n* = 40) of Staff respondents "strongly agreed" or "agreed" that they felt valued by University of Missouri faculty. No significant differences based on staff position status or gender identity were found.

Thirty-nine percent (*n* = 54) of Staff respondents "strongly agreed" or "agreed" that they felt valued by University of Missouri senior administrators (e.g., chancellor, vice chancellor, provost). Thirty-nine percent (*n* = 53) of Staff respondents "strongly agreed" or "agreed" that they felt valued by University of Missouri administrators (e.g., dean, department chair). No significant differences based on staff position status or gender identity were found.

Table 37. **Staff Respondents' Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by coworkers in my department.	52	37.7	63	45.7	15	10.9	8	5.8	0	0.0
I feel valued by coworkers outside my department.	35	25.7	73	53.7	25	18.4	< 5	---	0	0.0
I feel valued by my supervisor/manager.	63	46.0	49	35.8	11	8.0	12	8.8	< 5	---

Table 37. **Staff Respondents' Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by University of Missouri students.	12	8.8	21	15.4	95	69.9	7	5.1	< 5	---
I feel valued by University of Missouri faculty.	12	8.9	28	20.7	81	60.0	10	7.4	< 5	---
I feel valued by University of Missouri senior administrators (e.g., chancellor, vice chancellor, provost).	16	11.7	38	27.7	64	46.7	17	12.4	< 5	---
I feel valued by University of Missouri administrators (e.g., dean, department chair).	12	8.8	41	29.9	66	48.2	15	10.9	< 5	---

Note: Table reports only Staff responses (*n* = 140).

Table 38 depicts Staff respondents' attitudes about certain aspects of the climate in their departments/programs and at UM System Offices. Eighteen percent (*n* = 25) of Staff respondents "agreed" that coworkers in their work units prejudged their abilities based on their perceptions of their identity/background. No significant differences based on staff position status or gender identity were found.

Only 14% percent (*n* = 19) of Staff respondents "agreed" that their supervisors/managers prejudged their abilities based on their perception of their identity/background. Twelve percent (*n* = 16) of Staff respondents "agreed" that faculty prejudged their abilities based on their perception of their identity/background. No significant differences based on staff position status or gender identity were found.

Table 38. **Staff Respondents' Perception of Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I think that coworkers in my work unit prejudge my abilities based on their perception of my identity/background.	< 5	---	25	18.4	30	22.1	47	3.6	31	22.8
I think that my supervisor/manager prejudges my abilities based on their perception of my identity/background.	5	3.6	19	13.9	34	24.8	42	30.7	37	27.0
I think that faculty prejudge my abilities based on their perception of my identity/background.	< 5	---	16	12.3	65	50.0	29	22.3	16	12.3

Note: Table reports only Staff responses (*n* = 140).

Fifty-four percent (*n* = 73) of Staff respondents "strongly agreed" or "agreed" that their department/program encouraged free and open discussion of difficult topics (Table 39). Forty-three percent (*n* = 39) of Salary Staff respondents and 19% (*n* = 7) of Hourly Staff respondents "agreed" that their department/program encouraged free and open discussion of difficult topics.

Seventy-six percent (*n* = 104) of Staff respondents "strongly agreed" or "agreed" that their skills were valued, and 79% (*n* = 107) felt that their work was valued. No significant differences based on staff position status or gender identity were found.

Table 39. **Staff Respondents' Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I believe that my department/program encourages free and open discussion of difficult topics.	22	16.2	51	37.5	36	26.5	20	14.7	7	5.1

Table 39. **Staff Respondents' Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Staff status[iii]										
Hourly Staff	6	16.7	7	19.4	11	30.6	10	27.8	< 5	---
Salary Staff	14	15.4	39	42.9	25	27.5	9	9.9	< 5	---
I feel that my skills are valued.	38	27.7	66	48.2	12	8.8	20	14.6	< 5	---
I feel that my work is valued.	40	29.6	67	49.6	11	8.1	16	11.9	< 5	---

Note: Table reports only Staff responses (*n* = 140).

Thirty-two percent (*n* = 43) of Staff respondents "strongly agreed" or "agreed" that senior administrators have taken direct actions to address the needs of at-risk/underserved students (Table 40). No significant differences based on staff position status or gender identity were found.

One-quarter (25%, *n* = 34) of Staff respondents "strongly agreed" or "agreed" that faculty have taken direct actions to address the needs of at-risk/underserved students. Twenty-four percent (*n* = 32) of Staff respondents "strongly agreed" or "agreed" that students have taken direct actions to address the needs of at-risk/underserved students. No significant differences based on staff position status or gender identity were found.

Table 40. **Staff Respondents' Perception of Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Senior administrators have taken direct actions to address the needs of at-risk/underserved students	12	9.0	31	23.1	83	61.9	6	4.5	< 5	---

Table 40. **Staff Respondents' Perception of Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Faculty have taken direct actions to address the needs of at-risk/underserved students	9	6.7	25	18.5	97	71.9	< 5	---	< 5	---
Students have taken direct actions to address the needs of at-risk/underserved students	9	6.7	23	17.0	98	72.6	5	3.7	0	0.0

Note: Table reports only Staff responses (*n* = 140).

Nine respondents offered additional information regarding their individual sense of value within the UM System Offices. No overall theme(s) emerged from the respondents' written responses.

[ii] A chi-square test was conducted to compare percentages of Staff respondents who agreed that they felt positive about their career opportunities at UM System Offices by staff status: χ^2 (4, *N* = 130) = 13.518, *p* < .01.

[iii] A chi-square test was conducted to compare percentages of Staff respondents who agreed that their department/program encouraged free and open discussion of difficult topics by staff status: χ^2 (4, *N* = 127) = 9.608, *p* < .05.

Staff Respondents Who Had Seriously Considered Leaving UM System Offices

Half (50%, *n* = 71) of the Staff respondents had seriously considered leaving UM System Offices (Figure 16). With regard to staff position status, 57% (*n* = 21) of Hourly Staff respondents and 48% (*n* = 45) of Salary Staff respondents had seriously considered leaving UM System Offices in the past year. This difference was not statistically significant. Additionally, no difference was found in the percentage of Men Staff respondents and Women Staff respondents who seriously considered leaving UM System Offices.
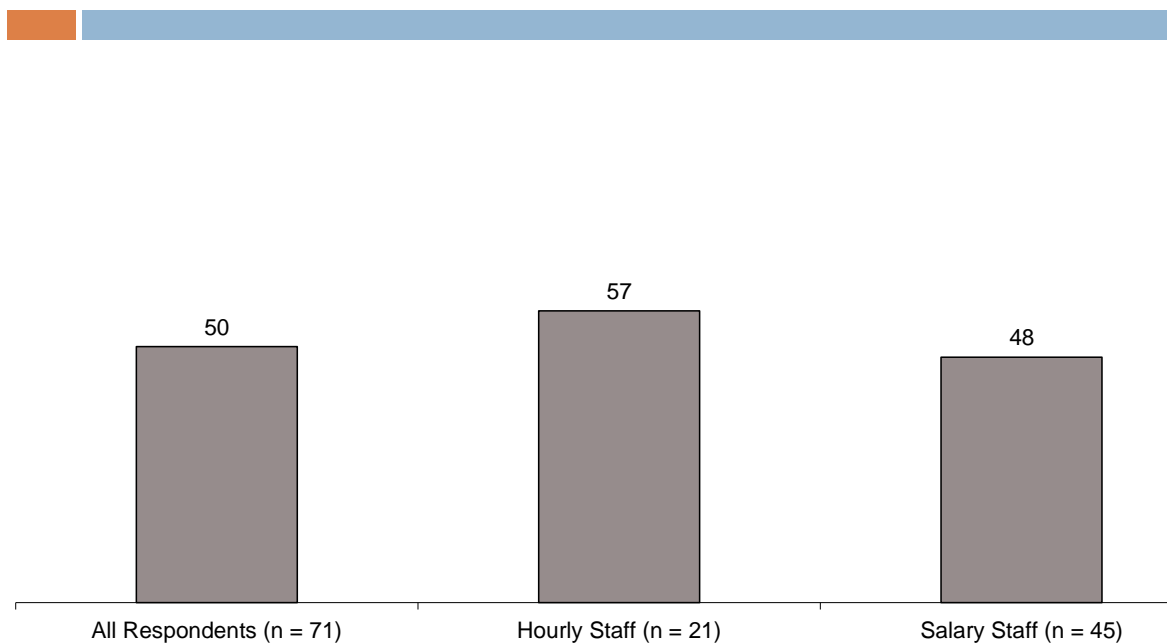
Figure 16. Respondents Who Had Seriously Considered Leaving UM System Offices (%)

Fifty-two percent (*n* = 37) of those Staff respondents who seriously considered leaving did so because of low salary/pay rate (Table 41). Forty-eight percent (*n* = 34) indicated that they did so because limited opportunities for advancement, 38% (*n* = 27) because of lack of a sense of belonging, and 31% (n = 22) each because of increased workload or tension with their

supervisor/manager. "Other" responses submitted by respondents included "lack of not being involved in decision affecting my job and responsibilities," "reducing retirement benefits in last 7 years and likely more to come," "salary inequality, others with less experience and seniority paid higher," and "toxic workplace, high stress."

Table 41. **Reasons Why Staff Respondents Considered Leaving UM System Offices**

Reason	*n*	%
Low salary/pay rate	37	52.1
Limited opportunities for advancement	34	47.9
Lack of a sense of belonging	27	38.0
Increased workload	22	31.0
Tension with supervisor/manager	22	31.0
Interested in a position at another institution	18	25.4
Lack of professional development opportunities	18	25.4
Recruited or offered a position at another institution/organization	15	21.1
Tension with co-workers	11	15.5
Lack of institutional support (e.g., tech support, lab space)	7	9.9
Campus climate was not welcoming	5	7.0
Relocation	5	7.0
Personal reasons (e.g., medical, mental health, family emergencies)	< 5	---
Family responsibilities	< 5	---
Local community climate was not welcoming	< 5	---
Lack of benefits	< 5	---
Local community did not meet my (my family) needs	< 5	---
Spouse or partner unable to find suitable employment	< 5	---
Spouse or partner relocated	0	0.0
A reason not listed above	10	14.1

Note: Table reports only responses from Faculty and Staff respondents who indicated on the survey that they had seriously considered leaving UM System Offices (*n* = 71).

Of the 93 respondents who responded to one or more open-ended questions on the survey, 44 respondents elaborated on why they had considered leaving UM System Offices. The two primary themes that respondents discussed were low and/or static salaries and a lack of leadership.

Low and/or static salary. Pertaining to salary, respondents described their salary as static and/or non-competitive compared with peer institutions. Specifically, respondents wrote, "I do not feel that the University salary structure is competitive in the real world, nor is it fair," "Pay was not great at my level - I could have done better elsewhere," and "Salaries are way too low in comparison to peer education institutes, let alone industry." In relation to compensation level, respondents also wrote, "I am compensated below a department administrative secretary for a… job that entails working/traveling to all campuses," and "I make a lower percentage of the salary range for my grade than I did when I started in 2007."

Respondents also described current salary levels as insufficient given the increased cost of benefits. One respondent wrote, "I'm tired of all the extra work without receiving any type of compensation. Hearing we are appreciated and thanks for the extra effort is good to hear, but it only goes so far. With the cost of insurance going up and no raises, it become increasingly harder to get by." Another respondent wrote, "Salaries are not increasing and benefits are going down. In addition, it's ridiculous to pay an employee a much lower salary when he/she gets promoted compared to one that is recruited from outside the University." Multiple respondents expressed the sentiment that current employees were compensated at a lower rate than external hires who performed the same function. One respondent wrote, "The University tends to lag in annual raises. If you stay here too long, you become behind in salary. New hires start to pass you up with salary."

Lack of quality leadership. For the second theme, respondents reported insufficient or poor leadership as a reason they had considered leaving the university. Respondents wrote, "Our department has been very chaotic and our leadership wasn't the best for a long time. I had reached the point where I was tired of being patient and waiting for it to get better, I was just

ready to move on," "I have only worked in two areas at the university but in both of those the managers were better at the content of their jobs than at managing people. Several of my coworkers and I feel like we are not informed of information that would be helpful in doing our jobs," and "The atmosphere is different than what I am used to. There are a lot of egos in the higher level positions and it feels like everyone is trying to out shine the others either by wealth or performance." In regard to current leadership, respondents also wrote, "There is a lack of strong upper management and direction, too many interims and those who leave" and "Leadership continues to only be straight white people. Diverse individuals seem to be held to a higher standard."

Summary

The results from this section suggest that most respondents generally hold positive attitudes about the UM System Offices and University of Missouri policies and processes. Few UM System Offices employees had observed unfair or unjust hiring practices (18%, $n = 25$), unfair or unjust disciplinary actions (6%, $n = 9$), or unfair or unjust promotion, tenure, reappointment, and/or reclassification (22%, $n = 31$). Age, gender identity, nepotism/cronyism, racial identity, ethnicity, and position status were the top perceived bases for the reported discriminatory employment practices. Women Staff respondents reported observing unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification more than did Men Staff respondents. Respondents who elaborated on their responses indicated that biased hiring practices failed to cultivate a diverse candidate pool and that gender discrimination was the most common form of unjust behavior, procedure, or employment practice.

The majority of the Staff respondents believed they had appropriate support, opportunities, and resources. Eighty-one percent of Staff respondents "strongly agreed" or "agreed" that they had supervisors who gave them job/career advice or guidance when they needed it. Sixty-nine percent of Staff respondents thought that the performance evaluation process was clear, while 49% thought it was productive. Ninety-four percent of Staff respondents believed that their supervisors provided adequate support for them to manage work-life balance, while two-thirds indicated the same of the UM System Offices. Sixty-two percent believed a hierarchy existed within staff positions that allowed some voices to be valued more than others. The qualitative comments illustrated the issues surrounding short-comings of staff evaluation processes, as well as high workload and salary imbalances.

Eighty-six percent of Staff respondents believed that vacation and personal time packages were competitive and 82% believed that health insurance benefits were competitive, but only approximately one-third of Staff respondents thought that staff salaries were competitive and 23% thought that child care benefits were competitive. Less than half believed that staff opinions were valued by UM System Office/University of Missouri committees, faculty, or administration. While 60% to 70% of Staff respondents felt that they had good job security or

would recommend UM System Office as a good place to work, less than half felt positive about their career opportunities at UM System Offics. A smaller proportion of Hourly Staff respondents than Salary Staff respondents felt positive about their career opportunities at UM System Office.

High proportions (82% to 83%) of Staff respondents felt valued by coworkers and their supervisors/managers, while less than 40% felt valued by University of Missouri students, faculty, administrators, and senior administrators. More than three-quarters of Staff respondents felt that their skills and work were valued. Approximately one-third thought that senior administrators had taken direct actions to address the needs of at-risk/underserved students, while approximately one-quarter indicated the same of faculty and students. Eighteen Staff respondents elaborated on their responses to the survey questions regarding benefits, salary, professional development, leave, and staff opinions. The single greatest concern expressed in regard to their experiences as a University of Missouri staff member related to a perceived lack of job security.

Half of Staff respondents had seriously considered leaving UM System Office; a higher proportion of Hourly Staff respondents than Salary Staff respondents seriously considered leaving. Low salary/pay rate, limited opportunities for advancement, and a lack of a sense of belonging were the top three reasons given for seriously considering leaving UM System Office. The qualitative comments given by respondents pertained to low and/or static salaries and a lack of leadership.

Institutional Actions

In addition to campus constituents' personal experiences and perceptions of the campus climate, the number and quality of the institutions' diversity-related actions may be perceived either as promoting a positive campus climate or impeding it. As the following data suggest, respondents hold divergent opinions about the degree to which UM System Offices does, and should, promote diversity to shape campus climate.

The survey asked Staff respondents ($n = 140$) to respond regarding similar initiatives, which are listed in Table 42. Ninety-one percent ($n = 116$) of the Staff respondents thought that diversity and inclusion training for staff was available at UM System Offices and 9% ($n = 11$) of Staff respondents thought that it was not available. Sixty-four percent ($n = 74$) of the Staff respondents who thought that diversity and inclusion training for staff was available believed that it positively influenced the climate and 55% ($n = 6$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Ninety-three percent ($n = 117$) of the Staff respondents thought that access to counseling for people who had experienced harassment was available at UM System Offices and 7% ($n = 9$) of Staff respondents thought that such access to counseling was not available. Eighty-nine percent ($n = 104$) of the Staff respondents who thought that access to counseling for people who had experienced harassment was available believed that it positively influenced the climate and 56% ($n = 5$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Ninety percent ($n = 112$) of the Staff respondents thought that supervisory training for supervisors/managers was available and 10% ($n = 12$) of Staff respondents thought that such training was not available. Eighty-seven percent ($n = 97$) of the Staff respondents who thought that supervisory training for supervisors/managers was available believed that it positively influenced the climate and 75% ($n = 9$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Eighty-one percent ($n = 96$) of the Staff respondents thought that supervisory training for faculty supervisors was available and 19% ($n = 22$) of Staff respondents thought that such training was not available. Eighty-seven percent ($n = 83$) of the Staff respondents who thought that supervisory training for faculty supervisors was available believed that it positively influenced the climate and 73% ($n = 16$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Fifty-eight percent ($n = 71$) of the Staff respondents thought that mentorship for new staff was available and 42% ($n = 51$) of Staff respondents thought that staff mentorship was not available. Eighty-three percent ($n = 59$) of the Staff respondents who thought that mentorship for new staff was available believed that it positively influenced the climate and 78% ($n = 40$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Eighty-one percent ($n = 99$) of the Staff respondents thought that a clear process to resolve conflicts was available at UM System Offices and 19% ($n = 23$) of Staff respondents thought that such a process was not available. Ninety percent ($n = 89$) of the Staff respondents who thought that a clear process to resolve conflicts was available believed that it positively influenced the climate and 78% ($n = 18$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Eighty percent ($n = 98$) of the Staff respondents thought that a fair process to resolve conflicts was available at UM System Offices and 20% ($n = 24$) of Staff respondents thought that such a process was not available. Ninety-one percent ($n = 89$) of the Staff respondents who thought that a fair process to resolve conflicts was available believed that it positively influenced the climate and 75% ($n = 18$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy percent ($n = 84$) of the Staff respondents thought that considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available and 30% ($n = 36$) of Staff respondents thought that it was not available. Sixty-nine percent ($n = 58$) of the

Staff respondents who thought that considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available believed that it positively influenced the climate and 53% ($n = 19$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Eighty-three percent ($n = 100$) of the Staff respondents thought that career development opportunities for staff were available and 17% ($n = 20$) of Staff respondents thought that they were not available. Ninety-five percent ($n = 95$) of the Staff respondents who thought that career development opportunities for staff were available believed that they positively influenced the climate and 75% ($n = 15$) of Staff respondents who did not think that such opportunities were available thought that they would positively influence the climate if they were available.

Forty-three percent ($n = 49$) of the Staff respondents thought that affordable child care was available at UM System Offices and 57% ($n = 66$) of Staff respondents thought that it was not available. Seventy-six percent ($n = 37$) of the Staff respondents who thought that affordable child care was available believed that it positively influenced the climate and 83% ($n = 55$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Fifty percent ($n = 58$) of the Staff respondents thought that support/resources for spouse/partner employment were available and 50% ($n = 57$) of Staff respondents thought that they were not available. Two-thirds (67%, $n = 39$) of the Staff respondents who thought that support/resources for spouse/partner employment were available believed that they positively influenced the climate and 72% ($n = 41$) of Staff respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Fifty-one percent ($n = 57$) of the Staff respondents thought that support via constituent-based support groups (e.g., Staff of Color, Women Staff) was available at UM System Offices and 49% ($n = 54$) of Staff respondents thought that it was not available. Sixty-five percent ($n = 37$) of the Staff respondents who thought that support via constituent-based support groups (e.g., Staff of Color, Women Staff) was available believed that it positively influenced the climate and 65% (n

= 35) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Fifty-six percent ($n = 65$) of the Staff respondents thought that locations for informal networking by staff (e.g., University Club) were available and 44% ($n = 52$) of Staff respondents thought that they were not available. Two-thirds (66%, $n = 43$) of the Staff respondents who thought that locations for informal networking by staff (e.g., University Club) were available believed that they positively influenced the climate and 77% ($n = 40$) of Staff respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Table 42. **Staff Respondents' Perceptions of Institutional Initiatives**

	Initiative available at UM System Offices								Initiative NOT available at UM System Offices							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity and inclusion training for staff.	74	63.8	36	31.0	6	5.2	**116**	**91.3**	6	54.5	< 5	---	< 5	---	**11**	**8.7**
Providing access to counseling for people who have experienced harassment.	104	88.9	13	11.1	0	0.0	**117**	**92.9**	5	55.6	< 5	---	< 5	---	**9**	**7.1**
Providing supervisors/managers with supervisory training.	97	86.6	15	13.4	0	0.0	**112**	**90.3**	9	75.0	< 5	---	< 5	---	**12**	**9.7**
Providing faculty supervisors with supervisory training.	83	86.5	13	13.5	0	0.0	**96**	**81.4**	16	72.7	5	22.7	< 5	---	**22**	**18.6**
Providing mentorship for new staff.	59	83.1	11	15.5	< 5	---	**71**	**58.2**	40	78.4	10	19.6	< 5	---	**51**	**41.8**
Providing a clear process to resolve conflicts.	89	89.9	10	10.1	0	0.0	**99**	**81.1**	18	78.3	< 5	---	< 5	---	**23**	**18.9**
Providing a fair process to resolve conflicts.	89	90.8	9	9.2	0	0.0	**98**	**80.3**	18	75.0	< 5	---	< 5	---	**24**	**19.7**
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty.	58	69.0	16	19.0	10	11.9	**84**	**70.0**	19	52.8	10	27.8	7	19.4	**36**	**30.0**
Providing career development opportunities for staff.	95	95.0	5	5.0	0	0.0	**100**	**83.3**	15	75.0	< 5	---	< 5	---	**20**	**16.7**
Providing affordable childcare.	37	75.5	11	22.4	< 5	---	**49**	**42.6**	55	83.3	10	15.2	< 5	---	**66**	**57.4**

	Initiative available at UM System Offices								Initiative NOT available at UM System Offices							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing support/resources for spouse/partner employment.	39	67.2	17	29.3	< 5	---	**58**	**50.4**	41	71.9	15	26.3	< 5	---	**57**	**49.6**
Providing support via constituent-based support groups (e.g., Staff of Color, Women Staff).	37	64.9	14	24.6	6	10.5	**57**	**51.4**	35	64.8	10	18.5	9	16.7	**54**	**48.6**
Providing staff a location for informal networking (e.g., University Club).	43	66.2	22	33.8	0	0.0	**65**	**55.6**	40	76.9	11	21.2	< 5	---	**52**	**44.4**

Note: Table reports only Staff responses (*n* = 140).

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Administrative support for diversity programs and initiatives. Fourteen staff respondents provided additional information regarding their perspective on the effect of institutional actions on campus. The primary theme that emerged from respondents was a concern for support from the administration for diversity programs and initiatives. One respondent specifically wrote, "Any positive impact will be a direct result of how genuine the staff feel the administrators are towards programs and if they make them a priority." A respondent also shared, "If it feels like you are only doing this to appease some demand or for keeping up appearances, it will not work." In addition to concerns about administrative support for diversity programs and initiatives, one respondent expressed concern about the lack of financial support necessary to address campus climate concerns. The respondent wrote, "I think it's great UM System Office wants to talk about climate issues but there is not any money to accomplish these goals nor is there willingness from managers and directors to change." Another respondent acknowledged systemic resistance to improving the current system climate but acknowledged that engaging in various trainings was necessary for achieving system goals. The respondent specifically wrote, "There will always be a contingent of employees that feel off put by the system mandating diversity and inclusion training, but I feel this training is important to have to reflect the system's goal of being an open and caring environment."

Summary

Perceptions of UM System Offices' actions and initiatives contribute to the way individuals think and feel about the climate in which they work and learn. The findings in this section suggest that respondents generally agreed that the actions cited in the survey have, or would have, a positive influence on the campus climate. Notably, some respondents indicated that many of the initiatives were not available in UM System Offices. If, in fact, these initiatives are available, University of Missouri would benefit from better publicizing all that the institution offers to positively influence the campus climate.

Next Steps

Embarking on this campus-wide assessment is further evidence of the University of Missouri's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of this report was to assess the climate within UM System Offices, including how members of the community felt about issues related to inclusion and work-life issues. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations within the UM System Offices community. However, assessments and reports are not enough. A projected plan to develop strategic actions and a subsequent implementation plan are critical to improving the campus climate. Failure to use the assessment data to build on the successes and address the challenges uncovered in the report will undermine the commitment offered by UM System Offices community members at the outset of this project. Also, as recommended by University of Missouri's senior leadership, the assessment process should be repeated regularly to respond to an ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

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Appendices

Appendix A – Cross Tabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Comment Analyses (Questions #117, #118, and #119)

Appendix D – Survey: *University of Missouri System Office - Climate for Learning, Living, and Working Survey*

Appendix A
Cross Tabulations by Selected Demographics

Crosstabs of Level 1 Demographic Categories by Primary Status

		Administrator w/ Faculty Rank		Administrator w/out Faculty Rank		Staff - Hourly		Staff - Salary		Total	
		n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Gender identity	Unknown/Missing/Other	0	0.0	0	0.0	< 5	---	< 5	---	5	3.5
	Woman	0	0.0	< 5	---	27	73.0	51	54.3	80	56.3
	Man	< 5	100.0	7	77.8	9	24.3	39	41.5	57	40.1
	Transspectrum	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Racial identity	Missing/Unknown/Other	0	0.0	0	0.0	< 5	---	7	7.5	9	6.3
	Person of Color	0	0.0	0	0.0	< 5	---	8	8.5	12	8.5
	White	< 5	100.0	8	88.9	29	78.4	77	81.9	116	81.7
	Multiracial	0	0.0	< 5	---	< 5	---	< 5	---	5	3.5
Sexual identity	Missing/Unknown	0	0.0	0	0.0	< 5	---	10	10.6	13	9.2
	LGBQ	0	0.0	< 5	---	< 5	---	9	9.6	14	9.9
	Heterosexual	< 5	100.0	8	88.9	30	81.1	75	79.8	115	81.0

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Crosstabs of Level 1 Demographic Categories by Primary Status (cont.)

		Administrator w/ Faculty Rank		Administrator w/out Faculty Rank		Staff - Hourly		Staff - Salary		Total	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%
Citizenship status	Missing/Unknown	0	0.0	0	0.0	0	0.0	< 5	---	< 5	---
	U.S. Citizen	< 5	---	9	100.0	36	97.3	86	91.5	133	93.7
	Not U.S. Citizen	0	0.0	0	0.0	< 5	---	5	5.3	6	4.2
Disability status	Unknown/Missing/Other	0	0.0	0	0.0	< 5	---	< 5	---	< 5	---
	Single Disability	0	0.0	< 5	---	5	13.5	7	7.5	13	9.2
	No Disability	< 5	---	8	88.9	31	83.8	81	86.2	122	85.9
	Multiple Disabilities	0	0.0	0	0.0	0	0.0	< 5	---	< 5	---
Religious/ spiritual identity	Missing/Unknown	0	0.0	0	0.0	< 5	---	9	9.6	11	7.8
	Christian Religious/Spiritual Identity	< 5	---	6	66.7	22	59.5	61	64.9	91	64.1
	Other Religious/Spiritual Identity	0	0.0	0	0.0	5	13.5	< 5	---	7	4.9
	No Religious/Spiritual Identity including Not Listed	0	0.0	< 5	---	8	21.6	21	22.3	32	22.5
	Multiple Religious/Spiritual Identities	0	0.0	0	0.0	0	0.0	< 5	---	< 5	---

Note: % is the percent of each column for that demographic category (e.g., percent of Faculty who were men)

Appendix B – Data Tables

PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Table B1. **What is your primary position at UM System/MU? (Question 1)**

Position	*n*	%
Administrator with faculty rank	**2**	**1.4**
Administrator without faculty rank	**9**	**6.3**
Staff - Hourly	**37**	**26.1**
Executive	1	2.7
Management	1	2.7
Supervisor	0	0.0
Support	35	94.6
Staff - Salary	**94**	**66.2**
Executive	3	3.2
Management	15	16.0
Supervisor	17	18.1
Support	59	62.8
Staff - Contract	**0**	**0.0**
Staff - Union	**0**	**0.0**

Table B2. Faculty/Staff only: **Are you benefit eligible? (Question 3)**

Benefit eligible	*n*	%
Yes	141	99.3
No	1	0.7
Missing	0	0.0

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 142).

Table B3. **Are you full-time or part-time in that primary position? (Question 4)**

Status	*n*	%
Full-time	140	98.6
Part-time	2	1.4
Missing	0	0.0

Table B4. **What is your primary UM System location? (Question 5)**

Location	*n*	%
Woodrail Center	37	26.1
University Hall	25	17.6
Old Alumni Building	15	10.6
Lemone Building	11	7.7
Locust St. Building	9	6.3
Telecom Building	1	0.7
Other	43	30.3
Missing	1	0.7

Table B5. **What is your birth sex (assigned)? (Question 48)**

Birth sex	*n*	%
Female	81	57.0
Male	57	40.1
Intersex	0	0.0
Missing	4	2.8

Table B6. **What is your gender/gender identity? (Question 49)**

Gender identity	n	%
Woman	80	58.4
Man	57	40.1
Genderqueer	0	0.0
Non-binary	0	0.0
Transgender	0	0.0
A gender not listed here	0	0.0
Missing	5	3.5

Table B7. **What is your current gender expression? (Question 50)**

Gender expression	n	%
Feminine	79	55.6
Masculine	56	39.4
Androgynous	0	0.0
A gender expression not listed here	0	0.0
Missing	3	2.1

Table B8. **What is your citizenship/immigration status in the U.S.? (Mark all that apply.)**
(Question 51)

Citizenship status	*n*	%
U.S. citizen, birth	133	93.7
U.S. citizen, naturalized	2	1.4
Permanent resident	2	1.4
Other legally documented status	2	1.4
A visa holder (such as J-1, H1-B, and U)	0	0.0
DACA (Deferred Action for Childhood Arrival)	0	0.0
Refugee status	0	0.0
Undocumented resident	0	0.0
Currently under a withholding of removal status	0	0.0
DAPA (Deferred Action for Parental Accountability)	0	0.0
Missing	3	2.1

Table B9. **Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply. (Question 52)**

Racial/ethnic identity	*n*	%
White/European American	121	85.2
African/Black/African American	6	4.2
American Indian/Native	6	4.2
Asian/Asian American	4	2.8
Hispanic/Latin@/Chicano@	1	0.7
Middle Eastern/Southwest Asian	0	0.0
Pacific Islander	0	0.0
Alaska Native	0	0.0
Native Hawaiian	0	0.0
A racial/ethnic/national identity not listed here	0	0.0

Table B10. **What is your age? (Question 53)**

Age	*n*	%
19 or younger	0	0.0
20-21	0	0.0
22-24	0	0.0
25-34	16	11.3
35-44	30	21.1
45-54	48	33.8
55-64	19	13.4
65-74	3	2.1
75 and older	0	0.0
Missing	26	18.3

Table B11. **Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity. (Question 54)**

Sexual identity	*n*	%
Heterosexual	115	81.0
Bisexual	5	3.5
Gay	4	2.8
Questioning	1	0.7
Queer	1	0.7
Lesbian	0	0.0
Pansexual	0	0.0
A sexual identity not listed here	3	2.1
Missing	10	7.0

Table B12. **Do you have substantial parenting or caregiving responsibility? (Mark all that apply.)**
(Question 55)

Caregiving responsibility	*n*	%
No	**59**	**41.5**
Yes	**80**	**56.3**
Children 5 years or younger	22	27.5
Children 6-18 years	37	46.3
Children over 18 years of age, but still legally dependent (e.g., in college, disabled)	17	21.3
Independent adult children over 18 years of age	8	10.0
Sick or disabled partner	4	5.0
Senior or other family member	20	25.0
A parenting or caregiving responsibility not listed here	4	5.0
Missing	**3**	**2.1**

Note: Percentages may not sum to 100 as a result of multiple responses

Table B13. **Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard?**
(Question 56)

Military status	*n*	%
Never served in the military	127	89.7
On active duty in the past, but not now	11	7.7
Now on active duty (including Reserves or National Guard)	0	0.0
ROTC	0	0.0
Missing	4	2.8

Table B14. **What is the highest level of education achieved by your primary parent(s)/guardian(s)? (Question 57)**

Level of education	Parent/guardian 1		Parent/guardian 2	
	n	%	*n*	%
No high school	4	2.8	4	2.8
Some high school	6	4.2	1	0.7
Completed high school/GED	30	21.1	48	33.8
Some college	15	10.6	15	10.6
Business/technical certificate/degree	5	3.5	4	2.8
Associate's degree	10	7.0	6	4.2
Bachelor's degree	37	26.1	27	19.0
Some graduate work	4	2.8	3	2.1
Master's degree (MA, MS, MBA)	18	12.7	14	9.9
Specialist degree (EdS)	0	0.0	0	0.0
Doctoral degree (PhD, EdD)	4	2.8	5	3.5
Professional degree (MD, JD)	3	2.1	5	3.5
Unknown	1	0.7	2	1.4
Not applicable	3	2.1	2	1.4
Missing	2	1.4	6	4.2

Table B15. Faculty/Staff only: **What is <u>your</u> highest level of education? (Question 58)**

Level of education	*n*	%
No high school	0	0.0
Some high school	1	0.7
Completed high school/GED	6	4.2
Some college	15	10.6
Business/technical certificate/degree	0	0.0
Associate's degree	4	2.8
Bachelor's degree	43	30.3
Some graduate work	10	7.0
Master's degree (MA, MS, MBA, MLS, MFA)	49	34.5
Specialist degree (EdS)	0	0.0
Doctoral degree (PhD, EdD)	3	2.1
Professional degree (MD, JD)	7	4.9
Missing	4	2.8

Note: Table includes answers only from only those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 142).

Table B16. Faculty/Staff only: **How long have you been employed at UM System/MU? (Question 59)**

Years employed	*n*	%
Less than 1 year	17	12.0
1-5 years	45	31.7
6-10 years	18	12.7
11-15 years	18	12.7
16-20 years	24	16.9
More than 20 years	13	9.2
Missing	7	4.9

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 142).

Table B17. Staff only: **Which academic division/work unit are you primarily affiliated with at this time?**
(Question 62)

Academic division/work unit	*n*	%
VP Human Resources	32	22.9
VP Finance	27	19.3
University Relations	9	6.4
General Counsel	4	2.9
Board of Curators/President's Office	2	1.4
VP Academic Affairs	2	1.4
VP Information Systems	2	1.4
Other	2	1.4
Missing	9	6.4

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 140).

Table B18. **Do you have a condition/disability that influences your learning, working, or living activities? (Question 65)**

Condition	*n*	%
No	122	85.9
Yes	17	12.0
Missing	3	2.1

Table B19. **Which, if any, of the conditions listed below impact your learning, working, or living activities? (Mark all that apply.) (Question 66)**

Condition	*n*	%
Chronic Diagnosis or Medical Condition (e.g., Asthma, Diabetes, Lupus, Cancer, Multiple Sclerosis, Fibromyalgia)	9	52.9
Mental health/Psychological Condition (e.g., anxiety, depression)	5	29.4
Developmental/Learning difference/Disability (e.g., Asperger's/Autism Spectrum, Attention Deficit/ Hyperactivity Disorder, Cognitive/Language-based, etc.)	3	17.6
Physical/Mobility condition that affects walking	2	11.8
Low vision or blind	1	5.9
Hard of hearing or deaf	0	0.0
Physical/Mobility condition that does not affect walking	0	0.0
Acquired/Neurological/Traumatic Brain Injury	0	0.0
Speech/Communication condition	0	0.0
A disability/condition not listed here	0	0.0

Note: Table includes answers from only those respondents who indicated that they have a condition/disability in Question 65 (*n* = 17). Note: Percentages may not sum to 100 as a result of multiple responses.

Table B20. Faculty/Staff only: **Are you receiving accommodations for your disability? (Question 68)**

Receiving accommodations	*n*	%
No	13	76.5
Yes	4	23.5
Missing	0	0.0

Note: Table includes answers only from those Faculty/Staff respondents who indicated that they had a disability in Question 65 (*n* = 17).

Table B21. **Is English your primary language? (Question 69)**

English primary language	*n*	%
No	3	2.1
Yes	137	96.5
Missing	2	1.4

Table B22. **What is your religious or spiritual identity? (Mark all that apply.) (Question 70)**

Spiritual identity	*n*	*%*		*n*	*%*
Agnostic	**7**	**4.9**	United Church of Christ	1	1.1
Atheist	**3**	**2.1**	Christian affiliation not listed	2	2.2
Baha'i	**1**	**0.7**	**Confucianist**	**0**	**0.0**
Buddhist	**0**	**0.0**	**Druid**	**1**	**0.7**
Christian	92	64.8	**Hindu**	**0**	**0.0**
African Methodist Episcopal	0	0.0	**Jain**	**0**	**0.0**
AME Zion	0	0.0	**Jehovah's Witness**	**0**	**0.0**
Assembly of God	1	1.1	**Jewish**	**2**	**1.4**
Baptist	14	15.2	Conservative	0	0.0
Catholic/Roman Catholic	20	21.7	Orthodox	0	0.0
Church of Christ	3	3.3	Reformed	2	100.0
Church of God in Christ	0	0.0	Jewish affiliation not listed here	0	0.0
Christian Orthodox	0	0.0	**Muslim**	**0**	**0.0**
Christian Methodist Episcopal	0	0.0	Ahmadi	0	0.0
Christian Reformed Church (CRC)	0	0.0	Nation of Islam	0	0.0
Disciples of Christ	2	2.2	Shi'ite	0	0.0
Episcopalian	3	3.3	Sufi	0	0.0
Evangelical	1	1.1	Sunni	0	0.0
Greek Orthodox	0	0.0	Muslim affiliation not listed here	0	0.0
Lutheran	4	4.3	**Native American Traditional Practitioner or Ceremonial**	**0**	**0.0**
Mennonite	0	0.0	**Pagan**	**0**	**0.0**
Moravian	0	0.0	**Rastafarian**	**0**	**0.0**
Nazarene	0	0.0	**Scientologist**	**0**	**0.0**
Nondenominational Christian	16	17.4	**Secular Humanist**	**1**	**0.7**
Pentecostal	2	2.2	**Shinto**	**0**	**0.0**
Presbyterian	6	6.5	**Sikh**	**0**	**0.0**
Protestant	3	3.3	**Taoist**	**0**	**0.0**
Protestant Reformed Church (PR)	0	0.0	**Tenrikyo**	**0**	**0.0**
Quaker	2	2.2	**Unitarian Universalist**	**3**	**2.1**
Reformed Church of America RCA)	0	0.0	**Wiccan**	**0**	**0.0**
Russian Orthodox	0	0.0	**Spiritual, but no religious affiliation**	**10**	**7.0**
Seventh Day Adventist	1	1.1	**No affiliation**	**13**	**9.2**
The Church of Jesus Christ of Latter-day Saints	1	1.1	**A religious affiliation or spiritual identity not listed above**	**0**	**0.0**
United Methodist	9	9.8			

Note: Percentages may not sum to 100 as a result of multiple responses.

Table B23. **Have you experienced financial hardship while at UM System/MU?**
(Question 76)

Financial hardship	*n*	%
No	88	62.0
Yes	50	35.2
Missing	4	2.8

Table B24. Faculty/Staff only: **How have you experienced the financial hardship? (Mark all that apply.) (Question 78)**

Experience	*n*	%
Difficulty in affording housing	23	46.0
Difficulty in affording health care	20	40.0
Difficulty affording food	20	40.0
Difficulty in affording professional development (e.g., travel, training, research)	18	36.0
Difficulty in affording childcare	13	26.0
Difficulty affording travel to and from UM System/MU	10	20.0
Difficulty in affording benefits	8	16.0
Difficulty in affording other campus fees (e.g., parking)	4	8.0
A financial hardship not listed here	16	32.0

Note: Table includes answers only from those Faculty/Staff who indicated that they experienced financial hardship in Question 76 (*n* = 50). Percentages may not sum to 100 as a result of multiple responses.

PART II: Findings

The tables in this section contain valid percentages except where noted.

Table B25. **Overall, how comfortable are you with the climate at UM System/MU? (Question 7)**

Comfort	*n*	%
Very comfortable	21	14.8
Comfortable	68	47.9
Neither comfortable nor uncomfortable	38	26.8
Uncomfortable	13	9.2
Very uncomfortable	2	1.4

Table B26. Faculty/Staff only: **Overall, how comfortable are you with the climate in your primary work area at UM System/MU? (Question 8)**

Comfort	*n*	%
Very comfortable	48	33.8
Comfortable	66	46.5
Neither comfortable nor uncomfortable	19	13.4
Uncomfortable	6	4.2
Very uncomfortable	3	2.1

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 142).

Table B27. **Have you ever <u>seriously</u> considered leaving UM System/MU? (Question 10)**

Considered leaving	*n*	%
No	71	50.0
Yes	71	50.0
Missing	0	0.0

Table B28. Faculty/Staff only: **Why did you seriously consider leaving UM System/MU? (Question 13)**

Reasons	*n*	%
Low salary/pay rate	37	52.1
Limited opportunities for advancement	34	47.9
Lack of a sense of belonging	27	38.0
Increased workload	22	31.0
Tension with supervisor/manager	22	31.0
Interested in a position at another institution	18	25.4
Lack of professional development opportunities	18	25.4
Recruited or offered a position at another institution/organization	15	21.1
Tension with co-workers	11	15.5
Lack of institutional support (e.g., tech support, lab space)	7	9.9
Campus climate was not welcoming	5	7.0
Relocation	5	7.0
Personal reasons (e.g., medical, mental health, family emergencies)	4	5.6
Family responsibilities	3	4.2
Local community climate was not welcoming	2	2.8
Lack of benefits	1	1.4
Local community did not meet my (my family) needs	1	1.4
Spouse or partner unable to find suitable employment	1	1.4
Spouse or partner relocated	0	0.0
A reason not listed above	10	14.1

Note: Table includes answers only from those Faculty/Staff who indicated that they considered leaving in Question 10 (*n* = 71).

Table B29. **Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work, learn, or live at UM System/MU? (Question 16)**

Experienced conduct	*n*	%
No	114	80.9
Yes	27	19.1

Table B30. **What do you believe was the basis of the conduct? (Mark all that apply.) (Question 17)**

Basis	*n*	%
Gender/Gender identity	6	22.2
Position (e.g., staff, faculty, student)	6	22.2
Age	5	18.5
Political views	4	14.8
Length of service at UM System/MU	3	11.1
Medical disability/condition	3	11.1
Philosophical views	3	11.1
Sexual identity	3	11.1
Educational credentials (e.g., BS, MS, PhD)	2	7.4
Ethnicity	1	3.7
Immigrant/citizen status	1	3.7
International status/national origin	1	3.7
Military/veteran status	1	3.7
Racial identity	1	3.7
Religious/spiritual views	1	3.7
Socioeconomic status	1	3.7
Academic performance	0	0.0
English language proficiency/accent	0	0.0
Gender expression	0	0.0
Learning disability/condition	0	0.0
Major field of study	0	0.0
Marital status (e.g., single, married, partnered)	0	0.0
Mental health/psychological disability/condition	0	0.0
Parental status (e.g., having children)	0	0.0
Participation in an organization	0	0.0
Physical characteristics	0	0.0
Physical disability/condition	0	0.0
Pregnancy	0	0.0
Don't know	5	18.5
A reason not listed above	5	18.5

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 27).
Percentages may not sum to 100 as a result of multiple responses.

Table B31. **How would you describe what happened? (Mark all that apply.) (Question 18)**

Description	*n*	%
I was ignored or excluded	13	48.1
I was isolated or left out	13	48.1
I was the target of workplace incivility	7	25.9
I was intimidated/bullied	6	22.2
I experienced a hostile work environment	5	18.5
I was the target of derogatory verbal remarks	5	18.5
I received a low or unfair performance evaluation	5	18.5
I was not fairly evaluated in the promotion and tenure process	3	11.1
I received derogatory written comments	2	7.4
I received derogatory phone calls/text messages/email	2	7.4
Someone assumed I was admitted/hired/promoted due to my identity group	2	7.4
The conduct made me fear that I would get a poor grade	1	3.7
I was singled out as the spokesperson for my identity group	1	3.7
I was the target of racial/ethnic profiling	1	3.7
The conduct threatened my physical safety	1	3.7
The conduct threatened my family's safety	1	3.7
I felt others staring at me	0	0.0
I experienced a hostile classroom environment	0	0.0
I received derogatory/unsolicited messages via social media (e.g., Facebook, Twitter, Yik-Yak)	0	0.0
Someone assumed I was not admitted/hired/promoted due to my identity group	0	0.0
I was the target of graffiti/vandalism	0	0.0
I was the target of stalking	0	0.0
I received threats of physical violence	0	0.0
I was the target of physical violence	0	0.0
An experience not listed above	6	22.2

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 27).
Percentages may not sum to 100 as a result of multiple responses.

Table B32. **Where did the conduct occur? (Mark all that apply.) (Question 19)**

Location	*n*	%
In a staff office	11	40.7
In a meeting with a group of people	9	33.3
While working at a UM System/MU job	9	33.3
In a(n) UM System/MU administrative office	7	25.9
At a UM System/MU event/program	4	14.8
In a meeting with one other person	4	14.8
On phone calls/text messages/e-mail	4	14.8
Off-campus	3	11.1
In other public spaces at UM System/MU	2	7.4
In a class/lab/clinical setting	0	0.0
In a faculty office	0	0.0
In a religious center	0	0.0
In a fraternity house	0	0.0
In a sorority house	0	0.0
In a(n) UM System/MU dining facility	0	0.0
In a(n) UM System/MU library	0	0.0
In an experiential learning environment (e.g., study abroad, retreat, externship, internship)	0	0.0
In athletic facilities	0	0.0
In a campus residence hall/apartment	0	0.0
In Counseling Services	0	0.0
In off-campus housing	0	0.0
In the Health Center	0	0.0
In an on-line learning environment	0	0.0
In the Student Union	0	0.0
On a campus shuttle	0	0.0
On social media (Facebook/Twitter/Yik-Yak)	0	0.0
While walking on campus	0	0.0
A location not listed above	1	3.7

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 27).
Percentages may not sum to 100 as a result of multiple responses.

Table B33. **Who/what was the source of the conduct? (Mark all that apply.) (Question 20)**

Source	*n*	%
Co-worker/colleague	13	48.1
Supervisor or manager (including experiential sites)	10	37.0
Department/Program/Division Chair	4	14.8
Faculty member/Other instructional staff	1	3.7
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	1	3.7
Staff member	1	3.7
Stranger	1	3.7
Academic/Scholarship/Fellowship Advisor	0	0.0
Alumnus/a	0	0.0
Athletic coach/trainer	0	0.0
UM System/MU media (e.g., posters, brochures, flyers, handouts, web sites)	0	0.0
UM System/MU Police/Security tired	0	0.0
Direct Report (e.g., person who reports to you)	0	0.0
Donor	0	0.0
Friend	0	0.0
Off campus community member	0	0.0
On social media (e.g., Facebook, Twitter, Yik-Yak)	0	0.0
Student	0	0.0
Student staff	0	0.0
Student Organization	0	0.0
Student Teaching Assistant/Student Lab Assistant/Student Tutor	0	0.0
Don't know source	2	7.4
A source not listed above	3	11.1

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 27).
Percentages may not sum to 100 as a result of multiple responses.

Table B34. **How did you experience the conduct? (Mark all that apply.) (Question 21)**

Experience	n	%
I was angry.	18	66.7
I felt embarrassed.	12	44.4
I was afraid.	6	22.2
I ignored it.	6	22.2
I felt somehow responsible.	2	7.4
A feeling not listed above	5	18.5

Note: Table includes answers only from those respondents who indicated that they experienced conduct ($n = 27$).
Percentages may not sum to 100 as a result of multiple responses.

Table B35. **What did you do in response to experiencing the conduct? (Mark all that apply.) (Question 22)**

Response	n	%
I told a family member	9	33.3
I did not do anything	8	29.6
I told a friend	7	25.9
I avoided the person/venue	6	22.2
I confronted the person(s) later	6	22.2
I contacted a UM System/MU resource	5	18.5
Human Resources	*2*	*40.0*
Employee Assistance Program (EAP)	*1*	*20.0*
Counseling Services	*0*	*0.0*
Crisis Hotline	*0*	*0.0*
Faculty member	*0*	*0.0*
MU Campus Mediation Services	*0*	*0.0*
MU Chancellor's Diversity Initiative	*0*	*0.0*
MU Counseling Center	*0*	*0.0*
MU Gaines/Oldham Black Culture Center	*0*	*0.0*
MU International Center	*0*	*0.0*
MU LGBTQ Resource Center	*0*	*0.0*
MU Office of Civil Rights and Title IX	*0*	*0.0*
MU Police	*0*	*0.0*
MU RSVP Center	*0*	*0.0*
MU Wellness Resource Center	*0*	*0.0*
MU Women's Center	*0*	*0.0*
Senior administrator (e.g., president, vice president)	*0*	*0.0*
Staff member	*0*	*0.0*
Supervisor	*0*	*0.0*
Title IX Coordinator or Deputy Title IX Coordinator	*0*	*0.0*
I did not know who to go to	4	14.8
I confronted the person(s) at the time	2	7.4
I sought information online	1	3.7
I sought support from off-campus hot-line/advocacy services	1	3.7
I contacted a local law enforcement official	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	0	0.0
A response not listed above	4	14.8

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 27).
Percentages may not sum to 100 as a result of multiple responses.

Table B36. **Did you report the conduct? (Question 23)**

Reported conduct	*n*	%
No, I didn't report it.	23	85.0
Yes, I reported it (e.g., bias incident report, UM System Ethics and Compliance Hotline)	4	14.8
Yes, I reported the incident and was satisfied with the outcome.	*1*	*25.0*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*1*	*25.0*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*2*	*50.0*

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 27). Percentages may not sum to 100 as a result of multiple responses.

Table B37. **While a member of the UM System/MU community, have you experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, forcible fondling, forcible rape, use of drugs to incapacitate, sodomy or gang rape)? (Question 25)**

Experienced unwanted sexual contact/conduct	*n*	%
No	137	96.5
Yes – relationship violence (e.g., ridiculed, controlling, hitting)	0	0.0
Yes – stalking (e.g., following me, on social media, texting, phone calls)	0	0.0
Yes – sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)	4	2.8
Yes – sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)	0	0.0

Note: There were only affirmative responses for "sexual interaction" so tables for the corresponding follow-up questions are only shown for that interaction.

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Table B38. **When did the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? (Question 27si)**

When experienced sexual interaction	*n*	%
Within the last year	2	50.0
2-4 years ago	0	0.0
5-10 years ago	1	25.0
11-20 years	1	25.0
More than 20 years ago	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (*n* = 4). Percentages may not sum to 100 as a result of multiple responses.

Table B39. **Who did this to you? (Mark all that apply.) (Question 29si)**

Source	*n*	%
UM System/MU staff member	3	75.0
Acquaintance/friend	1	25.0
Stranger	0	0.0
UM System/MU student	0	0.0
UM System/MU faculty member	0	0.0
Current or former dating/intimate partner	0	0.0
Family member	0	0.0
Other role/relationship not listed above	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (*n* = 4). Percentages may not sum to 100 as a result of multiple responses.

Table B40. **Where did the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? (Mark all that apply.) (Question 30si)**

Location	*n*	%
Off campus	1	25.0
On campus	3	75.0

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (*n* = 4). Percentages may not sum to 100 as a result of multiple responses.

Table B41. **How did you feel after experiencing the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 31si)**

Feeling after experiencing sexual interaction	*n*	%
I felt angry.	3	75.0
I felt embarrassed.	2	50.0
I ignored it.	2	50.0
I felt somehow responsible.	1	25.0
I felt afraid.	0	0.0
A feeling not listed above	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (*n* = 4). Percentages may not sum to 100 as a result of multiple responses.

Table B42. **What did you do in response to experiencing the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 32si)**

Reaction	*n*	%
I avoided the person/venue.	3	75.0
I told a family member.	2	50.0
I told a friend.	1	25.0
I didn't do anything.	1	25.0
I contacted a UM System/MU resource.	1	25.0
Employee Assistance Program (EAP)	*1*	*100.0*
Counseling Services	*0*	*0.0*
Crisis Hotline	*0*	*0.0*
Faculty member	*0*	*0.0*
Human Resources	*0*	*0.0*
MU Campus Mediation Services	*0*	*0.0*
MU Chancellor's Diversity Initiative	*0*	*0.0*
MU Counseling Center	*0*	*0.0*
MU Gaines/Oldham Black Culture Center	*0*	*0.0*
MU International Center	*0*	*0.0*
MU LGBTQ Resource Center	*0*	*0.0*
MU Office of Civil Rights and Title IX	*0*	*0.0*
MU Police	*0*	*0.0*
MU RSVP Center	*0*	*0.0*
MU Wellness Resource Center	*0*	*0.0*
MU Women's Center	*0*	*0.0*
Senior administrator (e.g., president, vice president)	*0*	*0.0*
Staff member	*0*	*0.0*
Supervisor	*0*	*0.0*
Title IX Coordinator or Deputy Title IX Coordinator	*0*	*0.0*
I confronted the person(s) later.	1	25.0
I confronted the person(s) at the time.	0	0.0
I didn't know who to go to.	0	0.0
I sought information online.	0	0.0
I contacted a local law enforcement official.	0	0.0
I sought support from off-campus hot-line/advocacy services.	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0
A response not listed above	1	25.0

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (*n* = 4).
Percentages may not sum to 100 as a result of multiple responses.

Table B43. **Did you report the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Question 33si)**

Reported conduct	*n*	%
No, I didn't report it.	3	75.0
Yes, I reported the incident (e.g., bias incident report, Title IX)	1	25.0
Yes, I reported the incident and was satisfied with the outcome	*1*	*100.0*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately	*0*	*0.0*
Yes, I reported the incident, but felt that it was not responded to appropriately	*0*	*0.0*

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (*n* = 4). Percentages may not sum to 100 as a result of multiple responses.

Table B44. **Please offer your response to the following comments: (Question 36)**

	Strongly disagree		Disagree		Agree		Strongly agree	
	n	%	*n*	%	*n*	%	*n*	%
I am aware of the definition of Affirmative Consent.	68	48.2	69	48.9	3	2.1	1	0.7
I am generally aware of the role of UM System/MU Title IX Coordinator with regard to reporting incidents unwanted sexual contact/conduct.	72	51.1	67	47.5	1	0.7	1	0.7
I know how and where to report such incidents.	65	45.8	74	52.1	2	1.4	1	0.7
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	63	44.4	73	51.4	5	3.5	1	0.7
I am generally aware of the campus resources listed here: https://www.umsystem.edu/ums/hr/support_resources_for_faculty_and_staff	55	38.7	80	56.3	6	4.2	1	0.7
I have a responsibility to report such incidents when I see them occurring on or off campus.	80	56.7	61	53.3	0	0.0	0	0.0
I understand that UM System/MU standard of conduct and penalties differ from standards of conduct and penalties under the criminal law.	60	42.6	74	52.5	6	4.3	1	0.7
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in UM System/MU's Title IX Annual Report.	52	37.4	79	56.8	7	5.0	1	0.7
I know that UM System/MU sends a Public Safety Alert to the campus community when such an incident occurs.	75	53.2	65	46.1	1	0.7	0	0.0

Table B45. All Staff: **As a staff member at UM System/MU, I feel… (Question 44)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
I have supervisors who give me job/career advice or guidance when I need it.	49	35.3	63	45.3	19	13.7	8	5.8
I have colleagues/co-workers who give me job/career advice or guidance when I need it.	44	31.7	65	46.8	26	18.7	4	2.9
I am included in opportunities that will help my career as much as others in similar positions.	36	26.3	61	44.5	32	23.4	8	5.8
The performance evaluation process is clear.	27	19.6	68	49.3	35	25.4	8	5.8
The performance evaluation process is effective.	14	10.3	52	38.2	52	38.2	18	13.2
My supervisor provides adequate support for me to manage work-life balance.	59	42.4	72	51.8	6	4.3	2	1.4
I am able to complete my assigned duties during scheduled hours.	38	27.3	66	47.5	32	23.0	3	2.2
My workload was increased without additional compensation (e.g., retirement positions not filled).	21	15.3	47	34.3	60	43.8	9	6.6
I am pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	3	2.2	31	22.3	87	62.6	18	12.9
I am given a reasonable time frame to complete assigned responsibilities.	31	22.3	84	60.4	23	16.5	1	0.7
People who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children.	3	2.2	10	7.2	92	66.7	33	23.9
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	8	5.8	15	10.9	91	65.9	24	17.4

Table B45 (cont.)	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	10	7.2	34	24.6	80	58.0	14	10.1
There is a hierarchy within staff positions that allows some voices to be valued more than others.	21	15.2	64	46.4	46	33.3	7	5.1
People who have children or eldercare are burdened with balancing work and family responsibilities (e.g., evening and evenings programming, workload brought home, UM System/MU breaks not scheduled with school district breaks).	5	3.9	37	28.7	76	58.9	11	8.5
UM System/MU provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	14	10.3	76	55.9	40	29.4	6	4.4
I have adequate resources to perform my job duties.	31	22.3	93	66.9	13	9.4	2	1.4

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 140).

Table B46. Staff only: **As a staff member at UM System/MU, I feel… (Question 46)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
UM System/MU provides me with resources to pursue training/professional development opportunities.	28	20.1	69	49.6	24	17.3	16	11.5	2	1.4
My supervisor provides me with resources to pursue training/professional development opportunities.	38	27.3	58	41.7	26	18.7	13	9.4	4	2.9
UM System/MU is supportive of taking extended leave (e.g., FMLA, parental).	27	19.7	63	46.0	38	27.7	7	5.1	2	1.5
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	50	36.2	69	50.0	12	8.7	7	5.1	0	0.0
Staff in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.	3	2.2	9	6.5	53	38.1	52	37.4	22	15.8
UM System/MU policies (e.g., FMLA) are fairly applied across UM System/MU.	12	8.6	59	42.4	59	42.4	8	5.8	1	0.7
UM System/MU is supportive of flexible work schedules.	25	18.0	70	50.4	24	17.3	17	12.2	3	2.2
My supervisor is supportive of flexible work schedules.	49	35.3	57	41.0	20	14.4	11	7.9	2	1.4
Staff salaries are competitive.	10	7.2	34	24.5	27	19.4	48	34.5	20	14.4
Vacation and personal time benefits are competitive.	39	28.1	81	58.3	14	10.1	3	2.2	2	1.4
Health insurance benefits are competitive.	36	25.9	78	56.1	20	14.4	4	2.9	1	0.7
Childcare benefits are competitive.	12	8.7	19	13.8	84	60.9	17	12.3	6	4.3
Retirement benefits are competitive.	25	18.0	62	44.6	35	25.2	14	10.1	3	2.2
Staff opinions are valued on UM System/MU committees.	6	4.3	60	43.2	53	38.1	16	11.5	4	2.9

Table B46 (cont.)	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Staff opinions are valued by UM System/MU faculty.	7	5.0	28	20.1	72	51.8	24	17.3	8	5.8
Staff opinions are valued by UM System/MU administration.	8	5.8	56	40.6	45	32.6	21	15.2	8	5.8
There are clear expectations of my responsibilities.	21	15.1	75	54.0	19	13.7	21	15.1	3	2.2
There are clear procedures on how I can advance at UM System/MU.	3	2.2	32	23.0	44	31.7	42	30.2	18	12.9
Positive about my career opportunities at UM System/MU.	12	8.6	53	38.1	36	25.9	25	18.0	13	9.4
I would recommend UM System/MU as a good place to work.	25	18.1	72	52.2	27	19.6	12	8.7	2	1.4
I have job security.	19	13.9	65	47.4	35	25.5	13	9.5	5	3.6

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 140).

***Table B47*. Within the past year, have you OBSERVED any conduct, directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullying, harassing) working or learning environment at UM System/MU? (Question 81)**

Observed conduct	*n*	%
No	106	75.7
Yes	34	24.3

Table B48. **Who/what was the target of the conduct? (Mark all that apply.) (Question 82)**

Target	*n*	%
Co-worker/colleague	15	44.1
Staff member	10	29.4
Student	9	26.5
Stranger	3	8.8
Student staff	3	8.8
Faculty member/Other instructional staff	2	5.9
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	2	5.9
Direct Report (e.g., person who reports to you)	1	2.9
Friend	1	2.9
Off campus community member	1	2.9
Academic/Scholarship/Fellowship advisor	0	0.0
Alumnus/a	0	0.0
Athletic coach/trainer	0	0.0
UM System/MU media (e.g., posters, brochures, flyers, handouts, web sites)	0	0.0
UM System/MU Police/Security	0	0.0
Department/Program/Division chair	0	0.0
Donor	0	0.0
Student Organization	0	0.0
Supervisor or manager (including experiential sites)	0	0.0
Student teaching assistant/Student lab assistant/Student tutor/SI instructor	0	0.0
Don't know target	2	5.9
A target not listed above	4	11.8

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 34).
Percentages may not sum to 100 as a result of multiple responses.

Table B49. **Who/what was the source of the conduct? (Mark all that apply.) (Question 83)**

Source	*n*	%
Supervisor or manager (including experiential sites)	12	35.3
Co-worker/colleague	7	20.6
Faculty member/Other instructional staff	6	17.6
Staff member	6	17.6
Student	5	14.7
Stranger	2	5.9
Student Organization	2	5.9
Department/Program/Division chair	1	2.9
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	1	2.9
On social media	1	2.9
Student staff	1	2.9
Academic/Scholarship/Fellowship advisor	0	0.0
Alumnus/a	0	0.0
Athletic coach/trainer	0	0.0
UM System/MU media (e.g., posters, brochures, flyers, handouts, web sites)	0	0.0
UM System/MU Police/Security	0	0.0
Direct Report (e.g., person who reports to you)	0	0.0
Donor	0	0.0
Friend	0	0.0
Off campus community member	0	0.0
Student teaching assistant/Student lab assistant/Student tutor/SI instructor	0	0.0
Don't know target	3	8.8
A source not listed above	3	8.8

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 34).
Percentages may not sum to 100 as a result of multiple responses.

***Table B50.* Which of the target's characteristics do you believe was/were the basis for the conduct? (Mark all that apply.) (Question 84)**

Basis	*n*	%
Gender/gender identity	10	29.4
Political views	7	20.6
Sexual identity	7	20.6
Racial identity	6	17.6
Age	4	11.8
Ethnicity	4	11.8
Position (staff, faculty, student)	4	11.8
Religious/spiritual views	4	11.8
Gender expression	3	8.8
Physical characteristics	2	5.9
Philosophical views	2	5.9
Immigrant/citizen status	1	2.9
International status/national origin	1	2.9
Mental Health/Psychological disability/condition	1	2.9
Military/veteran status	1	2.9
Socioeconomic status	1	2.9
Academic Performance	0	0.0
Educational credentials (e.g., BS, MS, PhD)	0	0.0
English language proficiency/accent	0	0.0
Learning disability/condition	0	0.0
Length of service at UM System/MU	0	0.0
Major field of study	0	0.0
Marital status (e.g., single, married, partnered)	0	0.0
Medical disability/condition	0	0.0
Parental status (e.g., having children)	0	0.0
Participation in an organization/team	0	0.0
Physical disability/condition	0	0.0
Pregnancy	0	0.0
Don't know	5	14.7
A reason not listed above	3	8.8

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 34).
Percentages may not sum to 100 as a result of multiple responses.

Table B51. **Which of the following did you observe because of the target's identity? (Mark all that apply.)**
(Question 85)

Observed	*n*	%
Derogatory verbal remarks	18	52.9
Person intimidated/bullied	11	32.4
Person ignored or excluded	7	20.6
Person isolated or left out	6	17.6
Person experienced a hostile work environment	6	17.6
Person was the target of workplace incivility	6	17.6
Threats of physical violence	3	8.8
Assumption that someone was admitted/hired/ promoted based on his/her identity	2	5.9
Derogatory/unsolicited messages on-line (e.g., Facebook, Twitter, Yik-Yak)	2	5.9
Person experiences a hostile classroom environment	2	5.9
Person being stared at	2	5.9
Racial/ethnic profiling	2	5.9
Assumption that someone was not admitted/hired/ promoted based on his/her identity	1	2.9
Derogatory phone calls/text messages/e-mail	1	2.9
Derogatory written comments	1	2.9
Person received a low or unfair performance evaluation	1	2.9
Physical violence	1	2.9
Derogatory phone calls	0	0.0
Graffiti/vandalism	0	0.0
Person received a poor grade	0	0.0
Person was unfairly evaluated in the promotion and tenure process	0	0.0
Person was stalked	0	0.0
Singled out as the spokesperson for their identity group	0	0.0
Something not listed above	6	17.6

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 34).
Percentages may not sum to 100 as a result of multiple responses.

Table B52. **Where did the conduct occur? (Mark all that apply.) (Question 86)**

Location	*n*	%
In a staff office	12	35.3
In a meeting with a group of people	8	23.5
In other public spaces at UM System/MU	6	17.6
At a UM System/MU event/program	5	14.7
While working at a UM System/MU job	5	14.7
While walking on campus	4	11.8
Off-campus	3	8.8
In a(n) UM System/MU administrative office	2	5.9
In a class/lab/clinical setting	1	2.9
In a campus residence hall/apartment	1	2.9
On social media (Facebook/Twitter/Yik-Yak)	1	2.9
In a faculty office	0	0.0
In a religious center	0	0.0
In a fraternity house	0	0.0
In a sorority house	0	0.0
In a meeting with one other person	0	0.0
In a(n) UM System/MU dining facility	0	0.0
In a(n) UM System/MU library	0	0.0
In an experiential learning environment (e.g., retreat, externship, internship, study abroad)	0	0.0
In athletic facilities	0	0.0
In Counseling Services	0	0.0
In off-campus housing	0	0.0
In the Health Center	0	0.0
In an on-line learning environment	0	0.0
In the Student Success Center/Student Union	0	0.0
On a campus shuttle	0	0.0
On phone calls/text messages/e-mail	0	0.0
A location not listed above	4	11.8

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 34).
Percentages may not sum to 100 as a result of multiple responses.

Table B53. **What was your response to observing the conduct? (Mark all that apply.) (Question 87)**

Response	n	%
I did not do anything	8	23.5
I avoided the person/venue	6	17.6
I confronted the person(s) later	6	17.6
I told a family member	6	17.6
I confronted the person(s) at the time	5	14.7
I contacted a UM System/MU resource	3	8.8
Human Resources	*1*	*33.3*
MU Office of Civil Rights and Title IX	*1*	*33.3*
Counseling Services	*0*	*0.0*
Crisis Hotline	*0*	*0.0*
Employee Assistance Program (EAP)	*0*	*0.0*
Faculty member	*0*	*0.0*
MU Chancellor's Diversity Initiative	*0*	*0.0*
MU Counseling Center	*0*	*0.0*
MU Gaines/Oldham Black Culture Center	*0*	*0.0*
MU International Center	*0*	*0.0*
MU LGBTQ Resource Center	*0*	*0.0*
MU Police	*0*	*0.0*
MU Wellness Resource Center	*0*	*0.0*
MU Women's Center	*0*	*0.0*
Senior administrator (e.g., president, vice president)	*0*	*0.0*
Staff member	*0*	*0.0*
Supervisor	*0*	*0.0*
Title IX Coordinator or Deputy Title IX Coordinator	*0*	*0.0*
I told a friend	3	8.8
I sought information online	2	5.9
I did not know who to go to	1	2.9
I contacted a local law enforcement official	0	0.0
I sought support from off-campus hot-line/advocacy services	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	0	0.0
A response not listed above	7	20.6

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* =34).
Percentages may not sum to 100 as a result of multiple responses.

Table B54. **Did you report the conduct? (Question 88)**

Reported conduct	*n*	*%*
No, I didn't report it.	30	90.9
Yes, I reported it.	3	9.1
Yes, I reported the incident and was satisfied with the outcome.	*1*	*33.3*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*1*	*33.3*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*0*	*0.0*

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 34). Percentages may not sum to 100 as a result of multiple responses.

Table B55. Faculty/Staff only: **Have you observed <u>hiring</u> practices at UM System/MU (e.g. hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust or that would inhibit diversifying the community? (Question 90)**

Observed hiring practices	*n*	%
No	115	82.1
Yes	25	17.9

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 142).

Table B56. Faculty/Staff only: **I believe that the unjust <u>hiring</u> practices were based upon:**
(Mark all that apply.) (Question 91)

Characteristic	*n*	%
Age	8	32.0
Racial identity	7	28.0
Gender/gender identity	6	24.0
Ethnicity	5	20.0
Nepotism/cronyism	5	20.0
Length of service at UM System/MU	2	8.0
Position (staff, faculty, student)	2	8.0
Sexual identity	2	8.0
Socioeconomic status	2	8.0
Educational credentials (e.g., BS, MS, PhD)	1	4.0
Immigrant/citizen status	1	4.0
International status/national origin	1	4.0
Military/veteran status	1	4.0
Political views	1	4.0
English language proficiency/accent	0	0.0
Gender expression	0	0.0
Learning disability/condition	0	0.0
Major field of study	0	0.0
Marital status (e.g., single, married, partnered)	0	0.0
Mental Health/Psychological disability/condition	0	0.0
Medical disability/condition	0	0.0
Parental status (e.g., having children)	0	0.0
Participation in an organization/team	0	0.0
Physical disability/condition	0	0.0
Philosophical views	0	0.0
Pregnancy	0	0.0
Religious/spiritual views	0	0.0
Don't know	3	12.0
A reason not listed above	2	8.0

Note: Table includes answers only from those respondents who indicated that they observed discriminatory hiring practices (*n* = 25). Percentages may not sum to 100 as a result of multiple responses.

Table B57. Faculty/Staff only: **Have you have observed <u>employment-related discipline or action, up to and including dismissal</u> at UM System/MU that you perceive to be unjust or that would inhibit diversifying the community? (Question 93)**

Observed	*n*	%
No	131	93.6
Yes	9	6.4

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 142).

Table B58. Faculty/Staff only: **I believe the unjust <u>employment-related disciplinary actions</u> were based upon: (Mark all that apply.) (Question 94)**

Characteristic	*n*	%
Job duties	2	22.2
Position (staff, faculty, student)	2	22.2
Medical disability/condition	1	11.1
Participation in an organization/team	1	11.1
Age	0	0.0
Educational credentials (e.g., BS, MS, PhD)	0	0.0
English language proficiency/accent	0	0.0
Ethnicity	0	0.0
Gender/gender identity	0	0.0
Gender expression	0	0.0
Immigrant/citizen status	0	0.0
International status/national origin	0	0.0
Learning disability/condition	0	0.0
Length of service at UM System/MU	0	0.0
Major field of study	0	0.0
Marital status (e.g., single, married, partnered)	0	0.0
Mental Health/Psychological disability/condition	0	0.0
Military/veteran status	0	0.0
Parental status (e.g., having children)	0	0.0
Physical characteristics	0	0.0
Physical disability/condition	0	0.0
Philosophical views	0	0.0
Political views	0	0.0
Pregnancy	0	0.0
Racial identity	0	0.0
Religious/spiritual views	0	0.0
Sexual identity	0	0.0
Socioeconomic status	0	0.0
Don't know	3	33.3
A reason not listed above	2	22.2

Note: Table includes answers only from those respondents who indicated that they observed unjust employment-related disciplinary actions (*n* = 9). Percentages may not sum to 100 as a result of multiple responses.

Table B59. Faculty/Staff only: **Have you observed <u>promotion/reappointment/reclassification</u> practices at UM System/MU that you perceive to be unjust? (Question 96)**

Observed	*n*	%
No	109	77.9
Yes	31	22.1

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 142).

Table B60. Faculty/Staff only: **I believe the unjust behavior, procedures, or employment practices related to** <u>**promotion/tenure/reappointment/reclassification**</u> **were based upon: (Mark all that apply.) (Question 97)**

Characteristic	*n*	%
Nepotism/cronyism	10	32.3
Gender/gender identity	9	29.0
Position (staff, faculty, student)	9	29.0
Age	4	12.9
Length of service at UM System/MU	4	12.9
Educational credentials (e.g., BS, MS, PhD)	3	9.7
Marital status (e.g., single, married, partnered)	3	9.7
Racial identity	3	9.7
Ethnicity	1	3.2
Medical disability/condition	1	3.2
English language proficiency/accent	0	0.0
Gender expression	0	0.0
Immigrant/citizen status	0	0.0
International status/national origin	0	0.0
Learning disability/condition	0	0.0
Major field of study	0	0.0
Mental Health/Psychological disability/condition	0	0.0
Military/veteran status	0	0.0
Parental status (e.g., having children)	0	0.0
Participation in an organization/team	0	0.0
Physical characteristics	0	0.0
Physical disability/condition	0	0.0
Philosophical views	0	0.0
Political views	0	0.0
Pregnancy	0	0.0
Religious/spiritual views	0	0.0
Sexual identity	0	0.0
Socioeconomic status	0	0.0
Don't know	2	6.5
A reason not listed above	6	19.4

Note: Table includes answers only from those respondents who indicated that they observed discriminatory practices (*n* = 31). Percentages may not sum to 100 as a result of multiple responses.

Table B61. **Using a scale of 1-5, please rate the overall campus climate at UM System/MU on the following dimensions: (Question 99)**

Dimension	1		2		3		4		5		Mean	Standard Deviation
	n	%	*n*	%	*n*	%	*n*	%	*n*	%		
Friendly/Hostile	43	30.3	66	46.5	32	22.5	1	0.7	0	0.0	**1.9**	**0.7**
Inclusive/Exclusive	33	23.4	56	39.7	39	27.7	13	9.2	0	0.0	**2.2**	**0.9**
Improving/Regressing	36	25.7	56	40.0	34	24.3	13	9.3	1	0.7	**2.2**	**1.0**
Positive for persons with disabilities/Negative	32	22.9	59	42.1	43	30.7	5	3.6	1	0.7	**2.2**	**0.8**
Positive for people who identify as lesbian, gay, bisexual, queer/Negative	34	24.1	59	41.8	38	27.0	9	6.4	1	0.7	**2.2**	**0.9**
Positive for people who identify as gender non-binary, genderqueer, transgender/Negative	29	20.6	40	28.4	61	43.3	8	5.7	3	2.1	**2.4**	**0.9**
Positive for people of various religious/ spiritual backgrounds/Negative	24	17.0	62	44.0	40	28.4	13	9.2	2	1.4	**2.3**	**0.9**
Positive for People of Color/Negative	29	20.6	52	36.9	40	28.4	16	11.3	4	2.8	**2.4**	**1.0**
Positive for men/Negative	63	44.7	50	35.5	23	16.3	5	3.5	0	0.0	**1.8**	**0.8**
Positive for women/Negative	31	22.0	66	46.8	27	19.1	15	10.6	2	1.4	**2.2**	**1.0**
Positive for non-native English speakers/Negative	26	18.4	45	31.9	58	41.1	10	7.1	2	1.4	**2.4**	**0.9**
Positive for people who are not U.S. citizens/Negative	26	18.7	45	32.4	55	39.6	11	7.9	2	1.4	**2.4**	**0.9**
Welcoming/Not welcoming	38	27.0	67	47.5	30	21.3	6	4.3	0	0.0	**2.0**	**0.8**
Respectful/Disrespectful	36	25.9	64	46.0	30	21.6	9	6.5	0	0.0	**2.1**	**0.9**
Positive for people of high socioeconomic status/Negative	59	41.8	54	38.3	27	19.1	1	0.7	0	0.0	**1.8**	**0.8**
Positive for people of low socioeconomic status/Negative	23	16.5	45	32.4	48	34.5	18	12.9	5	3.6	**2.5**	**1.0**
Positive for people of various political affiliations/Negative	21	14.9	45	31.9	58	41.1	15	10.6	2	1.4	**2.5**	**0.9**
Positive for people in active military/ veterans status/Negative	39	27.7	51	36.2	46	32.6	3	2.1	2	1.4	**2.1**	**0.9**

Table B62. **Using a scale of 1-5, please rate the overall campus climate at UM System/MU on the following dimensions: (Question 100)**

Dimension	1		2		3		4		5		Mean	Standard Deviation
	n	%	*n*	%	*n*	%	*n*	%	*n*	%		
Not racist/Racist	26	19.0	56	40.9	36	26.3	14	10.2	5	3.6	**2.4**	**1.0**
Not sexist/Sexist	27	19.9	54	39.7	32	23.5	17	12.5	6	4.4	**2.4**	**1.1**
Not homophobic/Homophobic	31	22.8	59	43.4	31	22.8	11	8.1	4	2.9	**2.3**	**1.0**
Not biphobic/Biphobic	29	21.5	56	41.5	35	25.9	10	7.4	5	3.7	**2.3**	**1.0**
Not transphobic/Transphobic	25	18.5	54	40.0	40	29.6	10	7.4	6	4.4	**2.4**	**1.0**
Not ageist/Ageist	27	20.5	58	43.9	32	24.2	9	6.8	6	4.5	**2.3**	**1.0**
Not classist (socioeconomic status)/Classist	30	22.2	45	33.3	40	29.6	14	10.4	6	4.4	**2.4**	**1.1**
Not classist (position: faculty, staff, student)/Classist	29	22.1	39	29.8	35	26.7	23	17.6	5	3.8	**2.5**	**1.1**
Disability friendly (not ableist)/ Not disability friendly (ableist)	34	25.2	58	43.0	33	24.4	7	5.2	3	2.2	**2.2**	**0.9**
Not xenophobic/Xenophobic	28	20.7	57	42.2	38	28.1	8	5.9	4	3.0	**2.3**	**1.0**
Not ethnocentric/Ethnocentric	26	19.4	52	38.8	41	30.6	11	8.2	4	3.0	**2.4**	**1.0**

Table B63. Staff only: **Please indicate the extent to which you agree with the following statements: (Question 105)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by co-workers in my department.	52	37.7	63	45.7	15	10.9	8	5.8	0	0.0
I feel valued by co-workers outside my department.	35	25.7	73	53.7	25	18.4	3	2.2	0	0.0
I feel valued by my supervisor/manager.	63	46.0	49	35.8	11	8.0	12	8.8	2	1.5
I feel valued by UM System/MU students.	12	8.8	21	15.4	95	69.9	7	5.1	1	0.7
I feel valued by UM System/MU faculty.	12	8.9	28	20.7	81	60.0	10	7.4	4	3.0
I feel valued by UM System/MU senior administrators (e.g., chancellor, vice chancellor, provost).	16	11.7	38	27.7	64	46.7	17	12.4	2	1.5
I feel valued by UM System/MU administrators (e.g., dean, department chair).	12	8.8	41	29.9	66	48.2	15	10.9	3	2.2
I think that co-workers in my work unit pre-judge my abilities based on their perception of my identity/background.	3	2.2	25	18.4	30	22.1	47	3.6	31	22.8
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	5	3.6	19	13.9	34	24.8	42	30.7	37	27.0
I think that faculty pre-judge my abilities based on their perception of my identity/background.	4	3.1	16	12.3	65	50.0	29	22.3	16	12.3
I believe that my department/program encourages free and open discussion of difficult topics.	22	16.2	51	37.5	36	26.5	20	14.7	7	5.1
I feel that my skills are valued.	38	27.7	66	48.2	12	8.8	20	14.6	1	0.7
I feel that my work is valued.	40	29.6	67	49.6	11	8.1	16	11.9	1	0.7
Senior administrators have taken direct actions to address the needs of at-risk/underserved students	12	9.0	31	23.1	83	61.9	6	4.5	2	1.5
Faculty have taken direct actions to address the needs of at-risk/underserved students	9	6.7	25	18.5	97	71.9	3	2.2	1	0.7
Students have taken direct actions to address the needs of at-risk/underserved students	9	6.7	23	17.0	98	72.6	5	3.7	0	0.0

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 140).

Table B64. Respondents with disabilities only: **Within the past year, have you experienced a barrier in any of the following areas at UM System/MU? (Question 107)**

	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Facilities						
Athletic and recreational facilities	2	11.1	7	38.9	9	50.0
Classroom buildings	1	5.6	6	33.3	11	61.1
Classrooms, labs (including computer labs)	0	0.0	5	27.8	13	72.2
College housing	0	0.0	5	27.8	13	72.2
Student Union/Center	0	0.0	6	33.3	12	66.7
Student Health Center	0	0.0	6	33.3	12	66.7
Testing Services	0	0.0	6	33.3	12	66.7
Counseling, Health, Testing, & Disability /Services	0	0.0	7	38.9	11	61.1
Counseling Services	0	0.0	5	27.8	13	72.2
Dining facilities	0	0.0	5	27.8	13	72.2
Doors	0	0.0	9	50.0	9	50.0
Elevators/lifts	0	0.0	9	50.0	9	50.0
Emergency preparedness	1	5.6	8	44.4	9	50.0
Office furniture (e.g., chair, desk)	2	11.8	8	47.1	7	41.2
Campus transportation/parking	2	11.8	6	35.3	9	52.9
Other campus buildings	0	0.0	8	47.1	9	52.9
Podium	0	0.0	8	47.1	9	52.9
Restrooms	0	0.0	9	52.9	8	47.1
Signage	0	0.0	9	52.9	8	47.1
Studios/performing arts spaces	0	0.0	6	37.5	10	62.5
Temporary barriers due to construction or maintenance	1	5.9	9	52.9	7	41.2
Walkways, pedestrian paths, crosswalks	1	5.9	9	52.9	7	41.2
Technology/Online Environment						
Accessible electronic format	0	0.0	12	70.6	5	29.4
Clickers	0	0.0	10	58.8	7	41.2
Computer equipment (e.g., screens, mouse, keyboard)	1	5.9	12	70.6	4	23.5
Electronic forms	0	0.0	12	70.6	5	29.4
Electronic signage	0	0.0	11	64.7	6	35.3
Electronic surveys (including this one)	1	5.9	10	58.8	6	35.3
Kiosks	0	0.0	9	52.9	8	47.1

Table B64 (cont.)	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Library database	0	0.0	9	52.9	8	47.1
Moodle/Blackboard/Canvas	0	0.0	9	52.9	8	47.1
Phone/phone equipment	0	0.0	13	76.5	4	23.5
Software (e.g., voice recognition/audiobooks)	0	0.0	11	64.7	6	35.3
Video/video audio description	0	0.0	10	58.8	7	41.2
Website	0	0.0	11	64.7	6	35.3
Identity						
Electronic databases (e.g., PeopleSoft, myLearn, myPerformance, Pathway)	0	0.0	10	58.8	7	41.2
Email account	0	0.0	10	58.8	7	41.2
Intake forms (e.g., Student Health)	1	5.9	7	41.2	9	52.9
Course change forms (e.g., add-drop forms)	0	0.0	6	35.3	11	64.7
Learning technology	1	5.9	8	47.1	8	47.1
Surveys	1	5.9	9	52.9	7	41.2
Instructional/Campus Materials						
Brochures	0	0.0	10	62.5	6	37.5
Food menus	0	0.0	6	37.5	10	62.5
Forms	1	6.3	9	56.3	6	37.5
Journal articles	0	0.0	9	56.3	7	43.8
Library books	0	0.0	8	50.0	8	50.0
Other publications	0	0.0	8	50.0	8	50.0
Syllabi	0	0.0	7	43.8	9	56.3
Textbooks	0	0.0	6	40.0	9	60.0
Video-closed captioning and text description	0	0.0	8	50.0	8	50.0

Note: Table includes answers only from those respondents who indicated that they had a disability in Question 66 (*n* = 18).

Table B65. Respondents who identify as genderqueer, gender non-binary, or trans only: **Have you experienced a barrier in any of the following areas at UM System/MU within the past year? (Question 109)**

Note: No respondents responded that they identify as genderqueer, gender non-binary, or trans so no table is presented for this question.

Table B66. Staff only: **Based on your knowledge of the availability of the following institutional initiatives, please indicate how each affects the climate at UM System/MU. (Question 113)**

	Initiative available at UM System/MU								Initiative NOT available at UM System/MU							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity and inclusion training for staff.	74	63.8	36	31.0	6	5.2	**116**	**91.3**	6	54.5	2	18.2	3	27.3	**11**	**8.7**
Providing access to counseling for people who have experienced harassment.	104	88.9	13	11.1	0	0.0	**117**	**92.9**	5	55.6	3	33.3	1	11.1	**9**	**7.1**
Providing supervisors/managers with supervisory training.	97	86.6	15	13.4	0	0.0	**112**	**90.3**	9	75.0	2	16.7	1	8.3	**12**	**9.7**
Providing faculty supervisors with supervisory training.	83	86.5	13	13.5	0	0.0	**96**	**81.4**	16	72.7	5	22.7	1	4.5	**22**	**18.6**
Providing mentorship for new staff.	59	83.1	11	15.5	1	1.4	**71**	**58.2**	40	78.4	10	19.6	1	2.0	**51**	**41.8**
Providing a clear process to resolve conflicts.	89	89.9	10	10.1	0	0.0	**99**	**81.1**	18	78.3	1	4.3	4	17.4	**23**	**18.9**
Providing a fair process to resolve conflicts.	89	90.8	9	9.2	0	0.0	**98**	**80.3**	18	75.0	2	8.3	4	16.7	**24**	**19.7**
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty.	58	69.0	16	19.0	10	11.9	**84**	**70.0**	19	52.8	10	27.8	7	19.4	**36**	**30.0**
Providing career development opportunities for staff.	95	95.0	5	5.0	0	0.0	**100**	**83.3**	15	75.0	4	20.0	1	5.0	**20**	**16.7**
Providing affordable childcare.	37	75.5	11	22.4	1	2.0	**49**	**42.6**	55	83.3	10	15.2	1	1.5	**66**	**57.4**
Providing support/resources for spouse/partner employment.	39	67.2	17	29.3	2	3.4	**58**	**50.4**	41	71.9	15	26.3	1	1.8	**57**	**49.6**

	Initiative available at UM System/MU								Initiative NOT available at UM System/MU							
	Positively influences climate		Has no influence on climate		Negatively influences climate		**Total respondents who believe initiative is available**		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		**Total respondents who believe initiative is not available**	
	n	%	*n*	%	*n*	%	***n***	**%**	*n*	%	*n*	%	*n*	%	***n***	**%**
Providing support via constituent-based support groups (e.g., Staff of Color, Women Staff).	37	64.9	14	24.6	6	10.5	**57**	**51.4**	35	64.8	10	18.5	9	16.7	**54**	**48.6**
Providing staff a location for informal networking (e.g., University Club).	43	66.2	22	33.8	0	0.0	**65**	**55.6**	40	76.9	11	21.2	1	1.9	**52**	**44.4**

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 140).

Appendix C
Comment Analyses (Questions #117, #118, and #119)

Among the 142 surveys submitted for the UM System Office climate assessment, 93 contained respondents' remarks to at least one open-ended question throughout the survey. The follow-up questions which allowed respondents to provide more detail in relation to their answers to a previous survey question were included in the body of the report. This section of the report summarizes the comments submitted for the final three survey questions and provides examples of those remarks that were echoed by multiple respondents. If comments were related to previous open-ended questions, the comments were added to the relevant section of the report narrative and, therefore, are not reflected in this appendix.

Campus Compared to the Community

Campus more inclusive than the surrounding community. Fifty employees from the UM System Office replied to the question, "Are your experiences on campus different from those you experience in the community surrounding campus?" Twenty-two respondents indicated that their experiences on campus did not differ from their experiences in the surrounding community.

Inclusivity. Of the respondents that drew a contrast between their experiences on campus and their experience within the community, the majority of individuals described campus as more inclusive than the community. Respondents wrote, "Campus expectations of inclusivity are much higher than the overall community and much more valued by the entire University population," "I find on-campus experiences overall more tolerant than in the area surrounding Columbia," and "Experience on campus is often better than off-campus; on campus people are generally kind and inclusive." One respondent offered, "As the employer, we can hold 'employees' accountable for their conduct. The university is one of the few 'diverse friendly' organizations in the Columbia region." In regard to the experiences of LGBT individuals, one respondent wrote, "I think campus is safer than

the surrounding community for LGTBQ individuals. Living in a conservative state, I don't see this changing any time soon."

Campus inclusivity having a negative effect on the campus community. Not all respondents who described campus as more inclusive than the surrounding community viewed this contrast as positive. For example, one respondent wrote, "We are allowing too many diverse groups to drive the direction of the University. We are not here to 'coddle' our student/faculty or staff. The University's mission is to educate. If students/faculty/staff want something other than to receive or support education, they can choose some other institution to attend or work." A second respondent wrote, "Yes, my experiences off campus are different. Sorry folks, but the level of racism and phob-ism that some are claiming occurs on campus just doesn't exist off campus. And for that matter, doesn't exist on campus either."

One respondent, in describing campus as more inclusive than the surrounding community, also discussed the tensions they felt between the university's claims regarding inclusivity versus individual's lived realities. "I believe my campus experiences more tolerance and an openness to differences among people/communities than the surrounding city in which I live. And I cherish that. But for all the attempts to be tolerant and open to differences, my observations are that the campus is still predominately one race (white), and one religious category (Christian), and one sexual identity (heterosexual). Furthermore, the campus tends to promote men to the highest positions at a rate that is greater than the proportion of men to women in the general population. I realize these are common problems in many work environments; I am simply stating that we are no better than the norm and probably a little worse in some categories when you look across the entirety of the U.S. (rather than just the Midwest)."

Recommendations for Improving the Climate at UM System Office
Deescalate UM System's response to calls for increased diversity; improve leadership practices; increase salaries. Of the 93 respondents who provided a response to one or more open-ended questions, 49 respondents offered a recommendation regarding how the

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climate for living, learning, and working at the UM System Office could be improved. The primary theme that emerged from the respondents' recommendations was a call for the University of Missouri to deescalate how the University responds to student activists' calls for increased diversity and equity. Respondents described the University's current level and methods of response as wasting time, inhibiting student learning, and disrespecting to individuals who disagree with some of the assertions made by different minority groups at University of Missouri. Respondents also recommended improvements to current University leadership practices as well as increased pay and an examination of the current process for distributing salary increases to staff members.

Diversity initiatives wasteful use of employees' time. Respondents expressed frustrations about the level of attention that the University dedicates to students' calls for increased diversity and inclusion. Respondents wrote, "The University spends a lot of time focusing on who has been offended or hurt. Or spends time apologizing for every misstep or area that isn't perfect. We need to spend more time on highlighting progress and change," and "I do not think that the diversity climate at UM SYSTEM needs to be addressed. And to force attendance to address issues that are not there causes delays in my work."

University's response to student activism hinders student learning. Respondents critiqued the University responses to student activism by stating that the University "coddles" or "panders" to students in a manner that inhibited student learning. One respondent specifically wrote, "Stop pandering to the 'social justice warriors' and their political agenda. Let's help these kids to grow up and begin becoming adults. Becoming an adult includes learning how to interact and live with people who have different views and opinions than your own…Their demands, even though backed by the Title IX 'hammer,' should not control the actions of the university." Another respondent wrote, "Stop jumping when students complain, they are children, life is hard - deal with it. I am so tired of being looked at like I am a hateful person because I work at the University… we are getting a bad rap because of our inability to treat students like students."

Diversity initiatives impinge on individuals' rights. For some respondents, their frustration with current diversity and inclusion initiatives derived from a sense that they were being asked to change their opinions about others or to conceive of others in a manner that they found inappropriate. To this end, respondents wrote, "We do not need any executive for diversity. We need leaders that pull us together. I understand the System is trying to promote tolerance by understanding differences, but it seems one-sided against certain ethnic or social groups (white or conservative, or religious), and it is creating more hostility," and "Stop dividing us into socio-economic, color, religious, racial, or sexual groups in the first place. Recognizing and tolerating differences is one thing, and should be expected, but attempting to force people to think like another group, or change attitudes they sincerely believe are wrong is divisive and creates conflict." In what apparently was a reference to trans individuals, one respondent wrote, "Sometimes I feel that the lifestyle choices of some are crammed into others who do not feel the same to the point of reverse prejudice. I do not feel people are 'assigned' the wrong sexuality at birth and am offended that I cannot say he or she, but am requested to say they or them to avoid their feelings, what about me being offended to accept something I feel is morally wrong?"

Leadership. According to one respondent, "Hiring a non-white president was a step in the right direction. The next step is making sure administrators make an effort to be aware of the concerns of students and faculty before protests happen." The recommendation that administrators become more informed on diversity and equity issues was echoed by a respondent who stated, "VPs need to understand the benefits of diversity, which clearly they do not." Respondents also recommended that current leadership examine their own elitist leadership practices. Respondents specifically wrote, "Work with senior administrators to understand that elitism in University Hall alienates system employees and it trickles down to the campuses as well," and "Administrators need to get off pedestals and be real."

Examination of current salary practices. In regard to salary, respondents called for increases to current salary levels. Related to salary increases, one respondent wrote, "In

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regards to living, I have a lot of coworkers and encounters with staff due to my job in which they are having a lot of financial struggles and the inability to provide for their families and making a living wage. They are having a hard time providing the basic needs for their families. I would like to see more equal pay for hourly and low-skilled workers as well as a more initiative to provide raises. It may not be able to happen yearly but it needs to be a priority to make sure that workers are able to provide their basic needs for their families." Another respondent simply wrote, "Salary increases." A third respondent wrote, "Always make sure raises are a possibility, makes employees more eager to do a great job. Make sure all levels of employment within UM System are treated the same not the division of what floor you work on."

Respondents also called for an examination of how initial salary offerings and salary increases were determined. Respondent comments such as "How one's salary is determined should be more closely looked at. Some employees climb the salary ladder at a rapid rate, while others do not - cronyism, who you're friends with, etc." and "Pay competitively and fairly. There is such a disparity!" reflect the frustrations that some respondents expressed in regard to the current process for salary increases.

Additional Elaboration on Survey Responses
Comments about the survey; needed improvement within leadership. Twenty respondents elected to elaborate on or further describe their experiences within the UM System Office as they related to climate. Two themes emerged: comments regarding the survey and concerns regarding current University of Missouri leadership structure and practices.

Comments about the survey. Respondents provided various comments regarding the survey. Some respondents stated they had difficulties answering aspects of the survey. Respondent comments included, "Seems like too many things were trying to be covered in one survey. I was not comfortable answering all of the questions but did put something in," and "When I was completing the Likert scaling question on If MU has it vs if MU did not have it, there were some where the answers would not have been congruent. Since I couldn't check on both boxes, I chose the one that would be of most significance."

Other respondents provided comments that suggested that the survey excluded the perspectives of those assumed to be in the majority but who feel they have experienced exclusion. For example, respondents wrote, "The format of the survey excludes certain types of responses from groups assumed to be free from exclusion/discrimination. Until everyone's inclusivity is taken into account, no one's exclusivity will be taken seriously" and "This survey was hard to fill out. UM-System itself is doing a great job providing and promoting an environment of diversity, inclusion, and respect. Yet there is an element, it seems especially within the student body, that insists there is a great degree of racism, sexism, and disunity. Frankly I don't see it. What I do see is a university doing a great job of being fair and diverse, while a group of 'social justice warriors' leverage major media attention and Title IX to push a political agenda."

Leadership structure and practices. In the second theme, respondents wrote about needed changes within University of Missouri leadership practices. One respondent wrote, "The leadership at the University will have to lead by example. Do as I do, not as I say. Everyone learn how to hide how they feel, or so they think. There are those that can see and feel what you are trying to hide. Change can come when we open up and start communicating, we are not that different." Respondents also critiqued what they saw as insider or favoritism behavior by current leadership. Respondents wrote, "I have experienced type casting, sexism, ageism during my years in University Hall. Each of the vice presidents has hired mirror images. It is unbelievable and ridiculous that in 2016 the building is as homogeneous as it is," and "The insider mentality is so deeply ingrained it's hard to influence long set policy or behavior. Longevity is honored and encouraged and outside ideas are largely ignored or shunned. The missing element is experiences people have outside the community might actually have some value but when they don't fit the culture they are rejected."

University of Missouri - System Offices
Climate for Learning, Living, and Working
(Administered by Rankin & Associates Consulting)

Purpose
You are invited to participate in a survey of students, faculty, staff and administrators regarding the environment for learning, living and working at the University of Missouri. Climate refers to the current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Your responses will inform us about the current climate at the University of Missouri and provide us with specific information about how the environment for learning, living and working can be improved.

Procedures
You will be asked to complete an online survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete and must be completed in one sitting. If you close your browser, you will lose any responses you previously entered. You must be 18 years of age or older to participate. Please note that you can choose to withdraw your responses at any time before you submit your answers. The survey results will be submitted directly to a secure off campus server hosted by and accessible to only the external consultants (Rankin & Associates). Any computer identification that might identify participants is deleted from the submissions. Any comments provided by participants are also separated at submission so that comments are not attributed to any individual demographic characteristics. These comments will be analyzed using content analysis. Anonymous quotes from submitted comments will be used throughout the report to give "voice" to the quantitative data.

Discomforts and Risks
There are no anticipated risks in participating in this assessment beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort. In the event that any questions asked are disturbing, you may skip any questions or stop responding to the survey at any time. If you experience any discomfort in responding to these questions and would like to speak with someone or review relevant policies, please copy and paste the appropriate link into a new browser:

University of Missouri-System Office **-** https://www.umsystem.edu/ums/hr/support_resources_for_faculty_and_staff

Benefits
The results of the survey will provide important information about our climate and will help us in our efforts to ensure that the environment at the University of Missouri is conducive to learning, living, and working.

Voluntary Participation
Participation in this assessment is voluntary. If you decide to participate, you do not have to answer any questions on the survey that you do not wish to answer. **Individuals will not be identified and only group data will be reported** (e.g., the analysis will include only aggregate data). Please note that you can choose to withdraw your responses at any time before you submit your answers. Refusal to take part in this assessment will involve no penalty or loss of student or employee benefits.

Statement of Confidentiality for Participation

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. Your confidentiality in participating will be kept to the degree permitted by the technology used (e.g., IP addresses will be stripped when the survey is submitted). The survey is run on a firewalled web server with forced 256-bit SSL security. In addition, the external consultant (Rankin & Associates) will not report any group data for groups of fewer than 5 individuals that may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential for demographic information to be identifiable. Please also remember that you do not have to answer any question or questions about which you are uncomfortable. The survey has been approved by the University of Missouri's Institutional Review Board.

Statement of Anonymity for Comments

Upon submission, all comments from participants will be de-identified to make those comments anonymous. Thus, participant comments will not be attributable to their author. However, depending on what you say, others who know you may be able to attribute certain comments to you. In instances where certain comments might be attributable to an individual, Rankin & Associates will make every effort to de-identify those comments or will remove the comments from the analyses. The anonymous comments will be analyzed using content analysis. In order to give "voice" to the quantitative data, some anonymous comments may be quoted in publications related to this survey.

Right to Ask Questions

You can ask questions about this assessment in confidence. Questions concerning this project should be directed to:

Emil L. Cunningham, PhD   Susan R. Rankin, PhD
Senior Research Associate   Principal & CEO
Rankin & Associates Consulting   Rankin & Associates Consulting
emil@rankin-consulting.com   sue@rankin-consulting.com
(814) 625-2780   (814) 625-2780

Questions regarding the survey process may also be directed to:

Kevin McDonald
Chief Diversity, Equity and Inclusion Officer
University of Missouri-System Office
(573) 882-2011
mcdonaldkg@umsystem.edu

Questions concerning the rights of participants:

Research at the University of Missouri that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to:

MU Institutional Review Board
Office of Research
University of Missouri
190 Galena Hall DC074
University of Missouri
Columbia, MO 65212

PLEASE PRINT A COPY OF THIS CONSENT DOCUMENT FOR YOUR RECORDS, OR IF YOU DO NOT HAVE PRINT CAPABILITIES, YOU MAY CONTACT THE RESEARCHER TO OBTAIN A COPY

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If you agree to take part in this assessment, as described in detail in the preceding paragraphs, please click on the "Continue" button below. By clicking on the "Continue" button, you will indicate your consent to participate in this study.

☐ I agree and give my consent to participate in this research project. I understand that participation is voluntary and that I may withdraw my consent at any time without penalty.

☐ I do not agree to participate and will be excluded from the remainder of the questions.

Following are several terms and definitions that are in the survey. These will be hyperlinked when they appear in the survey.

Survey Terms and Definitions

Ableist: Someone who practices discrimination or prejudice against an individual or group with a disability.

Ageist: Someone who practices discrimination or prejudice against an individual or group on the basis of their age.

American Indian (Native American): A person having origin in any of the original tribes of North America who maintains cultural identification through tribal affiliation or community recognition.

Asexual: A person who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic part of an individual.

Assigned Birth Sex: The biological sex assigned (named) as that of an individual baby at birth.

Biphobia: An irrational dislike or fear of bisexual people.

Bisexual: Bisexual people may be attracted, romantically and/or sexually, to people of more than one sex, not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree.

Bullied: Being subjected to unwanted offensive and malicious behavior that undermines, patronizes, intimidates, or demeans.

Classist: Someone who practices discrimination or prejudice against an individual or group based on social or economic class.

Climate: Current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

Disability: A physical or mental impairment that limits one or more major life activities.

Discrimination: Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which that person belongs rather than on individual merit. Discrimination can be the effect of some law or established practice that confers privilege or liability based on of race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual identity, citizenship, or service in the uniformed services.

Ethnocentrism: Someone who practices discrimination or prejudice against an individual or group's culture based solely by the values and standards of one's own culture. Ethnocentric individuals judge other groups relative to their own ethnic group or culture, especially with concern for language, behavior, customs, and religion.

Experiential Learning: Experiential learning refers to a pedagogical philosophy and methodology concerned with learning activities outside of the traditional classroom environment, with objectives which are planned and articulated prior to the experience (internships, service learning, co-operative education, field experience, practicum, cross-cultural experiences, apprenticeships, etc.).

Family Leave: The Family and Medical Leave Act is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due situations such as the following: a serious health condition that makes the employee unable to perform his or her job; caring for a sick family member; caring for a new child (including birth, adoption or foster care). For more information: http://www.dol.gov/whd/fmla/

Gender Identity: A person's inner sense of being man, woman, both, or neither. Gender identity may or may not be expressed outwardly and may or may not correspond to one's physical characteristics.

Gender Expression: The manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as male or female.

Harassment: Unwelcomed behavior that demeans, threatens or offends another person or group of people and results in a hostile environment for the targeted person/group.

Heterosexist: Someone who practices discrimination or prejudice against an individual or group based on a sexual orientation that is not heterosexual.

Homophobia: An irrational dislike or fear of homosexual people.

Intersex: Any one of a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male.

Non-Native English Speakers: People for whom English is not their first language.

People of Color: People who self-identify as other than White.

Physical Characteristics: Term that refers to one's appearance.

Pansexual: Fluid in sexual identity and is attracted to others regardless of their sexual identity or gender

Position: The status one holds by virtue of her/his role/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator, etc.)

Racial Identity: A socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

Sexual Identity: A personal characteristic based on the sex of people one tends to be emotionally, physically and sexually attracted to; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

Sexual Assault: Unwanted sexual assault is as any actual or attempted nonconsensual sexual activity including, but not limited to: sexual intercourse, or sexual touching, committed with coercion, threat, or intimidation (actual or implied) with or without physical force; exhibitionism or sexual language of a threatening nature by a person(s) known or unknown to the victim. Forcible touching, a form of sexual assault, which is defined as intentionally, and for no legitimate purpose, forcibly touching the sexual or other intimate parts of another person for the purpose of degrading or abusing such person or for gratifying sexual desires.

Socioeconomic Status: The status one holds in society based on one's level of income, wealth, education, and familial background.

Transgender: An umbrella term referring to those whose gender identity or gender expression is different from that associated with their sex assigned at birth.

Transphobia: An irrational dislike or fear of transgender, transsexual and other gender non-traditional individuals because of their perceived gender identity or gender expression.

***Unwanted Sexual Contact*:** Unwelcome touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact.

Xenophobic: Unreasonably fearful or hostile toward people from other countries.

Directions

Please read and answer each question carefully. For each answer, click on the appropriate oval and/or fill in the appropriate blank. If you want to change an answer, click on the oval of your new answer and/or edit the appropriate blank, and your previous response will be erased. You may decline to answer specific questions. You must answer at least 50% of the questions for your responses to be included in the final analyses. The survey will take between 20 and 30 minutes to complete and must be completed in one sitting.

The survey will take between 20 and 30 minutes to complete and must be completed in one sitting. If you close your browser, you will lose any responses you previously entered. You must answer at least 50% of the questions for your responses to be included in the final analyses.

1. What is your **primary** position at UM System Office?
   - O Administrator with faculty rank
   - O Administrator without faculty rank
   - O Staff - Hourly
     - o Executive
     - o Management
     - o Supervisor
     - o Support
   - O Staff - Salary
     - o Executive
     - o Management
     - o Supervisor
     - o Support
   - O Staff - Contract
   - O Staff - Union

3. **Faculty/Staff only:** Are you benefit eligible?
   - o Yes
   - o No

4. Are you full-time or part-time in that **primary** position?
   - O Full-time
   - O Part-time

5. What is your **primary** UM System location?
   - O University Hall
   - O Woodrail Center
   - O Lemone Building
   - O Locust St. Building
   - O Telecom Building
   - O Old Alumni Building
   - O Other

Part 1: Personal Experiences

When responding to the following questions, think about your experiences <u>during the past year </u>at UM System Office.

6. Overall, how comfortable are you with the climate at UM System Office?
   O Very comfortable
   O Comfortable
   O Neither comfortable nor uncomfortable
   O Uncomfortable
   O Very uncomfortable

7. **Faculty/Staff only:** Overall, how comfortable are you with the climate in your primary work area at UM System Office?
   O Very comfortable
   O Comfortable
   O Neither comfortable nor uncomfortable
   O Uncomfortable
   O Very uncomfortable

8. **Students/Faculty only:** Overall, how comfortable are you with the climate in your classes at UM System Office?
   O Very comfortable
   O Comfortable
   O Neither comfortable nor uncomfortable
   O Uncomfortable
   O Very uncomfortable

9. Have you ever **seriously considered** leaving UM System Office?
   O No
   O Yes

12. **Faculty/Staff only:** Why did you seriously consider leaving UM System Office**? (Mark all that apply.)**
    O Campus climate was not welcoming
    O Family responsibilities
    O Lack of institutional support (e.g., tech support, lab space/equipment)
    O Increased workload
    O Interested in a position at another institution
    O Lack of benefits
    O Limited opportunities for advancement
    O Local community did not meet my (my family) needs
    O Local community climate was not welcoming
    O Personal reasons (e.g., medical, mental health, family emergencies)
    O Lack of professional development opportunities
    O Recruited or offered a position at another institution/organization
    O Relocation
    O Lack of a sense of belonging
    O Low salary/pay rate
    O Spouse or partner relocated
    O Spouse or partner unable to find suitable employment
    O Tension with supervisor/manager
    O Tension with co-workers
    O A reason not listed above (please specify: _____)

13. We are interested in knowing more about your experiences. If you would like to elaborate on why you seriously considered leaving, please do so here.
    Insert text box here

14.

15. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work, learn, or live at UM System Office?
    O No
    O Yes

16. What do you believe was the basis of the conduct? (**Mark all that apply.**)
    O Academic Performance
    O Age
    O Educational credentials (e.g., BS, MS, PhD)
    O English language proficiency/accent
    O Ethnicity
    O Gender/gender identity
    O Gender expression
    O Immigrant/citizen status
    O International status/national origin
    O Learning disability/condition
    O Length of service at UM System Office
    O Major field of study
    O Marital status (e.g., single, married, partnered)
    O Mental Health/Psychological disability/condition
    O Medical disability/condition
    O Military/veteran status
    O Parental status (e.g., having children)
    O Participation in an organization/team (please specify _____)
    O Physical characteristics
    O Physical disability/condition
    O Philosophical views
    O Political views
    O Position (staff, faculty, student)
    O Pregnancy
    O Racial identity
    O Religious/spiritual views
    O Sexual identity
    O Socioeconomic status
    O Don't know
    O A reason not listed above (please specify _____)

17. How would you describe what happened? (**Mark all that apply**)
    O I was ignored or excluded
    O I was intimidated/bullied
    O I was isolated or left out
    O I felt others staring at me
    O I experienced a hostile classroom environment
    O The conduct made me fear that I would get a poor grade
    O I experienced a hostile work environment
    O I was the target of workplace incivility
    O I was the target of derogatory verbal remarks
    O I received derogatory written comments
    O I received derogatory phone calls/text messages/email
    O I received derogatory/unsolicited messages via social media (e.g., Facebook, Twitter, Yik-Yak)
    O I was singled out as the spokesperson for my identity group
    O I received a low or unfair performance evaluation
    O I was not fairly evaluated in the promotion and tenure process
    O Someone assumed I was admitted/hired/promoted due to my identity group
    O Someone assumed I was not admitted/hired/promoted due to my identity group
    O I was the target of graffiti/vandalism
    O I was the target of racial/ethnic profiling
    O I was the target of stalking
    O The conduct threatened my physical safety
    O The conduct threatened my family's safety
    O I received threats of physical violence
    O I was the target of physical violence
    O An experience not listed above (please specify _____)

18. Where did the conduct occur? **(Mark all that apply.)**
    O At a UM System Office event/program
    O In a class/lab/clinical setting
    O In a faculty office
    O In a staff office
    O In a religious center
    O In a fraternity house
    O In a sorority house
    O In a meeting with one other person
    O In a meeting with a group of people
    O In a UM System Office administrative office
    O In a UM System Office dining facility
    O In a UM System Office library
    O In an experiential learning environment (e.g., study abroad, retreat, externship, internship)
    O In athletic facilities
    O In other public spaces at UM System Office
    O In a campus residence hall/apartment
    O In Counseling Services
    O In off-campus housing
    O In the Health Center
    O In an on-line learning environment
    O In the Student Union
    O Off-campus
    O On a campus shuttle
    O On phone calls/text messages/e-mail
    O On social media (Facebook/Twitter/ Yik-Yak)
    O While walking on campus
    O While working at a UM System Office job
    O A venue not listed above (please specify _____)

19. Who/what was the source of the conduct? **(Mark all that apply.)**
    O Academic/Scholarship/Fellowship Advisor
    O Alumnus/a
    O Athletic coach/trainer
    O UM System Office media (e.g., posters, brochures, flyers, handouts, web sites)
    O UM System Office Police/Security
    O Co-worker/colleague
    O Department/Program/Division Chair
    O Direct Report (e.g., person who reports to you)
    O Donor
    O Faculty member/Other instructional staff
    O Friend
    O Off campus community member
    O Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
    O On social media (e.g., Facebook, Twitter, Yik-Yak)
    O Staff member
    O Stranger
    O Student
    O Student staff
    O Student Organization (please specify _____)
    O Supervisor or manager (including experiential sites)
    O Student Teaching Assistant/Student Lab Assistant/Student Tutor
    O Don't know source
    O A source not listed above (please specify _____)

20. How did you experience the conduct? **(Mark all that apply.)**
    O I felt embarrassed
    O I felt somehow responsible
    O I was afraid
    O I was angry
    O I ignored it
    O A feeling not listed above (please specify _____)

21. What did you do in response to experiencing the conduct? (**Mark all that apply.**)
    O I did not do anything
    O I avoided the person/venue
    O I contacted a local law enforcement official
    O I confronted the person(s) at the time
    O I confronted the person(s) later
    O I did not know who to go to
    O I sought information online
    O I sought support from off-campus hot-line/advocacy services
    O I contacted a [UM System/MU] resource
        o Counseling Services
        o Crisis Hotline
        o Employee Assistance Program (EAP)
        o Faculty member
        o Human Resources
        o MU Campus Mediation Services
        o MU Chancellor's Diversity Initiative
        o MU Counseling Center
        o MU Gaines/Oldham Black Culture Center
        o MU International Center
        o MU LGBTQ Resource Center
        o MU Office of Civil Rights and Title IX
        o MU Police
        o MU RSVP Center
        o MU Wellness Resource Center
        o MU Women's Center
        o Senior administrator (e.g., president, vice president)
        o Staff member
        o Supervisor
        o Title IX Coordinator or Deputy Title IX Coordinator
    O I told a family member
    O I told a friend
    O I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
    O A response not listed above (please specify _____)

22. Did you report the conduct?
    O No, I did not report it
    O Yes, I reported it (e.g., bias incident report, UM System Ethics and Compliance Hotline)
        o Yes, I reported the incident and was satisfied with the outcome
        o Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
        o Yes, I reported the incident, but felt that it was not responded to appropriately

23. We are interested in knowing more about your experience. If you would like to elaborate on your experiences, please do so here.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please contact one of the resources that are offered on the following web site:

https://www.umsystem.edu/ums/hr/support_resources_for_faculty_and_staff

Incidents involving forced or unwanted sexual acts are often difficult to talk about. The following questions are related to any incidents of unwanted physical sexual contact/conduct you have experienced. If you have had this experience, the questions may invoke an emotional response. If you experience any difficulty, please take care of yourself and seek support from campus or community resources listed.

24. **While a member of the** UM System Office **community,** have you experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy or gang rape)?
    O No (Skip to Question 35)
    O Yes
    - o Yes - relationship violence (e.g., ridiculed, controlling, hitting)
    - o Yes - stalking (e.g., following me, on social media, texting, phone calls)
    - o Yes - sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)
    - o Yes - sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)

25.

26. When did the [insert appropriate experience from Q#24] occur?
    O Within the last year
    O 2-4 years ago
    O 5-10 years ago
    O 11-20 years ago
    O More than 20 years ago

27.

28. Who did this to you? (**Mark all that apply.**)
    O Acquaintance/friend
    O Family member
    O UM System Office faculty member
    O UM System Office staff member
    O Stranger
    O UM System Office student
    O Current or former dating/intimate partner
    O Other role/relationship not listed above

29. Where did the [insert appropriate experience from Q#24] occur? (**Mark all that apply.**)
    O Off campus (please specify location: _____)
    O On campus (please specify location: _____)

30. How did you feel after experiencing the [insert appropriate experience from Q#24]? **(Mark all that apply.)**
    O I felt embarrassed.
    O I felt somehow responsible.
    O I felt afraid.
    O I felt angry.
    O I ignored it.
    O A feeling not listed above (please specify _____)

31. What did you do in response to experiencing the [insert appropriate experience from Q#24]? **(Mark all that apply.)**
    O I did not do anything
    O I avoided the person/venue
    O I contacted a local law enforcement official
    O I confronted the person(s) at the time
    O I confronted the person(s) later
    O I did not know who to go to
    O I sought information online
    O I sought support from off-campus hot-line/advocacy services
    O I contacted a [UM System/MU] resource
        o Counseling Services
        o Crisis Hotline
        o Employee Assistance Program (EAP)
        o Faculty member
        o Human Resources
        o MU Campus Mediation Services
        o MU Chancellor's Diversity Initiative
        o MU Counseling Center
        o MU Gaines/Oldham Black Culture Center
        o MU International Center
        o MU LGBTQ Resource Center
        o MU Office of Civil Rights and Title IX
        o MU Police
        o MU RSVP Center
        o MU Wellness Resource Center
        o MU Women's Center
        o Senior administrator (e.g., president, vice president)
        o Staff member
        o Supervisor
        o Title IX Coordinator or Deputy Title IX Coordinator
    O I told a family member
    O I told a friend
    O I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
    O A response not listed above (please specify _____)

32. Did you report the unwanted sexual conduct?
    O No, I did not report it [to Q33]
    O Yes, I reported the incident (e.g., bias incident report, Title IX)
        o Yes, I reported the incident and was satisfied with the outcome [to next section]
        o Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately [to next section]
        o Yes, I reported the incident, but felt that it was not responded to appropriately [to Q35]

33. You indicated that you **DID NOT** report the unwanted sexual contact to a campus official or staff member. Please explain why you did not.

34. You indicated that you **DID** report the unwanted sexual contact, but that it was not responded to appropriately. Please explain why you felt that it was not.

35. Please offer your response to the following comments:

	Strongly Disagree	Disagree	Agree	Strongly Agree
I am aware of the definition of Affirmative Consent.	O	O	O	O
I am generally aware of the role of UM System Office Title IX Coordinator with regard to reporting incidents unwanted sexual contact/conduct.	O	O	O	O
I know how and where to report such incidents.	O	O	O	O
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	O	O	O	O
I am generally aware of the campus resources listed here: https://www.umsystem.edu/ums/hr/support_resources_for_faculty_and_staff	O	O	O	O
I have a responsibility to report such incidents when I see them occurring on or off campus.	O	O	O	O
I understand that UM System Office standard of conduct and penalties differ from standards of conduct and penalties under the criminal law.	O	O	O	O
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in UM System Office's Title IX Annual Report	O	O	O	O
I know that UM System Office sends a Public Safety Alert to the campus community when such an incident occurs.	O	O	O	O

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please contact one of the resources that are offered on the following web site:

https://www.umsystem.edu/ums/hr/support_resources_for_faculty_and_staff

Part 2: Workplace Climate

43. As a staff member at UM System Office, I feel…

	Strongly agree	Agree	Disagree	Strongly disagree
I have supervisors who give me job/career advice or guidance when I need it.	O	O	O	O
I have colleagues/co-workers who give me job/career advice or guidance when I need it.	O	O	O	O
I am included in opportunities that will help my career as much as others in similar positions.	O	O	O	O
The performance evaluation process is clear.	O	O	O	O
The performance evaluation process is effective.	O	O	O	O
My supervisor provides adequate support for me to manage work-life balance.	O	O	O	O
I am able to complete my assigned duties during scheduled hours.	O	O	O	O
My workload was increased without additional compensation (e.g., retirement positons not filled).	O	O	O	O
I am pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	O	O	O	O
I am given a reasonable time frame to complete assigned responsibilities.	O	O	O	O
People who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children.	O	O	O	O
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	O	O	O	O
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	O	O	O	O
There is a hierarchy within staff positions that allows some voices to be valued more than others.	O	O	O	O
People who have children or eldercare are burdened with balancing work and family responsibilities (e.g., evening and evenings programing, workload brought home, UM System Office breaks not scheduled with school district breaks)	O	O	O	O
UM System Office provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	O	O	O	O
I have adequate resources to perform my job duties.	O	O	O	O

44. We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

45. As a staff member at UM System Office I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
UM System Office provides me with resources to pursue training/professional development opportunities.	O	O	O	O	O
My supervisor provides me with resources to pursue training/professional development opportunities.	O	O	O	O	O
UM System Office is supportive of taking extended leave (e.g., FMLA, parental).	O	O	O	O	O
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	O	O	O	O	O
Staff in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.	O	O	O	O	O
UM System Office policies (e.g., FMLA) are fairly applied across UM System Office.	O	O	O	O	O
UM System Office is supportive of flexible work schedules.	O	O	O	O	O
My supervisor is supportive of flexible work schedules.	O	O	O	O	O
Staff salaries are competitive.	O	O	O	O	O
Vacation and personal time benefits competitive.	O	O	O	O	O
Health insurance benefits are competitive.	O	O	O	O	O
Childcare benefits are competitive.	O	O	O	O	O
Retirement benefits are competitive.	O	O	O	O	O
Staff opinions are valued on UM System Office committees.	O	O	O	O	O
Staff opinions are valued by UM System Office faculty.	O	O	O	O	O
Staff opinions are valued by UM System Office administration.	O	O	O	O	O
There are clear expectations of my responsibilities.	O	O	O	O	O
There are clear procedures on how I can advance at UM System Office.	O	O	O	O	O
Positive about my career opportunities at UM System Office.	O	O	O	O	O
I would recommend UM System Office as good place to work.	O	O	O	O	O
I have job security.	O	O	O	O	O

46. We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than 5 responses that may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified.

You may also skip questions.

47. What is your birth sex (assigned)?
   O Female
   O Intersex
   O Male

48. What is your gender/gender identity?
   O Genderqueer
   O Man
   O Non-binary
   O Transgender
   O Woman
   O A gender not listed here (please specify): _____

49. What is your current gender expression?
   O Androgynous
   O Feminine
   O Masculine
   O A gender expression not listed here (please specify): _____

50. What is your citizenship/immigration status in the U.S.? **(Mark all that apply)**
   o A visa holder (such as F-1, J-1, H1-B, and U)
   o Currently under a withholding of removal status
   o DACA (Deferred Action for Childhood Arrival)
   o DAPA (Deferred Action for Parental Accountability)
   o Other legally documented status
   o Permanent Resident
   o Refugee status
   o Undocumented resident
   o U.S. citizen, birth
   o U.S. citizen, naturalized

51. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. (**If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply**)
   O Alaska Native (if you wish please specify your enrolled or principal corporation _____)
   O American Indian/Native (if you wish please specify your enrolled or principal tribe _____)
   O Asian/Asian American (if you wish please specify _____)
   O African/Black/African American (if you wish please specify _____)
   O Hispanic/Latin@/Chican@ (if you wish please specify _____)
   O Middle Eastern/Southwest Asian (if you wish please specify _____)
   O Native Hawaiian (if you wish please specify _____)
   O Pacific Islander (if you wish please specify _____)
   O White/European American (if you wish please specify _____)
   O A racial/ethnic/national identity not listed here (please specify): _____

52. What is your age?
   O 18   O 39   O 60   O 81

❍ 19	❍ 40	❍ 61	❍ 82
❍ 20	❍ 41	❍ 62	❍ 83
❍ 21	❍ 42	❍ 63	❍ 84
❍ 22	❍ 43	❍ 64	❍ 85
❍ 23	❍ 44	❍ 65	❍ 86
❍ 24	❍ 45	❍ 66	❍ 87
❍ 25	❍ 46	❍ 67	❍ 88
❍ 26	❍ 47	❍ 68	❍ 89
❍ 27	❍ 48	❍ 69	❍ 90
❍ 28	❍ 49	❍ 70	❍ 91
❍ 29	❍ 50	❍ 71	❍ 92
❍ 30	❍ 51	❍ 72	❍ 93
❍ 31	❍ 52	❍ 73	❍ 94
❍ 32	❍ 53	❍ 74	❍ 95
❍ 33	❍ 54	❍ 75	❍ 96
❍ 34	❍ 55	❍ 76	❍ 97
❍ 35	❍ 56	❍ 77	❍ 98
❍ 36	❍ 57	❍ 78	❍ 99
❍ 37	❍ 58	❍ 79	
❍ 38	❍ 59	❍ 80	

53. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity?

O Bisexual
O Gay
O Heterosexual
O Lesbian
O Pansexual
O Queer
O Questioning
O A sexual identity not listed here (please specify): _____

54. Do you have substantial parenting or caregiving responsibility?

O No
O Yes **(Mark all that apply)**
    o Children 5 years or under
    o Children 6-18 years
    o Children over 18 years of age, but still legally dependent (e.g., in college, disabled)
    o Independent adult children over 18 years of age
    o Sick or disabled partner
    o Senior or other family member
    o A parenting or caregiving responsibility not listed here (please specify) _____
       (e.g., pregnant, adoption pending)

55. Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard?

    o Never served in the military
    o Now on active duty (including Reserves or National Guard)
    o On active duty in the past, but not now
    o ROTC

56.

57. What is <u>your</u> highest level of education?
    O No high school
    O Some high school
    O Completed high school/GED
    O Some college
    O Business/Technical certificate/degree
    O Associate's degree
    O Bachelor's degree
    O Some graduate work
    O Master's degree (e.g., MA MS, MBA, MLS, MFA)
    O Specialist degree (e.g., EdS)
    O Doctoral degree (e.g., PhD, EdD)
    O Professional degree (e.g., MD, JD)

58. How long have you been employed at UM System Office?
    O Less than 1 year
    O 1-5 years
    O 6-10 years
    O 11-15 years
    O 16-20 years
    O More than 20 years

59.

60.

61. Which academic division/work unit are you **primarily affiliated** with at this time?

    O Board of Curators/President's Office
    O VP Academic Affairs
    O General Counsel
    O University Relations
    O VP Human Resources
    O VP Finance
    O VP Information Systems
    O Other

62.

63.

64. Do you have a condition/disability that influences your learning, working or living activities?
   O No
   O Yes

65. Which, if any, of the conditions listed below impact your learning, working or living activities? **(Mark all that apply)**
   o   Acquired/Neurological/Traumatic Brain Injury
   o   Chronic Diagnosis or Medical Condition (e.g., Asthma, Diabetes, Lupus, Cancer, Multiple Sclerosis, Fibromyalgia)
   o   Hard of Hearing or Deaf
   o   Developmental/Learning Difference/Disability (e.g., Asperger's/Autism Spectrum, Attention Deficit/Hyperactivity Disorder, Cognitive/Language-based)
   o   Low Vision or Blind
   o   Mental Health/Psychological Condition (e.g., anxiety, depression)
   o   Physical/Mobility condition that affects walking
   o   Physical/Mobility condition that does not affect walking (e.g. physical dexterity)
   o   Speech/Communication Condition
   o   A disability/condition not listed here (please specify): _____

66.

67. Are you receiving accommodations for your disability?
   O No
   O Yes

68. Is English your primary language?
   O No
   O Yes

69. What is your religious or spiritual identity? **(Mark all that apply)**
   o   Agnostic
   o   Atheist
   o   Baha'i
   o   Buddhist
   o   Christian
       o   African Methodist Episcopal
       o   African Methodist Episcopal Zion
       o   Assembly of God
       o   Baptist
       o   Catholic/Roman Catholic
       o   Church of Christ
       o   Church of God in Christ
       o   Christian Orthodox
       o   Christian Methodist Episcopal
       o   Christian Reformed Church (CRC)
       o   Disciples of Christ
       o   Episcopalian
       o   Evangelical
       o   Greek Orthodox
       o   Lutheran
       o   Mennonite
       o   Moravian
       o   Nazarene
       o   Nondenominational Christian
       o   Pentecostal
       o   Presbyterian

- o Protestant
  - o Protestant Reformed Church (PR)
  - o Quaker
  - o Reformed Church of America (RCA)
  - o Russian Orthodox
  - o Seventh Day Adventist
  - o The Church of Jesus Christ of Latter-day Saints
  - o United Methodist
  - o United Church of Christ
  - o A Christian affiliation not listed above (please specify) _____
- o Confucianist
- o Druid
- o Hindu
- o Jain
- o Jehovah's Witness
- o Jewish
  - o Conservative
  - o Orthodox
  - o Reform
  - o A Jewish affiliation not listed here (please specify) _____)
- o Muslim
  - o Ahmadi
  - o Nation of Islam
  - o Shi'ite
  - o Sufi
  - o Sunni
  - o A Muslim affiliation not listed here (please specify) _____)
- o Native American Traditional Practitioner or Ceremonial
- o Pagan
- o Rastafarian
- o Scientologist
- o Secular Humanist
- o Shinto
- o Sikh
- o Taoist
- o Tenrikyo
- o Unitarian Universalist
- o Wiccan
- o Spiritual, but no religious affiliation
- o No affiliation
- o A religious affiliation or spiritual identity not listed above (please specify) _____

75. Have you experienced financial hardship while at UM System Office?
   O No
   O Yes

76.

77. How have you experienced the financial hardship? **(Mark all that apply)**
   O   Difficulty affording food
   O   Difficulty affording travel to and from UM System Office
   O   Difficulty in affording benefits
   O   Difficulty in affording housing
   O   Difficulty in affording health care
   O   Difficulty in affording childcare
   O   Difficulty in affording professional development (e.g., travel, training, research)
   O   Difficulty in affording other campus fees (e.g., parking)
   O   A financial hardship not listed here (please specify _____)

Part 4: Perceptions of Campus Climate

80. **Within the past year, have you OBSERVED** any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at UM System Office?
    O No
    O Yes

81. Who/what was the **target** of the conduct? **(Mark all that apply.)**
    O Academic/Scholarship/Fellowship Advisor
    O Alumnus/a
    O Athletic coach/trainer
    O UM System Office media (e.g., posters, brochures, flyers, handouts, web sites)
    O UM System Office Police/Security
    O Co-worker/colleague
    O Department/Program/Division Chair
    O Direct Report (e.g., person who reports to you)
    O Donor
    O Faculty member/Other Instructional Staff
    O Friend
    O Off campus community member
    O Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
    O Staff member
    O Stranger
    O Student
    O Student staff
    O Student Organization (please specify _____)
    O Supervisor or manager (including experiential sites)
    O Student Teaching Assistant/Student Lab Assistant/Student Tutor/SI Instructor
    O Don't know target
    O A target not listed above (please specify _____)

82. Who/what was the **source** of the conduct? **(Mark all that apply.)**
    O   Academic/Scholarship/Fellowship Advisor
    O   Alumnus/a
    O   Athletic coach/trainer
    O   UM System Office media (e.g., posters, brochures, flyers, handouts, web sites)
    O   UM System Office Police/Security
    O   Co-worker/colleague
    O   Department/Program/Division Chair
    O   Direct Report (e.g., person who reports to me)
    O   Donor
    O   Faculty member/Other Instructional Staff
    O   Friend
    O   Off campus community member
    O   Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
    O   On social media (e.g., Facebook, Twitter, Yik-Yak)
    O   Staff member
    O   Stranger
    O   Student
    O   Student staff
    O   Student Organization (please specify _____)
    O   Supervisor or manager
    O   Student Teaching Assistant/Student Lab Assistant/Student Tutor/SI Instructor
    O   Don't know source
    O   A source not listed above (please specify _____)

83. Which of the target's characteristics do you believe was/were the basis for the conduct? **(Mark all that apply.)**
    O Academic Performance
    O Age
    O Educational credentials (e.g., BS, MS, PhD)
    O English language proficiency/accent
    O Ethnicity
    O Gender/gender identity
    O Gender expression
    O Immigrant/citizen status
    O International status/national origin
    O Learning disability/condition
    O Length of service at UM System Office
    O Major field of study
    O Marital status (e.g., single, married, partnered)
    O Mental Health/Psychological disability/condition
    O Medical disability/condition
    O Military/veteran status
    O Parental status (e.g., having children)
    O Participation in an organization/team (please specify _____)
    O Physical characteristics
    O Physical disability/condition
    O Philosophical views
    O Political views
    O Position (staff, faculty, student)
    O Pregnancy
    O Racial identity
    O Religious/spiritual views
    O Sexual identity
    O Socioeconomic status
    O Don't know
    O A reason not listed above (please specify _____)

84. Which of the following did you observe because of the target's identity? (**Mark all that apply.**)
    O Assumption that someone was admitted/hired/promoted based on his/her identity
    O Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity
    O Derogatory verbal remarks
    O Derogatory phone calls/text messages/e-mail
    O Derogatory/unsolicited messages on-line (e.g., Facebook, Twitter, Yik-Yak)
    O Derogatory written comments
    O Derogatory phone calls
    O Graffiti/vandalism
    O Person intimidated/bullied
    O Person ignored or excluded
    O Person isolated or left out
    O Person experiences a hostile classroom environment
    O Person experienced a hostile work environment
    O Person was the target of workplace incivility
    O Person being stared at
    O Racial/ethnic profiling
    O Person received a low or unfair performance evaluation
    O Person received a poor grade
    O Person was unfairly evaluated in the promotion and tenure process
    O Person was stalked
    O Physical violence
    O Singled out as the spokesperson for their identity group
    O Threats of physical violence
    O Something not listed above (please specify _____)

85. Where did this conduct occur? (**Mark all that apply.**)
    O At a UM System Office event/program
    O In a class/lab/clinical setting
    O In a faculty office
    O In a staff office
    O In a religious center
    O In a fraternity house
    O In a sorority house
    O In a meeting with one other person
    O In a meeting with a group of people
    O In a UM System Office administrative office
    O In a UM System Office dining facility
    O In a UM System Office library
    O In an experiential learning environment (e.g., retreat, externship, internship, study abroad)
    O In athletic facilities
    O In other public spaces at UM System Office
    O In a campus residence hall/apartment
    O In Counseling Services
    O In off-campus housing
    O In the Health Center
    O In an on-line learning environment
    O In the Student Success Center/Student Union
    O Off-campus
    O On a campus shuttle
    O On phone calls/text messages/e-mail
    O On social media (Facebook/Twitter/ Yik-Yak)
    O While walking on campus
    O While working at a UM System Office job
    O A venue not listed above (please specify _____)
86. What was your response to observing this conduct? (**Mark all that apply.**)

    O I did not do anything
    O I avoided the person/venue
    O I contacted a local law enforcement official
    O I confronted the person(s) at the time
    O I confronted the person(s) later
    O I did not know who to go to
    O I sought information online
    O I sought support from off-campus hot-line/advocacy services
    O I contacted a UM System/MU resource
- Counseling Services
- Crisis Hotline
- Employee Assistance Program (EAP)
- Faculty member
- Human Resources
- MU Chancellor's Diversity Initiative
- MU Counseling Center
- MU Gaines/Oldham Black Culture Center
- MU International Center
- MU LGBTQ Resource Center
- MU Office of Civil Rights and Title IX
- MU Police
- MU Wellness Resource Center
- MU Women's Center
- Senior administrator (e.g., president, vice president)
- Staff member
- Supervisor
- Title IX Coordinator or Deputy Title IX Coordinator

    O I told a family member
    O I told a friend
    O I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
    O A response not listed above (please specify _____)

87. Did you report the conduct?
   O No, I didn't report it
   O Yes, I reported it (e.g., bias incident report, UM System Ethics and Compliance Hotline)
- Yes, I reported the incident and was satisfied with the outcome
- Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
- Yes, I reported the incident, but felt that it was not responded to appropriately

88. We are interested in knowing more about your experiences. If you wish to elaborate on your observations of conduct directed toward a person or group of people on campus that you believe created an exclusionary, intimidating, offensive, and/or hostile working or learning environment, please do so here.

89. Have you observed **hiring** practices at UM System Office (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust or that would inhibit diversifying the community?
    O No
    O Yes

90. I believe that the unjust **hiring** practices were based upon…**(Mark all that apply).**
    O Age
    O Educational credentials (e.g., BS, MS, PhD)
    O English language proficiency/accent
    O Ethnicity
    O Gender/gender identity
    O Gender expression
    O Immigrant/citizen status
    O International status/national origin
    O Learning disability/condition
    O Length of service at UM System Office
    O Major field of study
    O Marital status (e.g., single, married, partnered)
    O Mental Health/Psychological disability/condition
    O Medical disability/condition
    O Military/veteran status
    O Nepotism/cronyism
    O Parental status (e.g., having children)
    O Participation in an organization/team (please specify _____)
    O Physical characteristics
    O Physical disability/condition
    O Philosophical views
    O Political views
    O Position (staff, faculty, student)
    O Pregnancy
    O Racial identity
    O Religious/spiritual views
    O Sexual identity
    O Socioeconomic status
    O Don't know
    O A reason not listed above (please specify _____)

91. We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust hiring practices, please do so here.

92. Have you observed **employment-related discipline or action, up to and including dismissal,** at UM System Office that you perceive to be unjust or would inhibit diversifying the community?
    O No
    O Yes

93. I believe that the unjust **employment-related disciplinary actions** were based upon…**(Mark all that apply.)**
    O Age
    O Educational credentials (e.g., MS, PhD)
    O English language proficiency/accent
    O Ethnicity
    O Gender/gender identity
    O Gender expression
    O Immigrant/citizen status
    O International status/national origin
    O Job duties
    O Learning disability/condition
    O Length of service at UM System Office
    O Major field of study
    O Marital status (e.g., single, married, partnered)
    O Mental Health/Psychological disability/condition
    O Medical disability/condition
    O Military/veteran status
    O Parental status (e.g., having children)
    O Participation in an organization/team (please specify _____)
    O Physical characteristics
    O Physical disability/condition
    O Philosophical views
    O Political views
    O Position (staff, faculty, student)
    O Pregnancy
    O Racial identity
    O Religious/spiritual views
    O Sexual identity
    O Socioeconomic status
    O Don't know
    O A reason not listed above (please specify _____)

94. We are interested in knowing more about your experiences. If you wish to elaborate on your observations of employment-related discipline or action, up to and including dismissal practices, please do so here.

95. Have you observed **promotion/tenure/reappointment/reclassification** practices at UM System Office that you perceive to be unjust?
    O No
    O Yes

96. I believe the unjust behavior, procedures, or employment practices related to **promotion/tenure/reappointment/reclassification** were based upon… (**Mark all that apply.**)
    O Age
    O Educational credentials (e.g., MS, PhD)
    O English language proficiency/accent
    O Ethnicity
    O Gender/gender identity
    O Gender expression
    O Immigrant/citizen status
    O International status/national origin
    O Learning disability/condition
    O Length of service at UM System Office
    O Major field of study
    O Marital status (e.g., single, married, partnered)
    O Mental Health/Psychological disability/condition
    O Medical disability/condition
    O Military/veteran status
    O Nepotism/cronyism
    O Parental status (e.g., having children)
    O Participation in an organization/team (please specify _____)
    O Physical characteristics
    O Physical disability/condition
    O Philosophical views
    O Political views
    O Position (staff, faculty, student)
    O Pregnancy
    O Racial identity
    O Religious/spiritual views
    O Sexual identity
    O Socioeconomic status
    O Don't know
    O A reason not listed above (please specify _____)

97. We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification, please do so here.

98. Using a scale of 1–5, please rate the overall campus climate at UM System Office on the following dimensions:
(Note: As an example, for the first item, "friendly—hostile," 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)

	1	2	3	4	5	
Friendly	❍	❍	❍	❍	❍	Hostile
Inclusive	❍	❍	❍	❍	❍	Exclusive
Improving	❍	❍	❍	❍	❍	Regressing
Positive for persons with disabilities	❍	❍	❍	❍	❍	Negative for persons with disabilities
Positive for people who identify as lesbian, gay, or bisexual	❍	❍	❍	❍	❍	Negative for people who identify as lesbian, gay, or bisexual
Positive for people who identify as gender non-binary, transgender	❍	❍	❍	❍	❍	Negative for people who identify as gender non-binary, transgender
Positive for people of various spiritual/religious backgrounds	❍	❍	❍	❍	❍	Negative for people of various spiritual/religious backgrounds
Positive for People of Color	❍	❍	❍	❍	❍	Negative for People of Color
Positive for men	❍	❍	❍	❍	❍	Negative for men
Positive for women	❍	❍	❍	❍	❍	Negative for women
Positive for non-native English speakers	❍	❍	❍	❍	❍	Negative for non-native English speakers
Positive for people who are not U.S. citizens	❍	❍	❍	❍	❍	Negative for people who are not U.S. citizens
Welcoming	❍	❍	❍	❍	❍	Not welcoming
Respectful	❍	❍	❍	❍	❍	Disrespectful
Positive for people of high socioeconomic status	❍	❍	❍	❍	❍	Negative for people of high socioeconomic status
Positive for people of low socioeconomic status	❍	❍	❍	❍	❍	Negative for people of low socioeconomic status
Positive for people of various political affiliations	❍	❍	❍	❍	❍	Negative for people of various political affiliations
Positive for people in active military/veterans status	❍	❍	❍	❍	❍	Negative for people in active military/veterans status

99. Using a scale of 1–5, please rate the overall campus climate on the following dimensions:
    (Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism,
    3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism)

	1	2	3	4	5	
Not racist	❍	❍	❍	❍	❍	Racist
Not sexist	❍	❍	❍	❍	❍	Sexist
Not homophobic	❍	❍	❍	❍	❍	Homophobic
Not biphobic	❍	❍	❍	❍	❍	Biphobic
Not transphobic	❍	❍	❍	❍	❍	Transphobic
Not ageist	❍	❍	❍	❍	❍	Ageist
Not classist (socioeconomic status)	❍	❍	❍	❍	❍	Classist (socioeconomic status)
Not classist (position: faculty, staff, student)	❍	❍	❍	❍	❍	Classist (position: faculty, staff, student)
Disability friendly (Not ableist)	❍	❍	❍	❍	❍	Not disability friendly (Ableist)
Not xenophobic	❍	❍	❍	❍	❍	Xenophobic
Not ethnocentric	❍	❍	❍	❍	❍	Ethnocentric

100.

101.

102.

103.

104. Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by co-workers in my department.	O	O	O	O	O
I feel valued by co-workers outside my department.	O	O	O	O	O
I feel valued by my supervisor/manager.	O	O	O	O	O
I feel valued by UM System Office students.	O	O	O	O	O
I feel valued by UM System Office faculty.	O	O	O	O	O
I feel valued by UM System Office senior administrators (e.g., chancellor, vice chancellor, provost).	O	O	O	O	O
I feel valued by UM System Office administrators (e.g., dean, department chair).	O	O	O	O	O
I think that co-workers in my work unit pre-judge my abilities based on their perception of my identity/background.	O	O	O	O	O
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	O	O	O	O	O
I think that faculty pre-judges my abilities based on their perception of my identity/background.	O	O	O	O	O
I believe that my department/program encourages free and open discussion of difficult topics.	O	O	O	O	O
I feel that my skills are valued.	O	O	O	O	O
I feel that my work is valued.	O	O	O	O	O
Senior administrators have taken direct actions to address the needs of at-risk/underserved students	O	O	O	O	O
Faculty have taken direct actions to address the needs of at-risk/underserved students	O	O	O	O	O
Students have taken direct actions to address the needs of at-risk/underserved students	O	O	O	O	O

105. We are interested in knowing more about your experiences. If you would like to elaborate on your responses related to your sense of value, please do so here.

106. As a person who identifies with a disability, have you experienced a barrier in any of the following areas at UM System Office in the past year?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	O	O	O
Classroom buildings	O	O	O
Classrooms, labs (including computer labs)	O	O	O
College housing	O	O	O
Counseling, Health, Testing , & Disability Services	O	O	O
Dining facilities	O	O	O
Doors	O	O	O
Elevators/lifts	O	O	O
Emergency preparedness	O	O	O
Office furniture (e.g., chair, desk)	O	O	O
Campus transportation/parking	O	O	O
Other campus buildings	O	O	O
Podium	O	O	O
Restrooms	O	O	O
Signage	O	O	O
Studios/performing arts spaces	O	O	O
Temporary barriers due to construction or maintenance	O	O	O
Walkways, pedestrian paths, crosswalks	O	O	O
Technology/Online Environment			
Accessible electronic format	O	O	O
Clickers	O	O	O
Computer equipment (e.g., screens, mouse, keyboard)	O	O	O
Electronic forms	O	O	O
Electronic signage	O	O	O
Electronic surveys (including this one)	O	O	O
Kiosks	O	O	O
Library database	O	O	O
Moodle/Blackboard/Canvas	O	O	O
Phone/Phone equipment	O	O	O
Software (e.g., voice recognition/audiobooks)	O	O	O
Video /video audio description	O	O	O
Website	O	O	O
Identity			
Electronic databases (e.g., PeopleSoft, myLearn, myPerformance, Pathway)	O	O	O
Email account	O	O	O
Intake forms (e.g., Student Health)	O	O	O
Learning technology	O	O	O
Surveys	O	O	O
Instructional/Campus materials			
Brochures	O	O	O
Food menus	O	O	O
Forms	O	O	O
Journal articles	O	O	O
Library books	O	O	O
Other publications	O	O	O
Syllabi	O	O	O
Textbooks	O	O	O
Video-closed captioning and text description	O	O	O

107. We are interested in knowing more about your experiences. If you would like to elaborate on your responses regarding accessibility, please do so here.

108. As a person who identifies as genderqueer, gender non-binary, or trans* have you experienced a barrier in any of the following areas at UM System Office within the past year?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	O	O	O
Changing rooms/locker rooms	O	O	O
College housing (including Greek houses, apartments)	O	O	O
Dining facilities	O	O	O
Counseling, Health, Testing, & Disability Services	O	O	O
Campus transportation/parking	O	O	O
Other campus buildings	O	O	O
Restrooms	O	O	O
Studios/performing arts spaces	O	O	O
Identity Accuracy			
Moodle/Blackboard	O	O	O
UM System Office College ID Card	O	O	O
Electronic databases (e.g., PeopleSoft, myLearn, myPerformance. Pathway)	O	O	O
Email account	O	O	O
Intake forms (e.g., Student Health)	O	O	O
Learning technology	O	O	O
Surveys	O	O	O
Instructional/Campus materials			
Forms	O	O	O
Syllabi	O	O	O

109. We are interested in knowing more about your experiences. If you would like to elaborate on your responses, please do so here.

Part 5: Institutional Actions Relative to Climate Issues

110. Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at UM System Office.

	If This Initiative IS Available at UM System Office			If This Initiative IS NOT Available at UM System Office		
	Positively influences climate	**Has no influence on climate**	**Negatively influences climate**	**Would positively influence climate**	**Would have no influence on climate**	**Would negatively influence climate**
Providing diversity and inclusion training for staff.	O	O	O	O	O	O
Providing access to counseling for people who have experienced harassment.	O	O	O	O	O	O
Providing supervisors/managers with supervisory training.	O	O	O	O	O	O
Providing faculty supervisors with supervisory training.	O	O	O	O	O	O
Providing mentorship for new staff.	O	O	O	O	O	O
Providing a clear process to resolve conflicts.	O	O	O	O	O	O
Providing a fair process to resolve conflicts.	O	O	O	O	O	O
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty.	O	O	O	O	O	O
Providing career development opportunities for staff.	O	O	O	O	O	O
Providing affordable childcare.	O	O	O	O	O	O
Providing support/resources for spouse/partner employment.	O	O	O	O	O	O
Providing support via constituent-based support groups (e.g., Staff of Color, Women Staff)	O	O	O	O	O	O
Providing staff a location for informal networking (e.g., University Club)	O	O	O	O	O	O

111. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

Part 6: Your Additional Comments

112. Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?

113. Do you have any specific recommendations for improving the climate for living, learning, and working at UM System Office?

114. This survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate, using a multiple-choice format. If you wish to elaborate upon any of your survey responses or further describe your experiences, you are encouraged to do so in the space provided below.

We recognize that answering some of the questions on this survey may have been difficult for people.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please contact one of the resources that are offered on the following web site:

https://www.umsystem.edu/ums/hr/support_resources_for_faculty_and_staff