Assessment for Learning, Living, and Working

Tuesday, October 27

Since The Last Campus Climate Survey....

Some Initiatives Since
2014 Campus Culture Survey

University updated Anti-Harassment/Discrimination Policy to include gender identity	**Military Initiatives**	**The Pride Center at SVSU opens**	**Title IX Training**
President's Advisory Committee on Campus Climate	**The Strategic Plan includes diversity and inclusion as part of our Core Values**	**Step-Up Cardinal Initiative Online Sexual Assault Prevention Course**	**Office of Accessibility and Accommodations (ARA)**
Black Minds Matters	**Cultural Competency Workshops**	**Professional Development Opportunities**	**Second Campus Climate Survey**

Incorporating Findings in SVSU Core Values and Strategic Plan 2016-2020

SVSU Core Values

- Diversity and inclusivity
- A safe, friendly, and respectful campus climate

SVSU Strategic Plan 2016 -2020

- GOAL 2. Our people, climate and culture transform lives charges us to increase cultural understanding, tolerance, equity, and inclusion for all members of the SVSU campus community

Cultural Competency Dialogues

The purpose of the series is to provide a safe place for the SVSU community to discuss critical topics in regards to race, culture, gender, stereotypes, multiple identities, diversity and multiculturalism in our community and around the world.

Dialogues Held between
June 2017 – August 2019

25 sessions presented by SVSU colleagues were held for faculty, staff, and administration members.

Dr. Tyrone Holmes also presented sessions on:

- **Behaviors of Inclusion**
- **Behaviors of Inclusion for RAs**
- **Behaviors of Inclusion for Law Enforcement**
- **The Impact of Unconscious Bias on Institutional Inclusion**
- **A Road to Civility**

Feedback from participants

Participants reported:

- They were interested in the information presented.

- They felt the information presented is relevant to doing their job.

- Overall, they were satisfied with the information presented at the dialogue.

- They feel comfortable and will use the information presented at the dialogue.

- *"I feel more empowered to speak out as an ally and to use any privilege I may have to further the success of colleagues experiencing various forms of discrimination."*

- *[I will] "Integrate into my classroom and my interactions with students, faculty, and staff"*

- *[I will] "Continue to role model ways to integrate and celebrate diversity."*

Learning from Dialogues

Participants reported they learned to see things differently or have a better understanding of cultural diversity as a result of the dialogues and that they felt more confident in their skills after participating.

Participants remarked about the importance of communication (both making an effort to interact as well as listening to "others) as a way to establish, build, and maintain relationships among a diverse set of individuals.

Many also noted that there is still much to learn.

Climate In Higher Education

Community Members

Create and Distribute Knowledge

Climate (Living, Working, Learning)
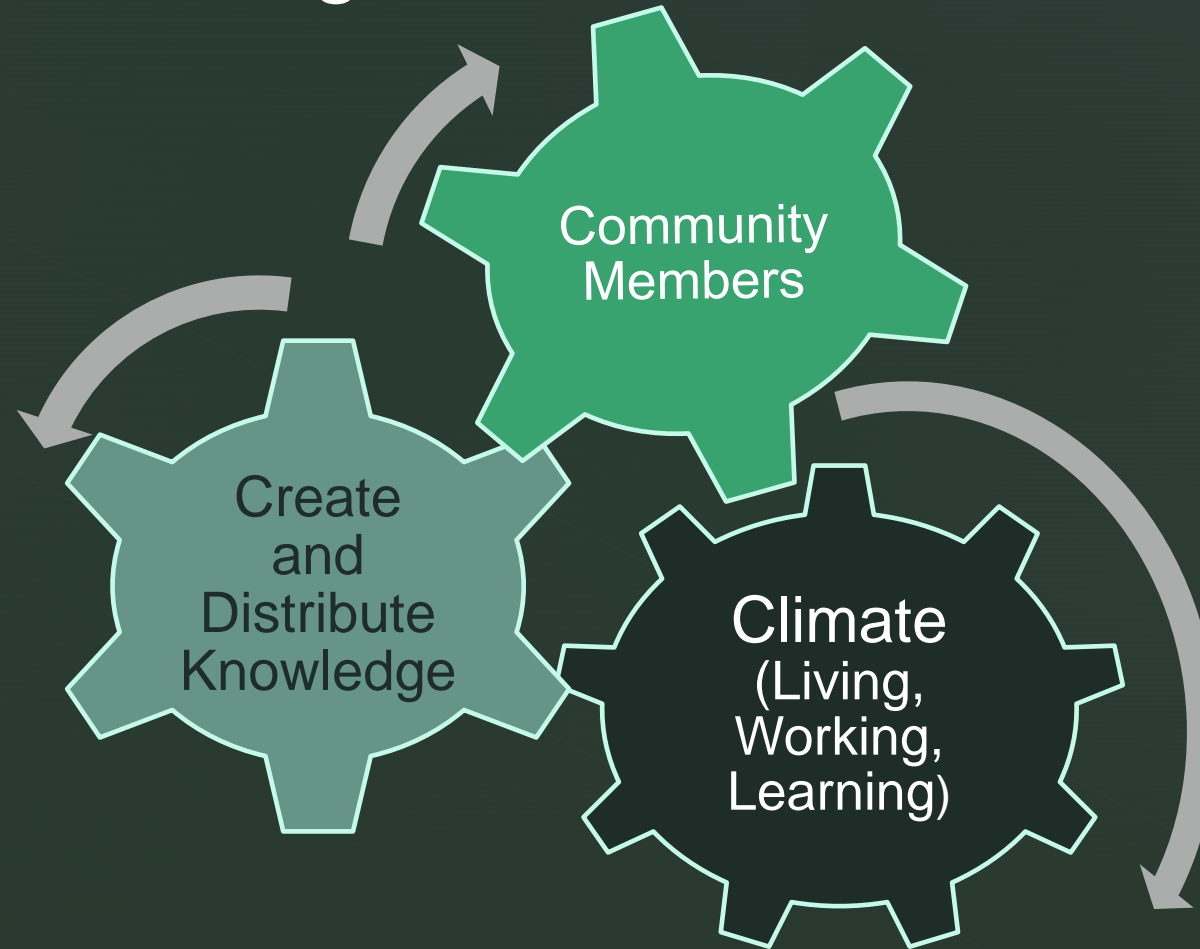
Barcelo, 2004; Bauer, 1998; Harper, 2012; Hurtado, Griffin, Arellano, & Cuellar, 2008; Ingle, 2005; Kuh & Whitt, 1998; Milhem, 2005; Peterson, 1990; Rankin, 1994, 1998, 2003, 2005; Rankin & Reason, 2008; Smith, 2009; Tierney, 1990; Worthington, 2008; Maramba & Museus, 2011; Soria, 2018; Strayhorn, 2019

Assessing Campus Climate

Definition
- Climate is defined by R&A as the current attitudes and behaviors of faculty, staff, administrators, and students, as well as institutional policies and procedures, which influence the level of respect for individual needs, abilities, and potential

Measurement
- Personal Experiences
- Perceptions
- Institutional Efforts

https://www.rankin-consulting.com

Campus Climate & Students

| How students experience their campus environment influences both **learning and developmental outcomes.**[1] | Discriminatory environments have a **negative effect** on student learning.[2] | Research supports the pedagogical value of a diverse student body and faculty on **enhancing learning outcomes.**[3] |

[1] Harper & Hurtado, 2009; Maramba. & Museus, 2011; Mayhew, Rockenbach, Bowman, Seifert, & Wolniak, 2016; Patton, 2011; Strayhorn, 2012; Buckley, & Park, 2019; Fernandez, Merson, Ro, & Rankin, 2019.
[2] Mayhew, Rockenbach, Bowman, Seifert, & Wolniak, 2016; Shelton, 2019; Yosso, Smith, Ceja, & Solórzano, 2009; Crisp, Taggart, & Nora, 2015;
[3] Hale, 2004; Harper & Hurtado, 2009; Harper & Quaye, 2004; Hurtado, 2003; Nelson & Niskodé-Dossett, 2010; Strayhorn, 2013; Samura, 2016; Museus, Shiroma, & Dizon, 2016.

Campus Climate & Faculty/Staff

The personal and professional development of employees are impacted by campus climate.[1]

Faculty members who judge their campus climate more positively are more likely to feel personally supported and perceive their work unit as more supportive.[2]

Research underscores the relationships between (1) workplace discrimination and negative job and career attitudes and (2) workplace encounters with prejudice and lower health and well-being.[3]

[1] Gardner, 2013; Jayakumar, Howard, Allen, & Han, 2009; Smith, 2015; Urrieta, Méndez, & Rodríguez, 2015

[2] Costello, 2012; Griffin, Pérez, Holmes, & Mayo, 2010; Kaminski & Geisler, 2012; Vaccaro, 2012; Griffin, Pifer, Humphrey, & Hazelwood, 2011; Vaccaro, 2012

[3] Young, Anderson, & Stewart, 2014; Costello, 2012; Garcia, 2016; Mayhew, Grunwald, & Dey, 2006

Climate Matters

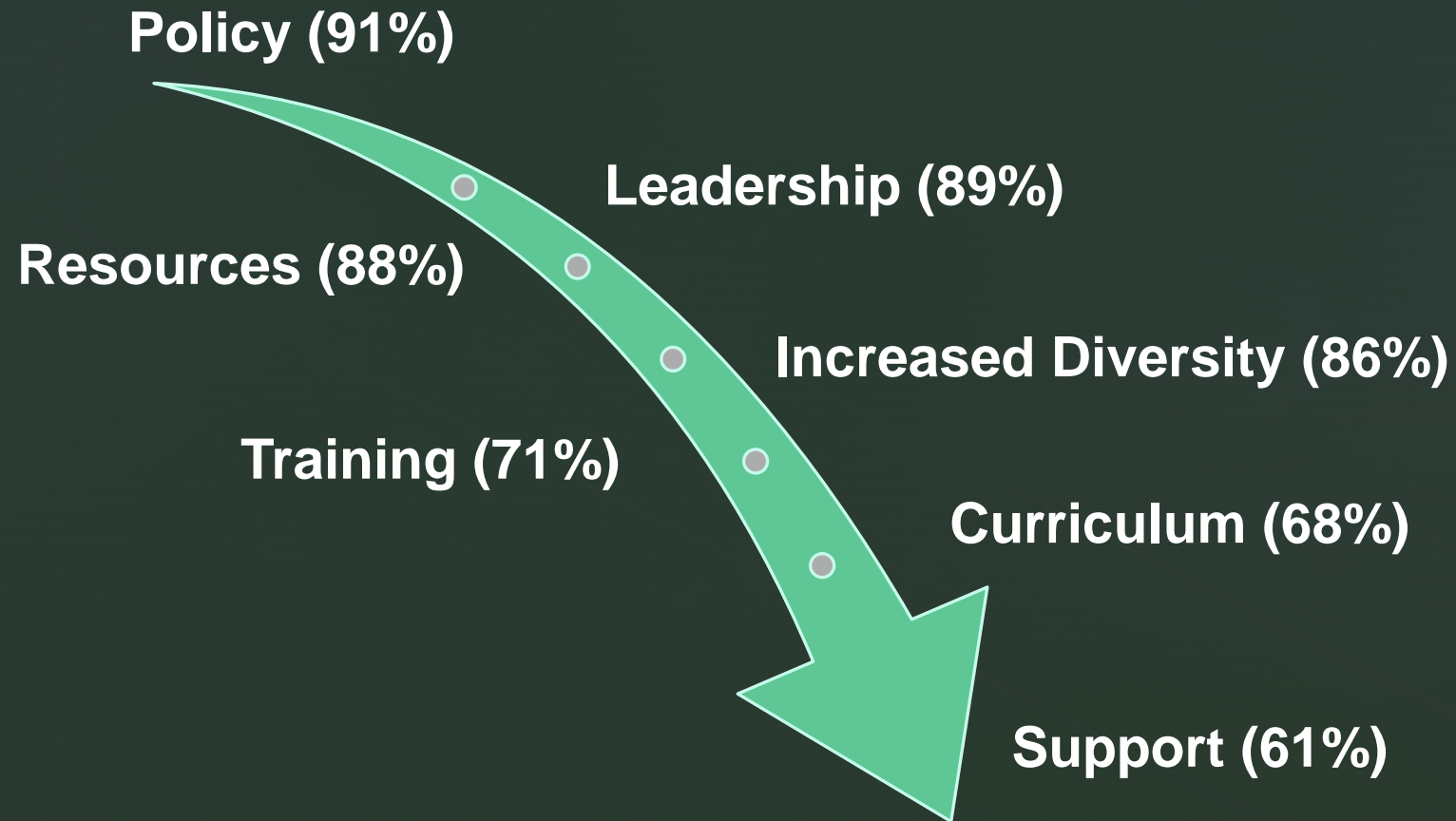# Climate Matters

What Are Students Demanding?

While the demands vary by institutional context, a qualitative analysis reveals similar themes across the 76 institutions and organizations (representing 73 U.S. colleges and universities, three Canadian universities, one coalition of universities and one consortium of Atlanta HBCUs.)

Chessman & Wayt explore these overarching themes in an effort to provide collective insight into what is important to today's students in the heated context of racial or other bias-related incidents on college and university campuses.

Source: Chessman & Wayt, 2016; http://www.thedemands.org/

Seven Major Themes

Policy (91%)

Leadership (89%)

Resources (88%)

Increased Diversity (86%)

Training (71%)

Curriculum (68%)

Support (61%)

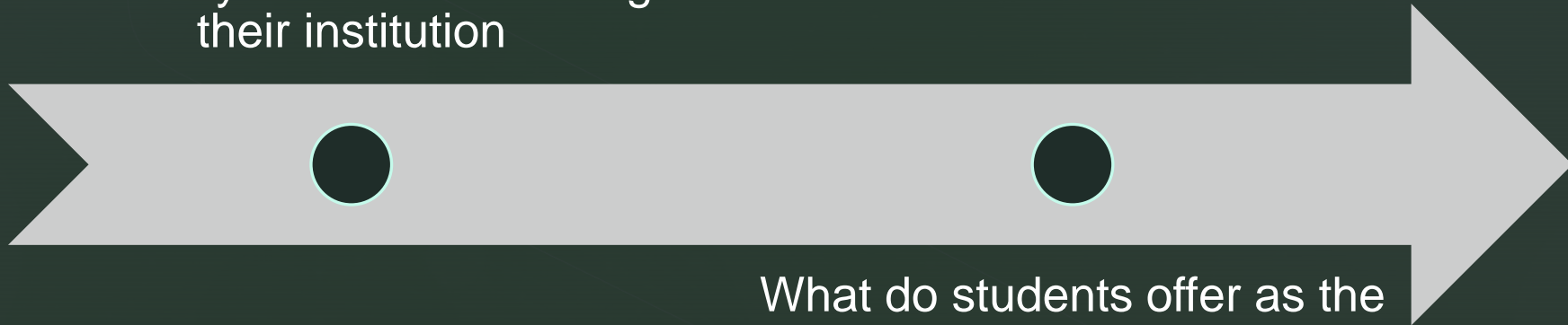Source: Chessman & Wayt, 2016; http://www.thedemands.org/

Responses to Unwelcoming Campus Climates

What are students' behavioral responses?

Lack of Persistence
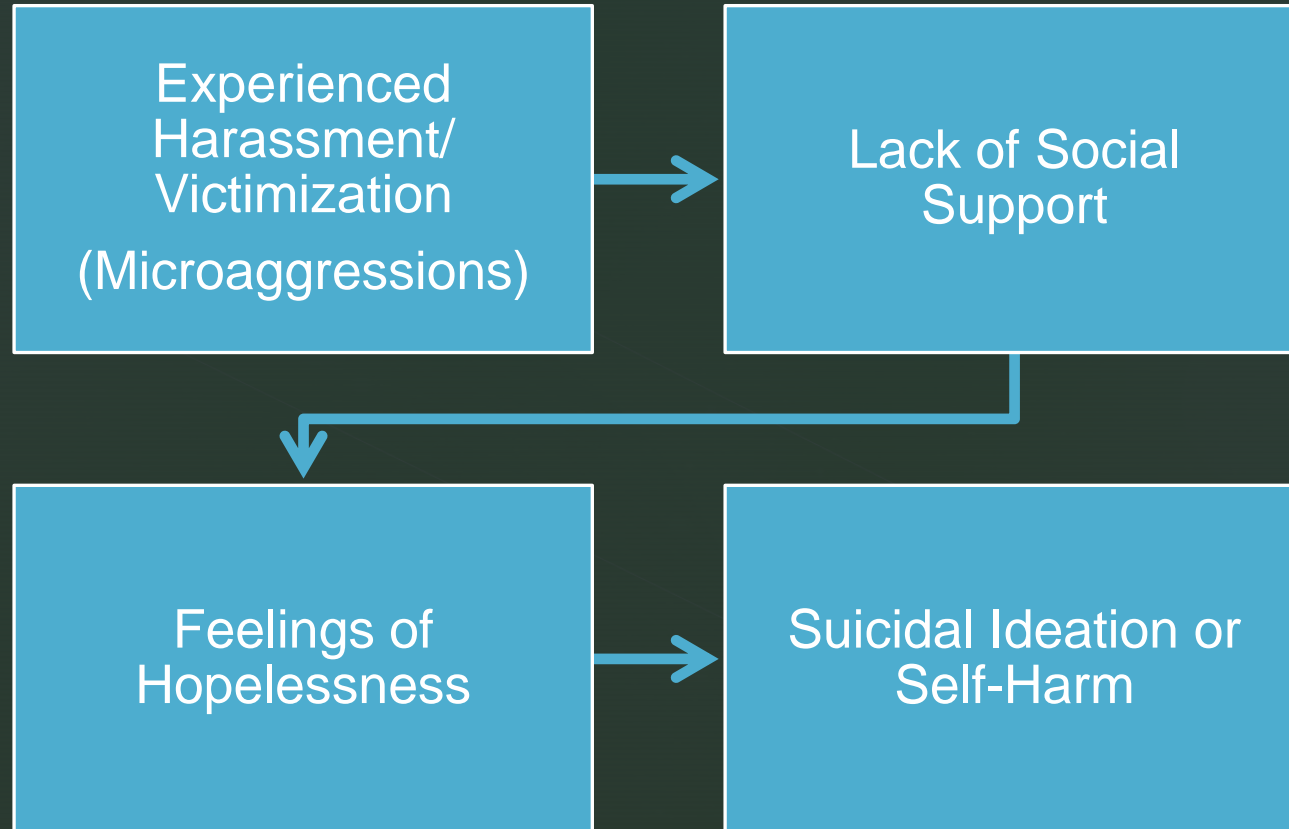
30% of respondents have seriously considered leaving their institution

What do students offer as the main reason for their departure?

Source: R&A, 2015; Rankin et al., 2010; Strayhorn, 2012

Student Departure

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┌─────────────────────┐         ┌─────────────────────┐
│     Experienced     │         │                     │
│      Harassment/    │   ──→   │   Lack of Social    │
│     Victimization   │         │      Support        │
│   (Microaggressions)│         │                     │
└─────────────────────┘         └─────────────────────┘
                                           │
        ┌──────────────────────────────────┘
        ↓
┌─────────────────────┐         ┌─────────────────────┐
│                     │         │                     │
│     Feelings of     │   ──→   │  Suicidal Ideation  │
│    Hopelessness     │         │     or Self-Harm    │
│                     │         │                     │
└─────────────────────┘         └─────────────────────┘
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Source: Liu & Mustanski, 2012

Projected Outcomes

Saginaw Valley State University (SVSU) will add to their knowledge base with regard to how constituent groups currently feel about their particular campus climate and how the community responds to them (e.g., work-life issues, curricular integration, inter-group/intra-group relations, respect issues).

SVSU will use the results of the survey to inform current/on-going work.

Setting the Context for Beginning the Work

Examine the Research
- Review work already completed

Preparation
- Readiness of each campus

Survey
- Examine the climate

Follow-up
- Building on the successes and addressing the challenges

Transformational Tapestry Model©
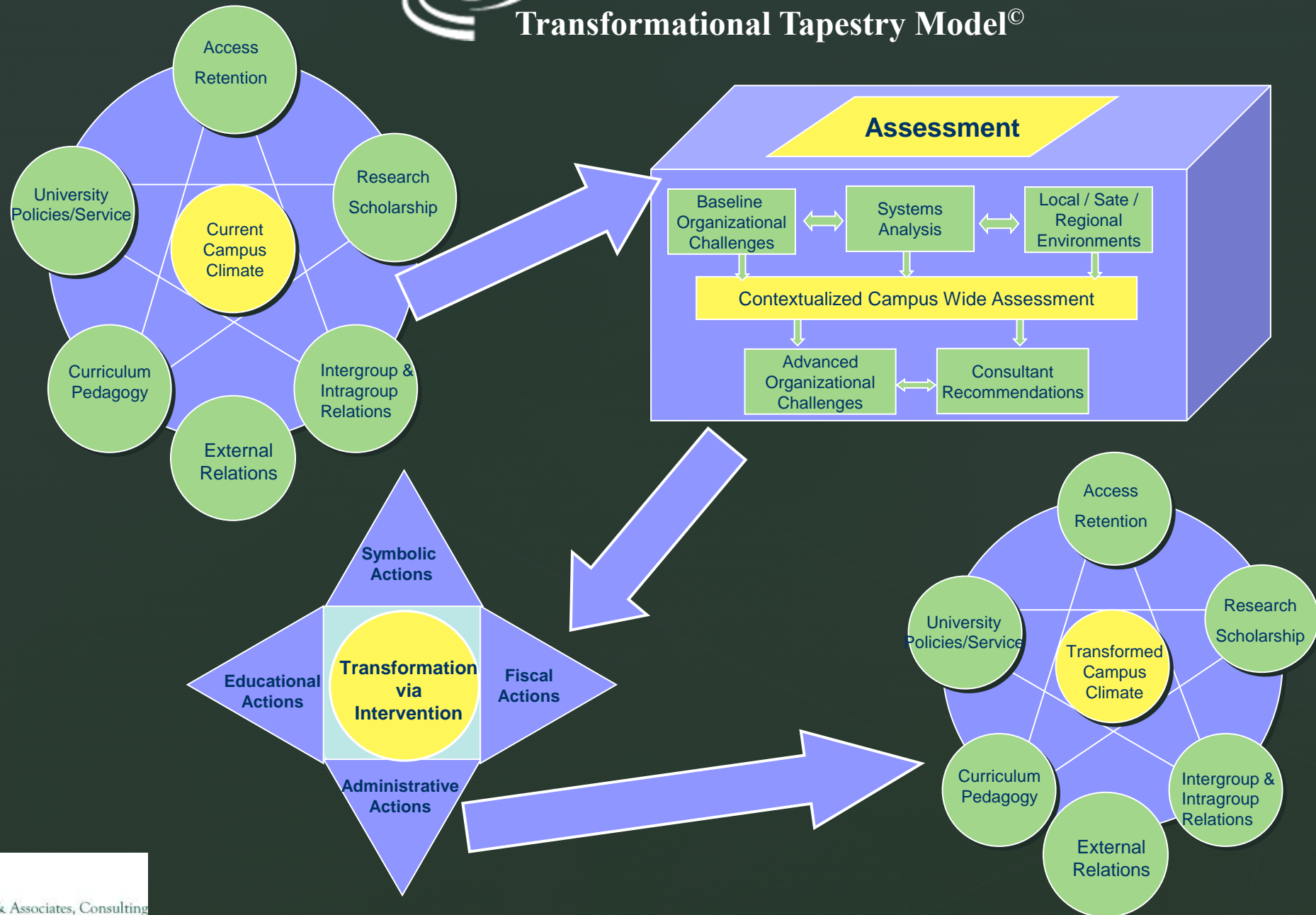
Project Overview

Phase I

- Initial Proposal Meetings
- Survey Tool Development and Implementation
- Outreach Plan

Phase II

- Data Analysis

Phase III

- Final Report and Presentation
- Develop Actions

Phase I
Fall 2018-Fall 2019

The Climate Study Working Group (CSWG; includes students, staff, faculty and administrators) was created.

Meetings with the CSWG to develop the survey instrument

The CSWG reviewed multiple drafts of the survey and approved the final survey instrument.

The final survey was distributed to the entire SVSU community via an invitation from President Donald Bachand

Phase II
Winter-Spring 2020

Quantitative and qualitative analyses conducted

Phase III
Spring-Summer 2020

Report draft reviewed by the CSWG

Final report submitted to SVSU

Presentation to SVSU campus community

Identify process to develop actions

Instrument/Sample

Online Survey Instrument

- 125 questions including space for respondents to provide commentary

Sample = Population

- All community members were invited to take the survey

- Available from October 1st through October 25th, 2019

Structure of the Survey

Section

1: Personal Experiences of Campus Climate

2: Workplace Climate for Employees

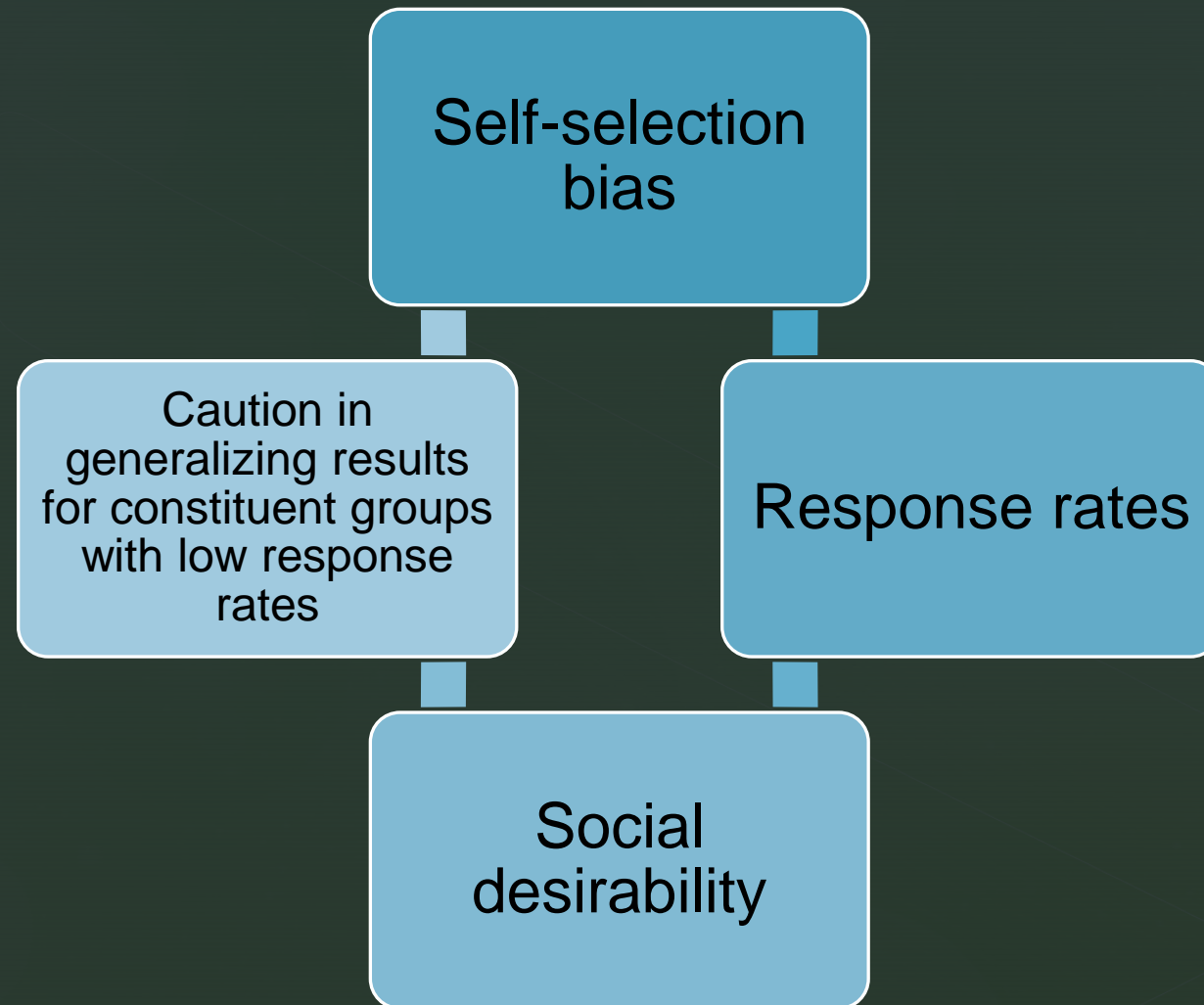3. Demographic Information

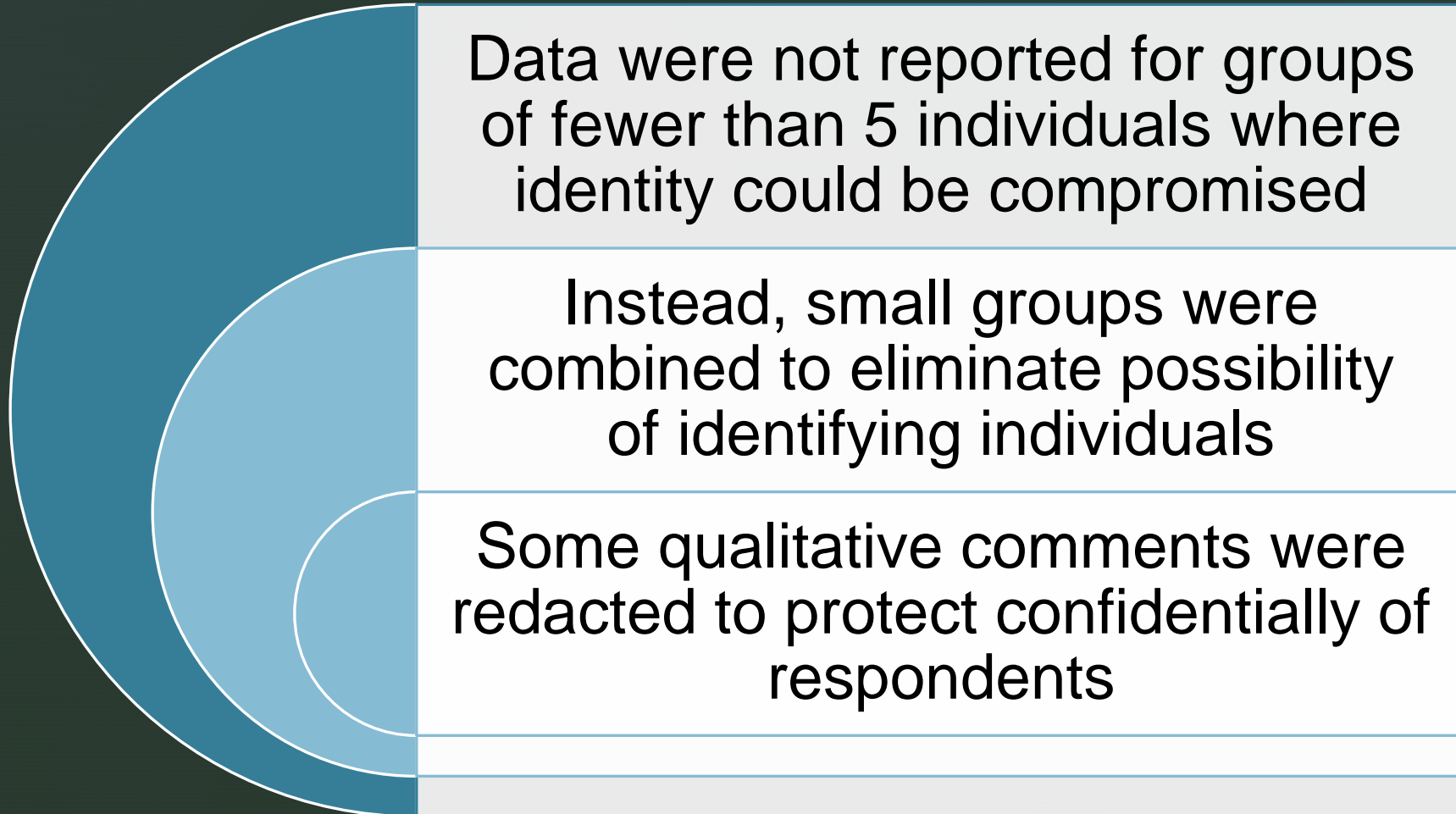4. Perceptions of Campus Climate

5. Institutional Actions

Survey Limitations

Self-selection bias

Response rates

Social desirability

Caution in generalizing results for constituent groups with low response rates

Protecting Confidentiality

Data were not reported for groups of fewer than 5 individuals where identity could be compromised

Instead, small groups were combined to eliminate possibility of identifying individuals

Some qualitative comments were redacted to protect confidentially of respondents

Results: Response Rates

Who are the respondents?

12% overall response rate

1,114 surveys were returned

Suggest caution in generalizing results for constituent groups with low response rates

Response Rates by Employee Position

24%

- Faculty ($n = 190$)

50%

- Staff ($n = 272$)

Response Rates by Student Position

8%
- Undergraduate Student ($n = 599$)
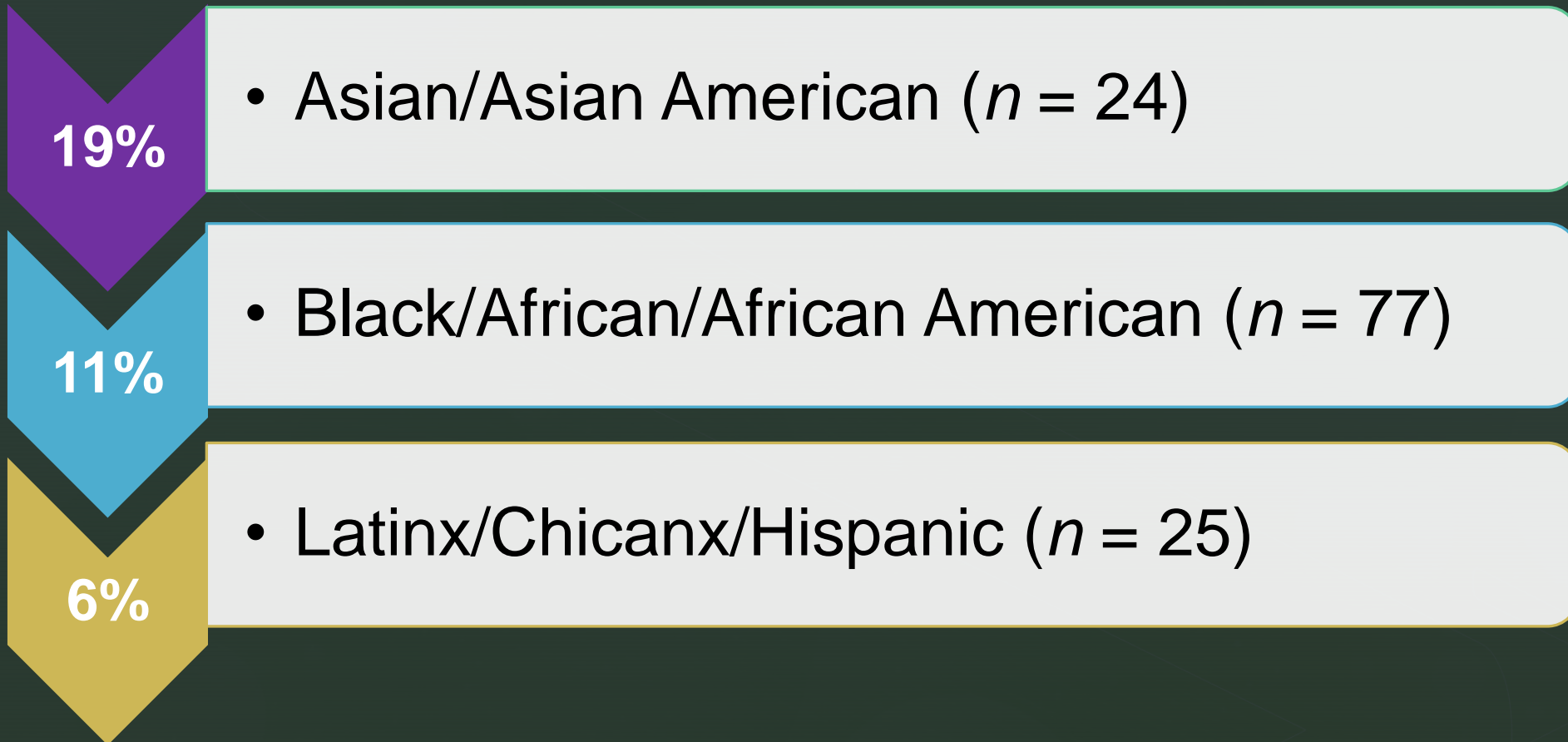
6%
- Graduate Student ($n = 53$)
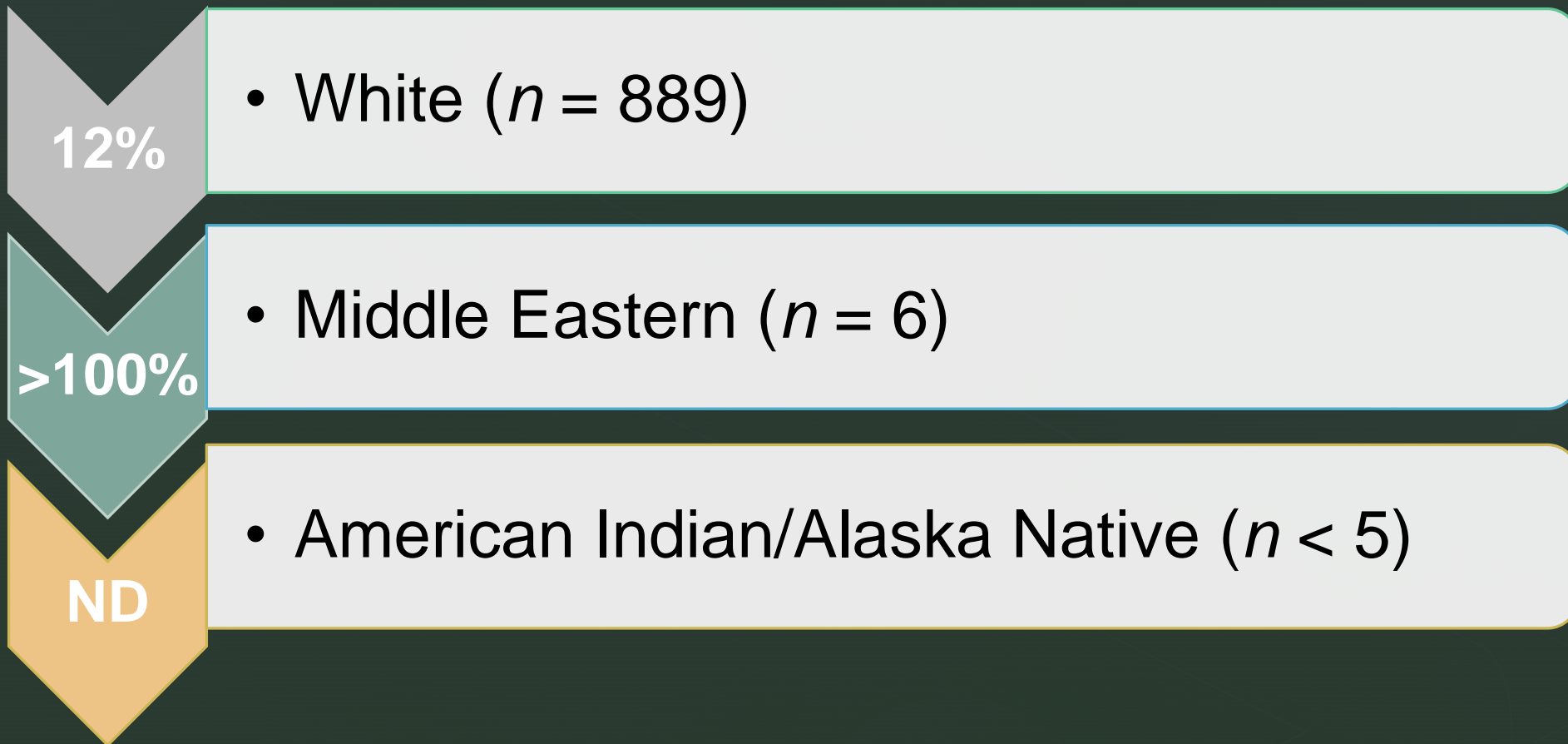
Response Rates by Gender Identity
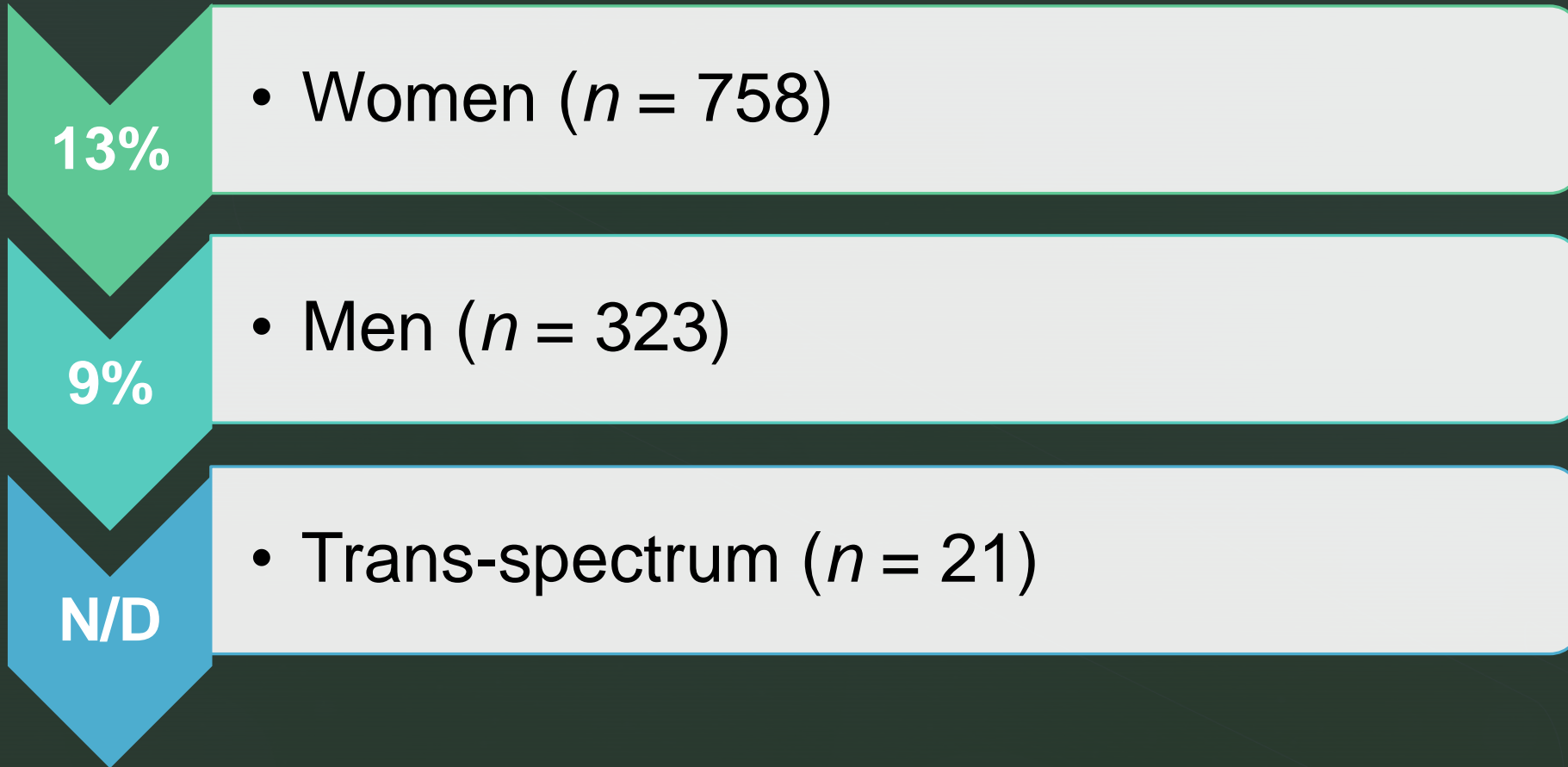
13%

- Women ($n = 758$)

9%

- Men ($n = 323$)

N/D

- Trans-spectrum ($n = 21$)

Response Rates by Racial Identity

19%

- Asian/Asian American ($n = 24$)

11%

- Black/African/African American ($n = 77$)

6%

- Latinx/Chicanx/Hispanic ($n = 25$)

Response Rates by Racial Identity

12%

- White ($n = 889$)

>100%

- Middle Eastern ($n = 6$)

ND

- American Indian/Alaska Native ($n < 5$)

Response Rates by Racial Identity

ND

- Native Hawaiian/Pacific Islander ($n < 5$)

18%

- Multiracial ($n = 52$)

ND

- International (ND)
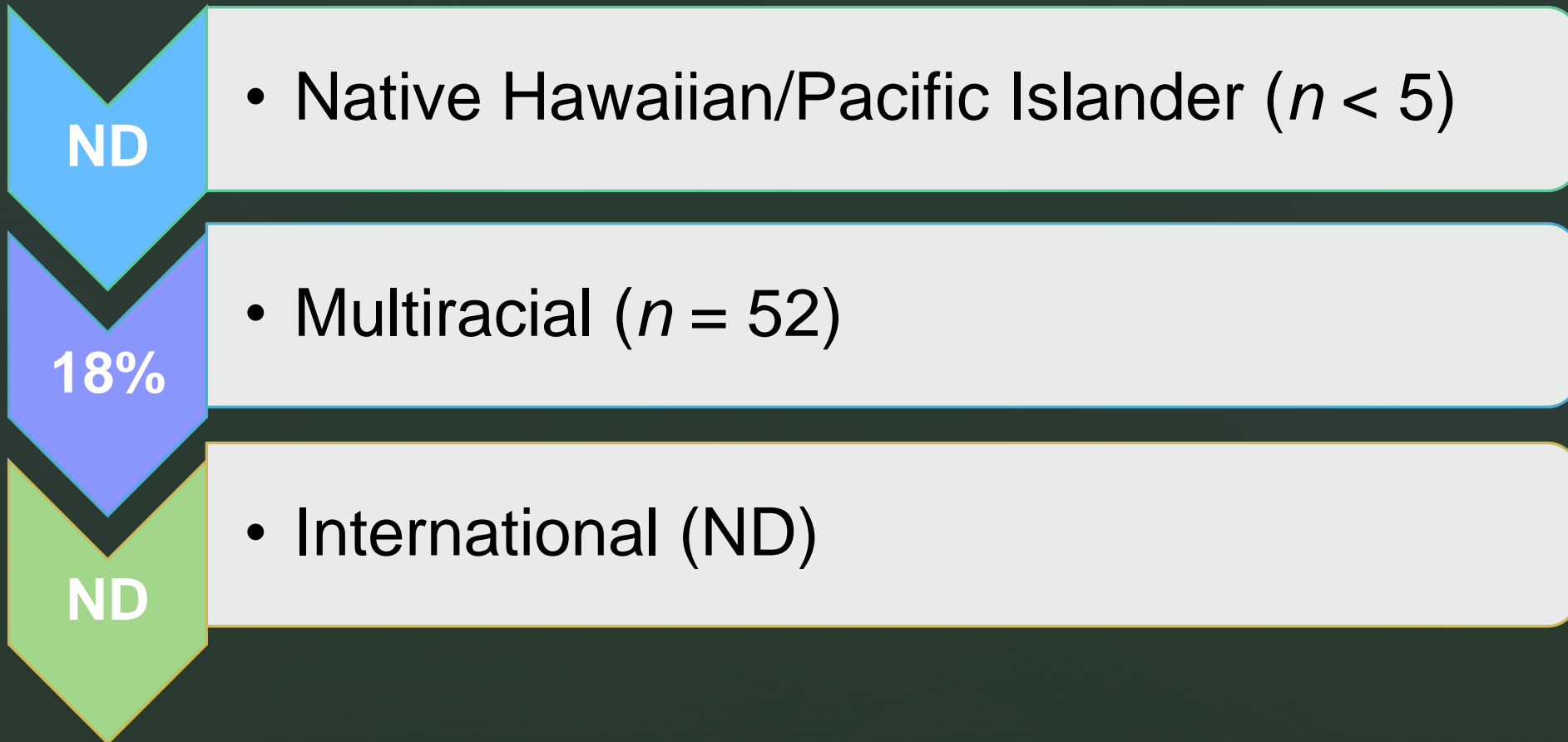
Sample Characteristics

Respondents by Position (%)
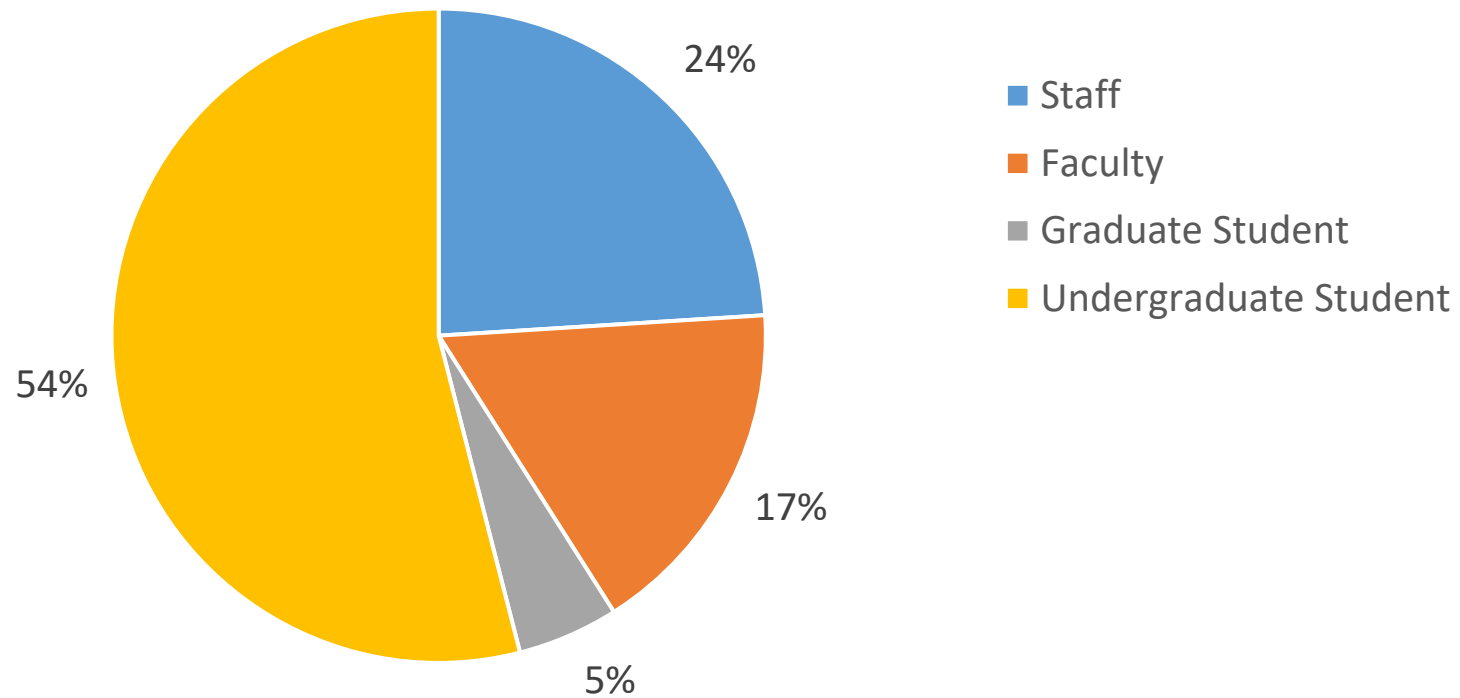
Student Respondents' Full-Time Status
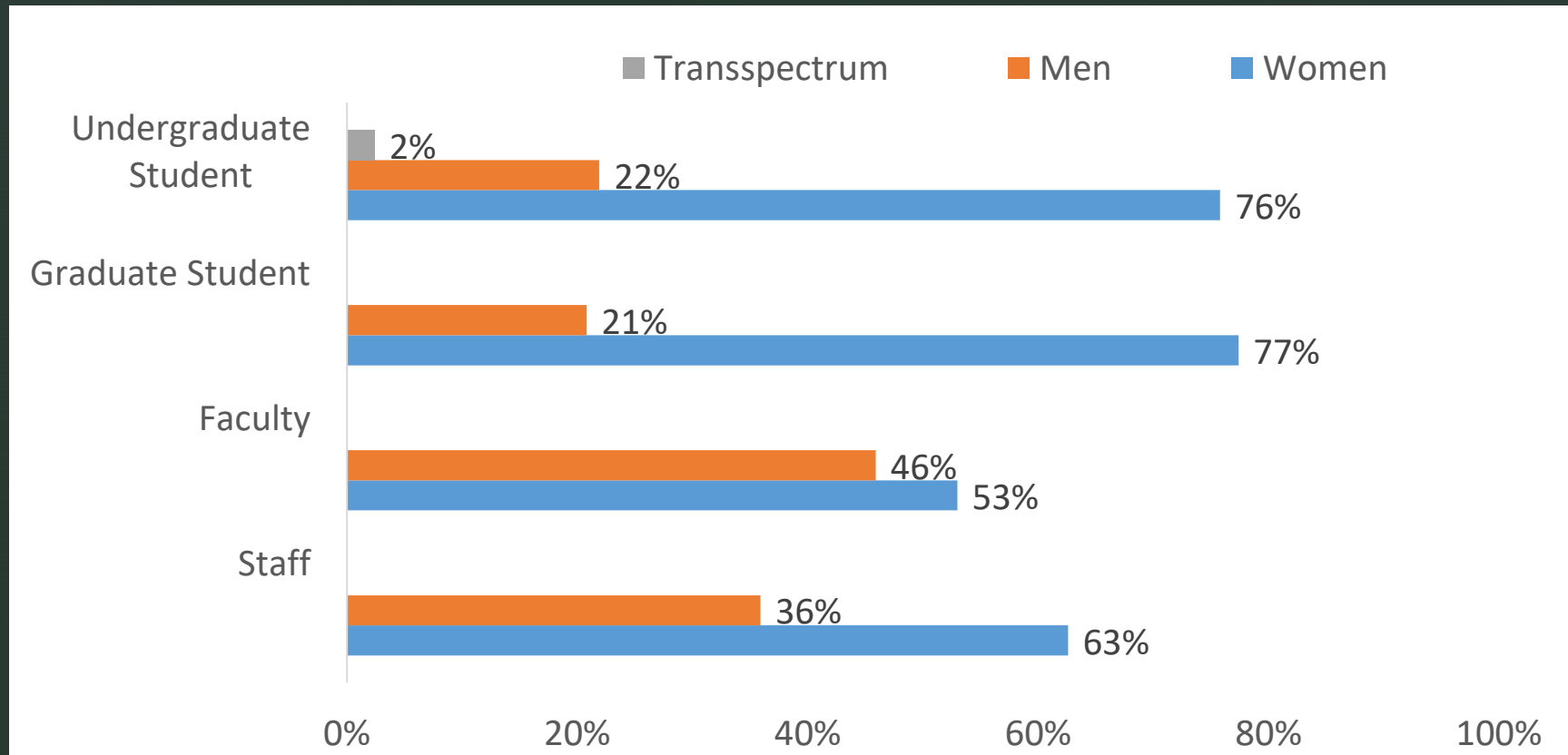
95% (*n* = 567) of Undergraduate

68% (*n* = 36) of Graduate

Employee Respondents' Full-Time Status
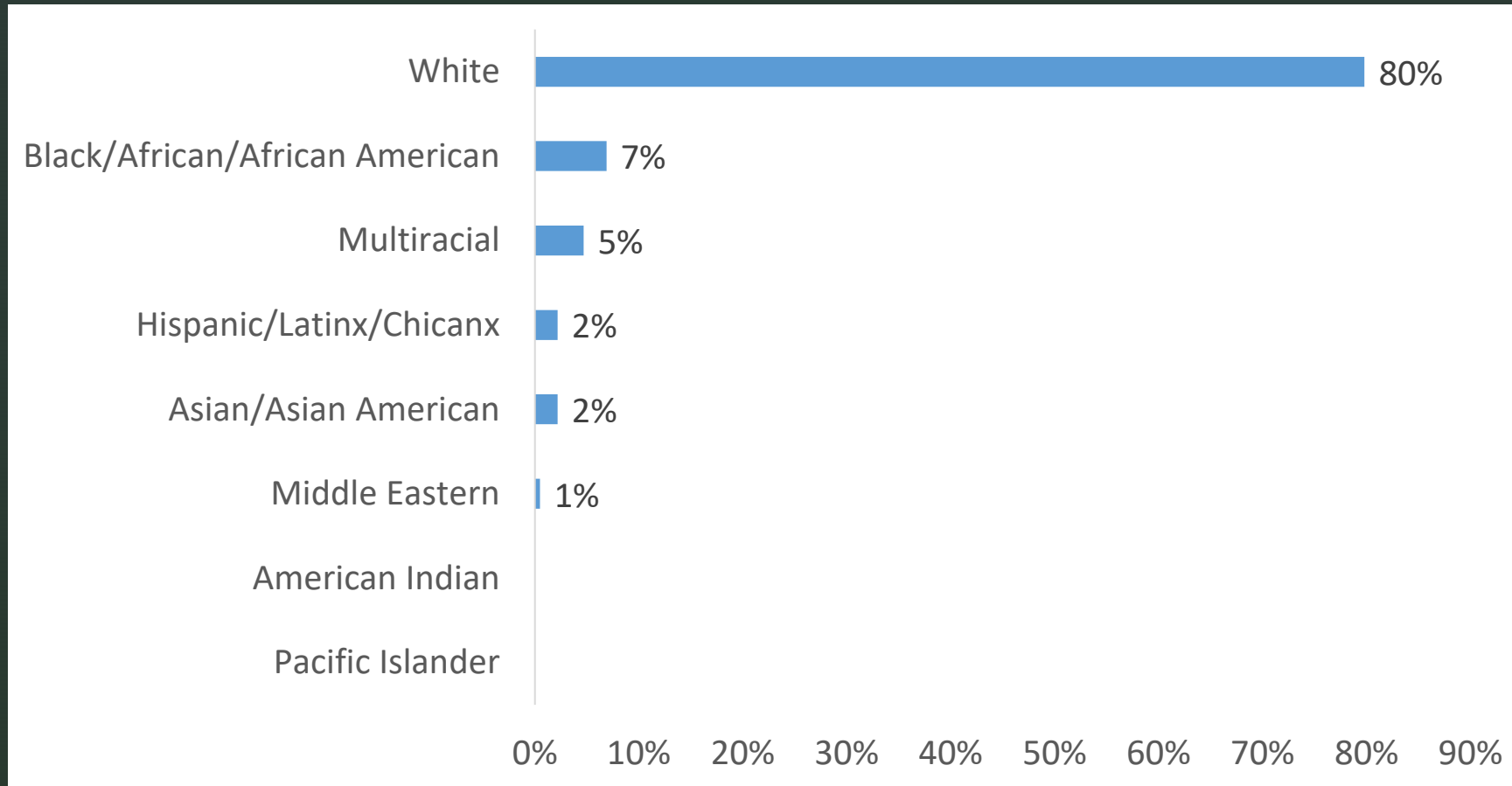
59% ($n = 112$) of Faculty

90% ($n = 245$) of Staff

Respondents by Gender Identity and Position Status (%)

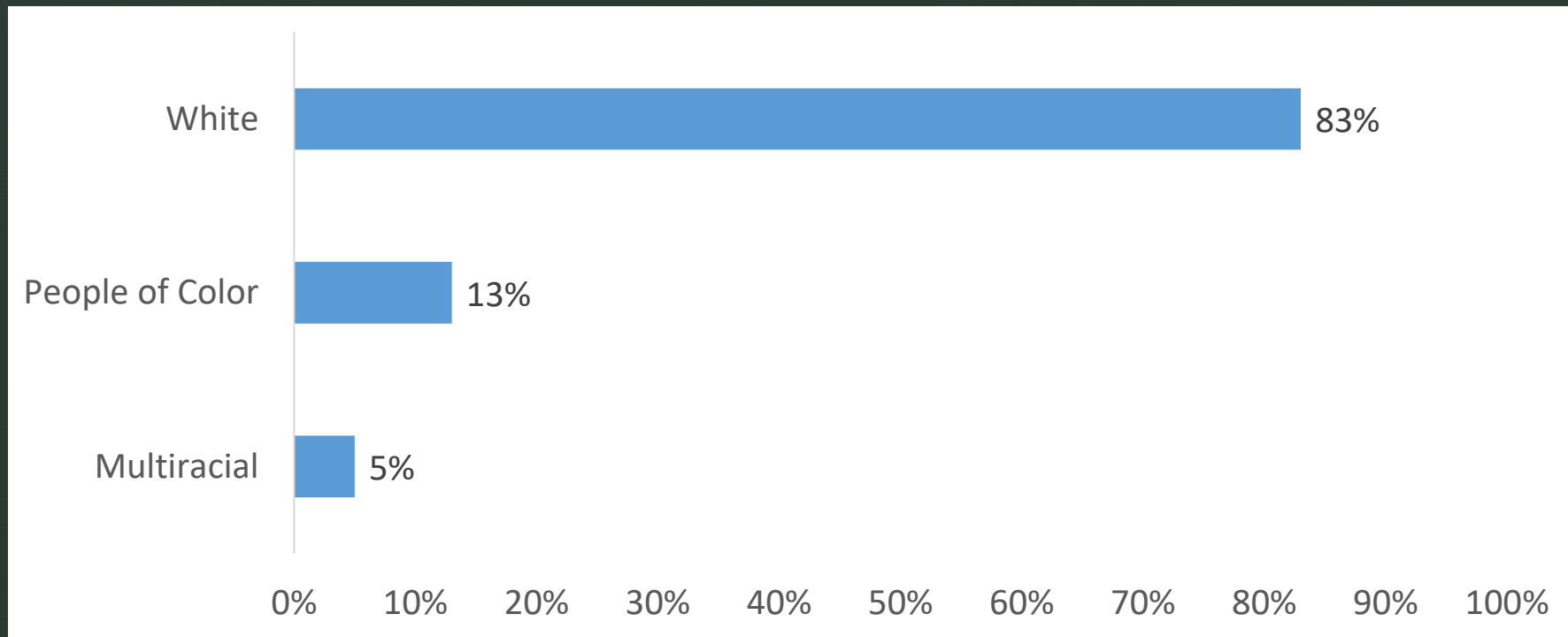Trans-spectrum respondents – sample n too small to conduct subsequent analyses
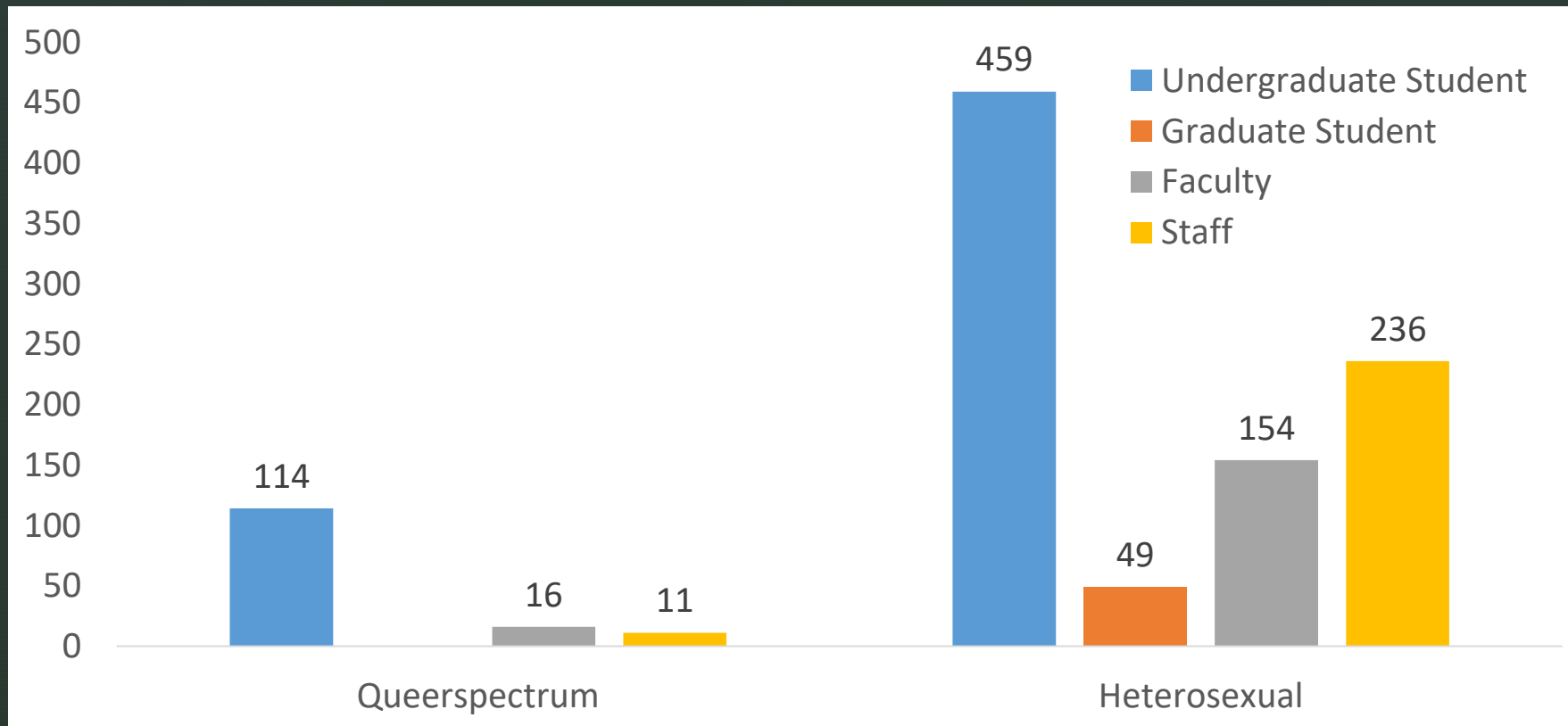
Respondents by Racial Identity (%)

Racial Identity	Percentage
White	80%
Black/African/African American	7%
Multiracial	5%
Hispanic/Latinx/Chicanx	2%
Asian/Asian American	2%
Middle Eastern	1%
American Indian	
Pacific Islander	

Respondents by Racial Identity (%) – Recoded for Analysis

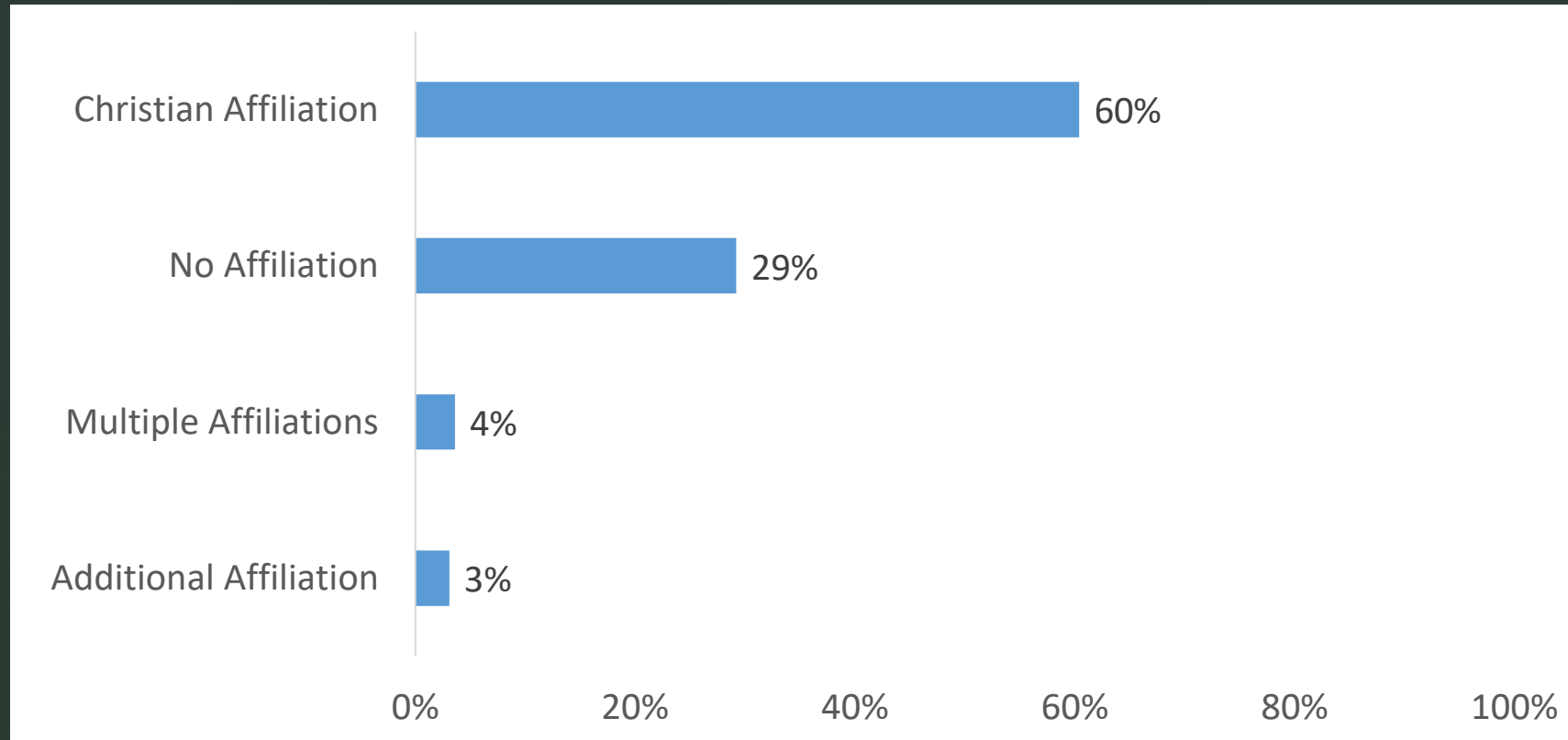# Respondents by Sexual Identity and Position Status (*n*)

12% (*n* = 138) of Respondents Had a Condition that Influenced Their Learning, Living, or Working Activities

Top conditions for those with a disability	*n*	%
Mental health/psychological condition	62	44.9
Chronic diagnosis or medical condition	48	34.8
Learning disability	28	20.3

Only top disabilities/conditions listed here. For details on all disabilities/conditions, please refer to report.
Percentages do not sum to 100 due to multiple responses.

Respondents by Religious Affiliation (%)

CSWG assisted R&A in recoding variables where sample size was insufficient for analyses. Please refer to the report for the full list.

Respondents by Citizenship/Immigration Status

Citizenship/Immigration Status	*n*	%
U.S. citizen, birth	1,023	91.8
Permanent resident	30	2.7
A visa holder (such as F-1, J-1, H1-B, U)	23	2.1
U.S. citizen, naturalized	21	1.9
DACA (Deferred Action for Childhood Arrival)	< 5	---
Refugee status	< 5	---
Currently under a withholding of removal status	0	0.0
Undocumented resident	0	0.0

Respondents by Military Status

Military	n	%
Never served in the U.S. Armed Forces.	979	87.9
Child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.	67	6.0
Not currently serving, but have served (e.g., retired/veteran).	28	2.5
Currently a member of the Reserves (but not ROTC).	< 5	---
Currently on active duty.	< 5	---
Currently a member of the National Guard (but not in ROTC).	< 5	---
In ROTC.	0	0.0

Respondents by Political Party Affiliation and Position Status (%)
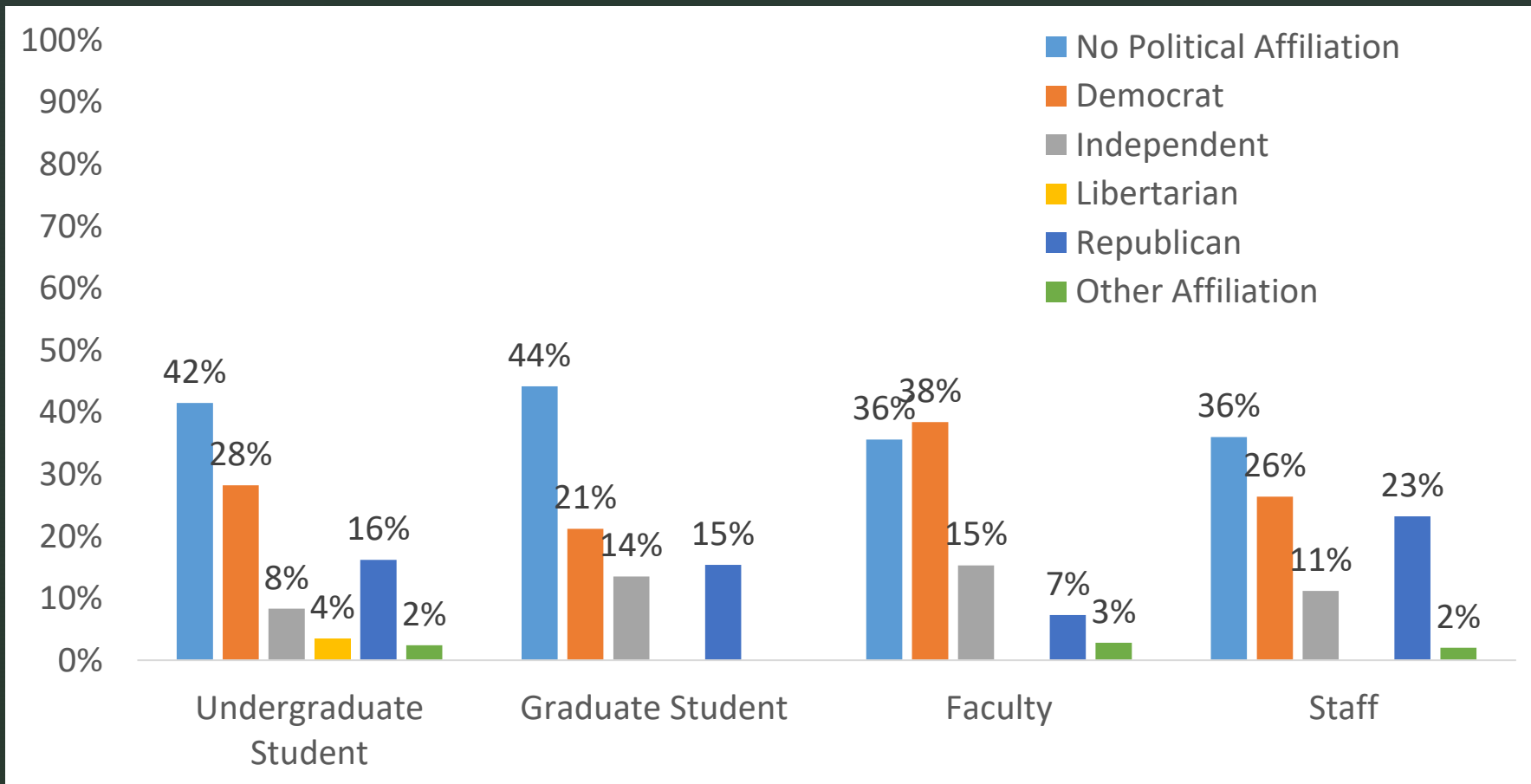
Responses with *n* < 5 are not presented in the figure.
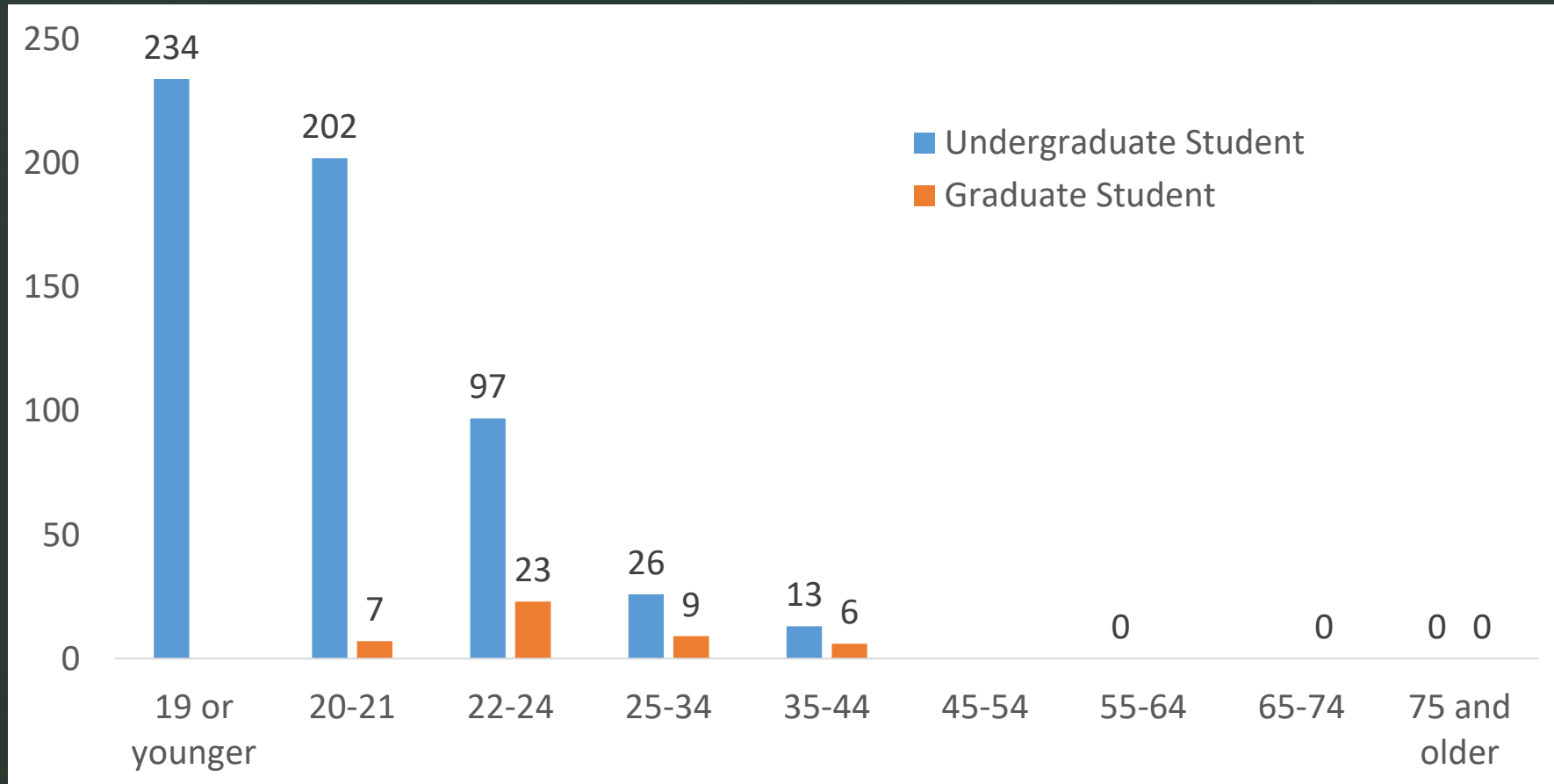
Respondents by Current Political Views and Position Status (%)
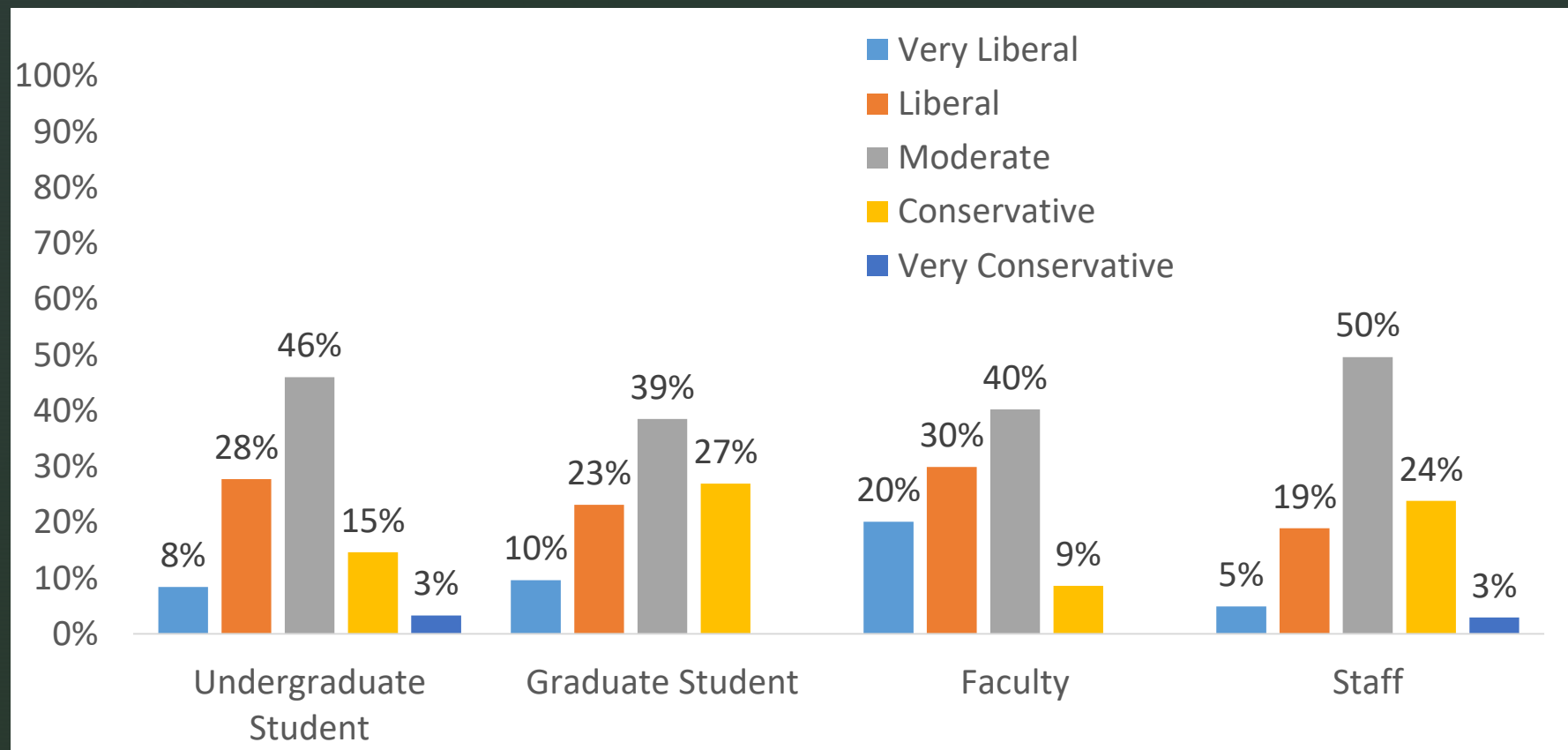
Responses with *n* < 5 are not presented in the figure.

Student Respondents by Age (*n*)

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

Employee Respondents by Age (*n*)
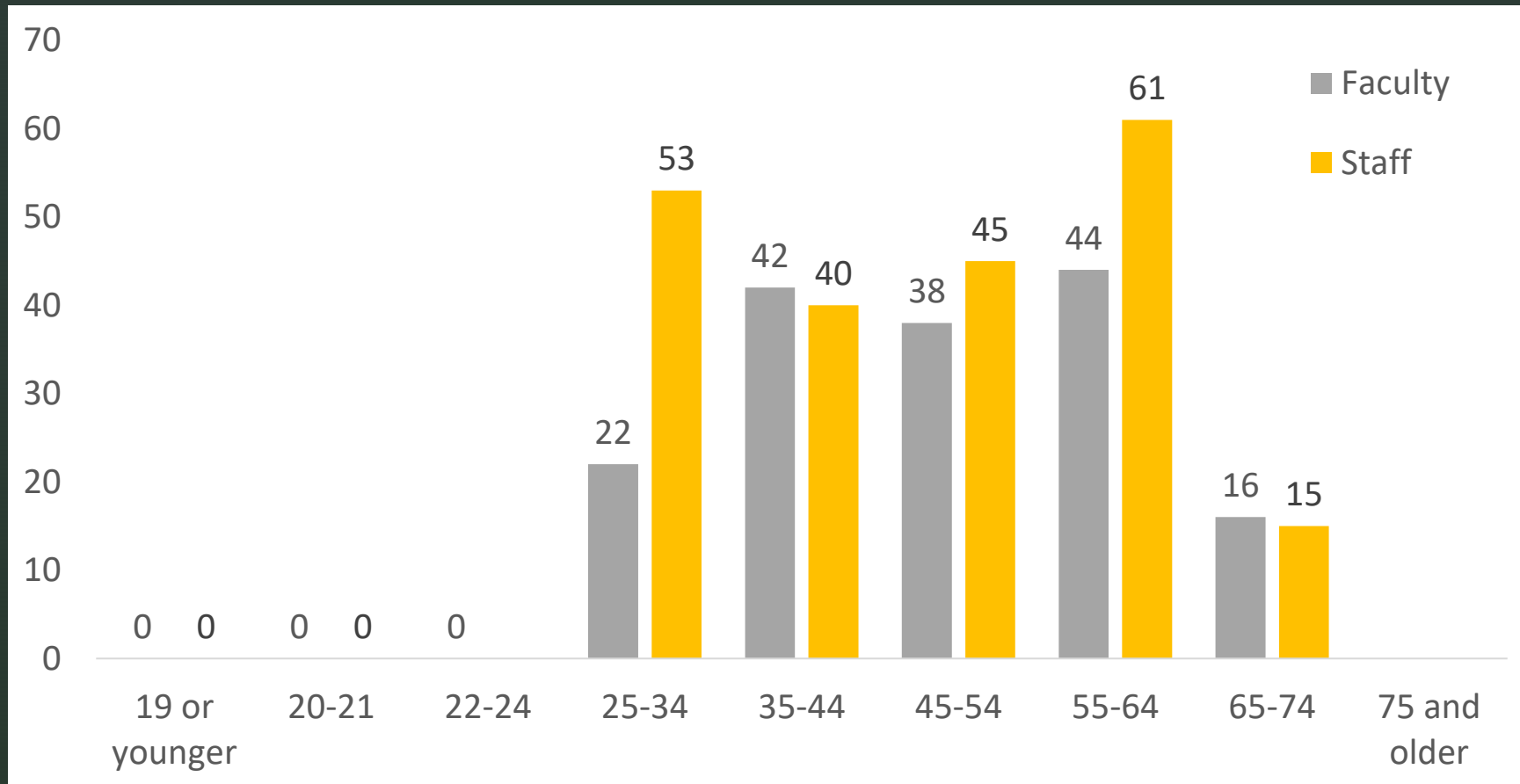
Responses with *n* < 5 are not presented in the figure.

Student Respondents by Caregiving Responsibilities (%)
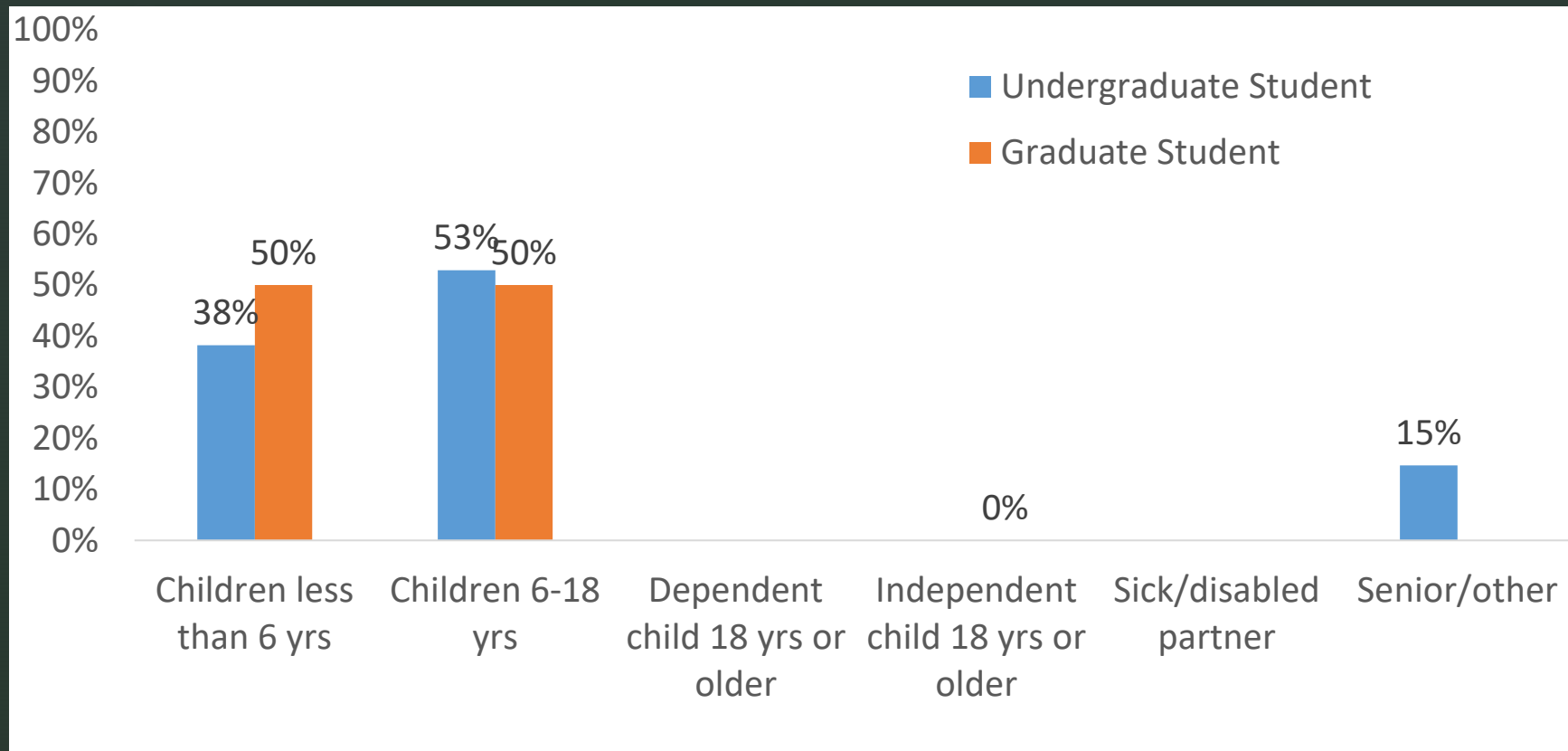
Responses with *n* < 5 are not presented in the figure.
Percentages are based on respondents who indicated that they had dependent care responsibilities..

Employee Respondents by Caregiving Responsibilities (%)
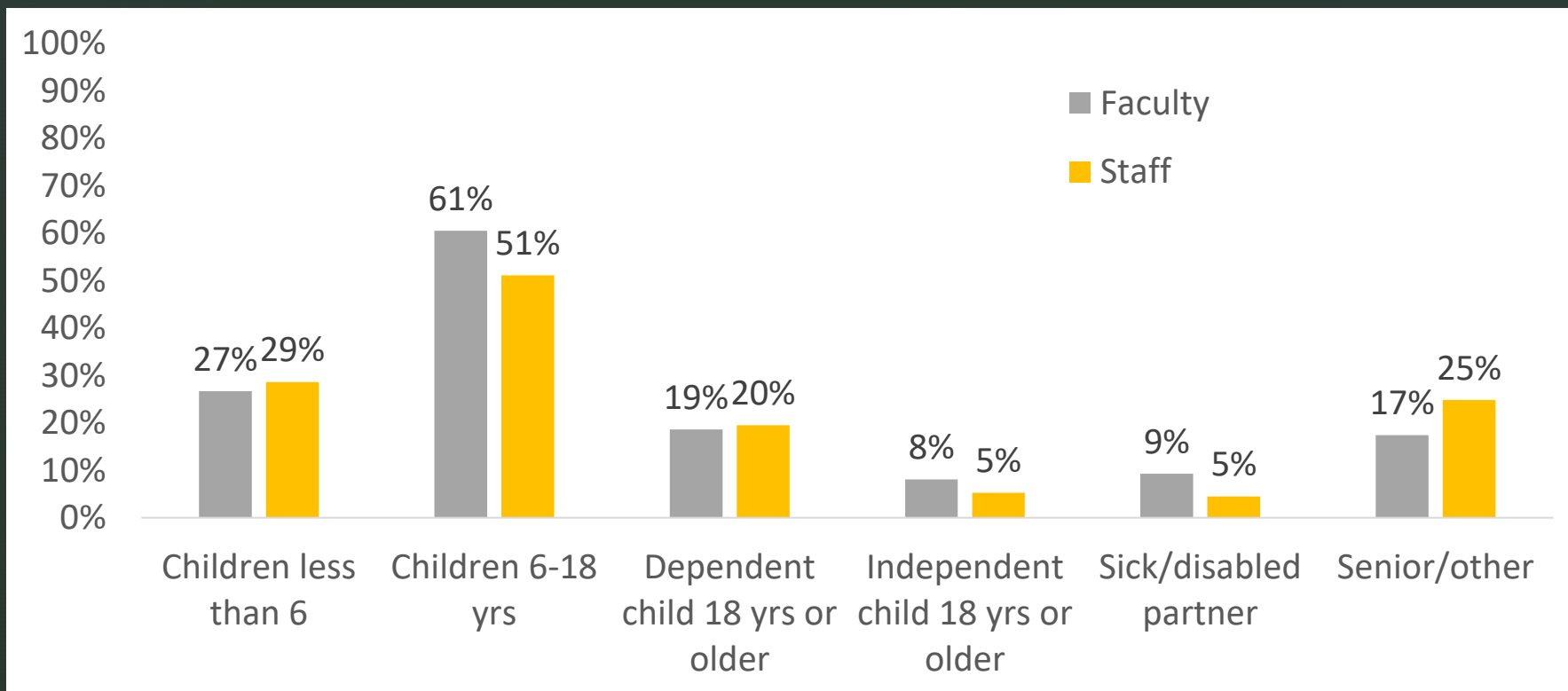
Percentages are based on respondents who indicated that they had dependent care responsibilities.

Staff Respondents' Primary Work Unit

Work unit	*n*	%
Administration & Business Affairs	95	34.9
Academic Affairs	90	33.1
President's Office	25	9.2
Student Affairs	24	8.8

Faculty Respondents' Primary College Affiliations

College	n	%
College of Arts and Behavioral Sciences	63	33.2
College of Science, Engineering and Technology	44	23.2
College of Health and Human Services	41	21.6
College of Business and Management	15	7.9
College of Education	15	7.9

Undergraduate Student Respondents' Years at SVSU

Year in career	*n*	%
First year	146	24.4
Second year	119	19.9
Third year	124	20.7
Fourth year	110	18.4
Fifth year	69	11.5
Sixth year	17	2.8
Seventh (or more) year	9	1.5
Non-degree student	< 5	---

For a list of Undergraduate Student respondents' current majors refer to full report.

Graduate Student Respondents' Program Level at SVSU

Program level	*n*	%
Master's student (e.g., degree, non-degree)	50	94.3
First year	*24*	*52.2*
Second year	*17*	*37.0*
Third (or more) year	*5*	*10.9*
Specialist student (EdS)	< 5	---
First year	*0*	*0.0*
Second year	*0*	*0.0*
Third (or more) year	*< 5*	*---*
Doctoral student	< 5	---
First year	*0*	*0.0*
Second year	*0*	*0.0*

For a list of Graduate Student respondents' degree programs refer to full report.

Undergraduate Student Respondents' Residence

46% (*n* = 275)	Campus housing
52% (*n* = 317)	Non-campus housing
1% (*n* = 5)	Housing transient

Student Respondents' Participation in Clubs/Organizations/Activities at SVSU

Top responses	*n*	%
I do not participate in any clubs/organizations	274	42.0
Leadership & service	145	22.2
Clubs & activities	231	35.4
Sports & recreation	102	15.6
An organization not listed above	56	8.6

For a complete list of Student respondents' participation in clubs/organizations refer to full report.

Student Respondents' Income Status (%)
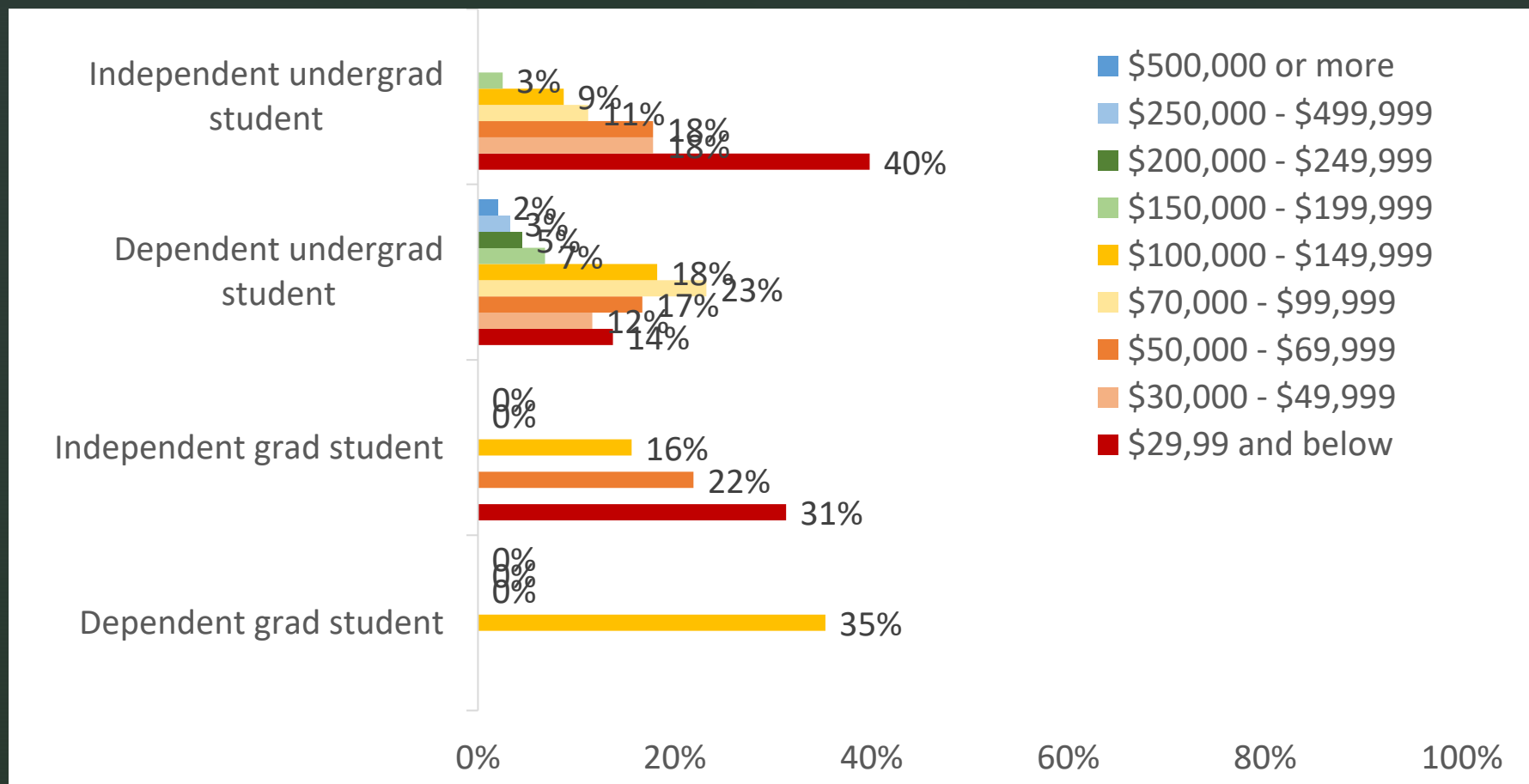
50% ($n = 297$) of Undergraduate Student and 54% ($n = 28$) of Graduate Student respondents experienced financial hardship while attending SVSU

Top financial hardships	n	%
Books/course materials	211	64.9
Tuition	210	64.6
Food	151	46.5
Housing (e.g., rent, utilities)	149	45.8

For a complete list of how Student respondents experienced financial hardship refer to full report.

How Student Respondents Were Paying For Education

Top sources of funding	*n*	%
Loans	**359**	**55.1**
Family contribution	249	38.2
Grant (Pell, etc.)	237	36.3
Personal contribution/job	205	31.4
Merit scholarship (HOPE, athletic, etc.)	157	24.1

For a complete list of how Student respondents were paying for education refer to full report.

Undergraduate Student Employment

Hours	*n*	%
No	212	35.4
Yes, I work on campus	160	26.7
1-10 hours/week	68	11.4
11-20 hours/week	86	14.4
21-30 hours/week	< 5	---
31-40 hours/week	< 5	---
41-60 hours/week	0	0.0
More than 60 hours/week	< 5	---
Yes, I work off campus	264	44.1
1-10 hours/week	59	9.8
11-20 hours/week	89	14.9
21-30 hours/week	59	9.8
31-40 hours/week	27	4.5
41-60 hours/week	16	2.7
More than 60 hours/week	< 5	---

Graduate Student Employment

Hours	*n*	%
No	13	24.5
Yes, I work on campus	15	28.3
1-10 hours/week	< 5	---
11-20 hours/week	5	9.4
21-30 hours/week	5	9.4
31-40 hours/week	< 5	---
41-60 hours/week	0	0.0
More than 60 hours/week	0	0.0
Yes, I work off campus	29	54.7
1-10 hours/week	< 5	---
11-20 hours/week	< 5	---
21-30 hours/week	7	13.2
31-40 hours/week	6	9.4
41-60 hours/week	5	1.9
More than 60 hours/week	< 5	---

Student Respondents' Reported GPA

GPA	Undergraduate		Graduate	
	n	%	*n*	%
4.0 – 3.5	287	49.5	40	78.4
3.4 – 3.0	178	30.7	7	13.7
2.9 – 2.5	79	13.6	< 5	---
2.4 – 2.0	26	4.5	0	0.0
1.9 – 1.5	6	1.0	0	0.0
1.4 – 1.0	0	0.0	0	0.0
0.9 – 0.0	< 5	---	0	0.0

Respondents' One-Way Commute Time to SVSU Campus

Minutes	Student		Employee	
	n	%	*n*	%
10 or less	257	39.4	42	9.1
11-20	127	19.5	174	37.7
21-30	84	12.9	131	28.4
31-40	34	5.2	31	6.7
41-50	29	4.4	27	5.8
51-60	15	2.3	20	4.3
60 or more	90	13.8	22	4.8

Challenges and Opportunities

81% of Respondents were Comfortable with Overall Climate at SVSU

Significant Differences

- Staff respondents less comfortable than Student respondents
- Men respondents less comfortable than Women respondents
- Respondents of Color less comfortable than White respondents
- Low-Income Student respondents less comfortable than Not-Low-Income Student respondents

Question answered by all respondents.

78% of Faculty and Staff Respondents were Comfortable with Department/Work Unit Climate

Significant Differences

- Men respondents less comfortable than Women respondents

Question answered by Faculty and Staff respondents.

85% of Student and Faculty Respondents were Comfortable with Classroom Climate

No significant differences existed

Question answered by Student and Faculty respondents

Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct
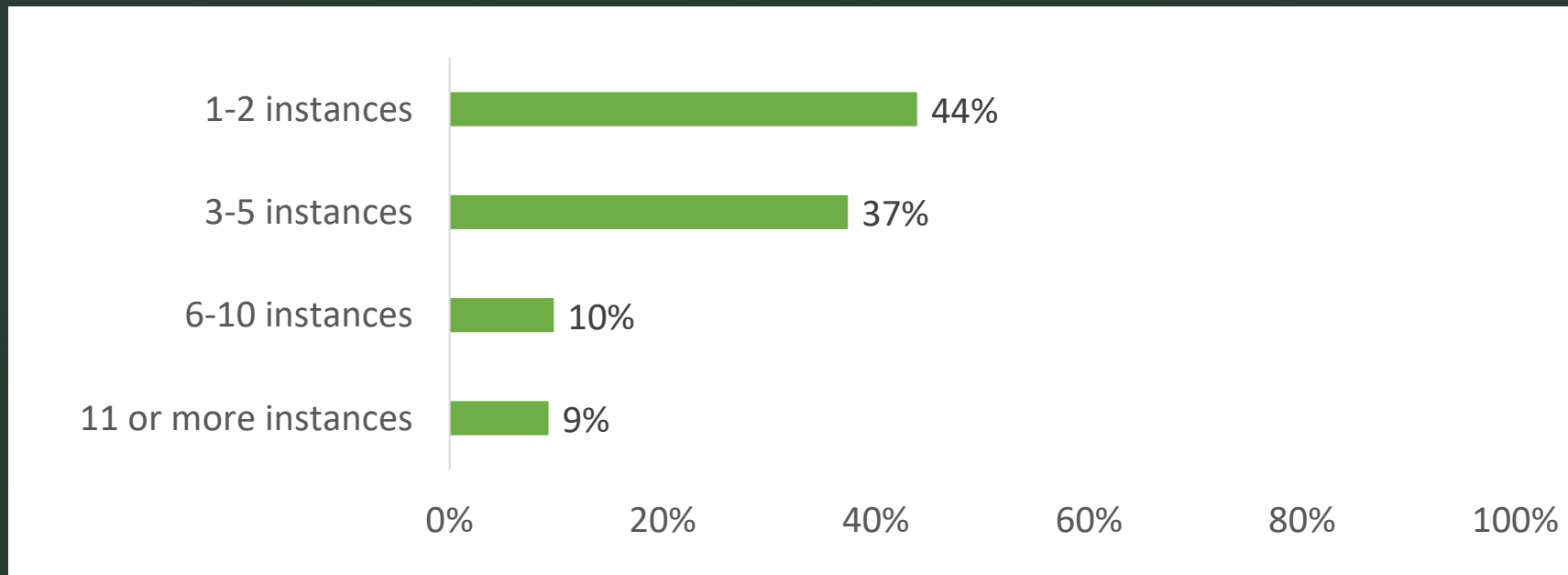
20% (*n* = 220)

Respondents who experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassed) conduct at SVSU within the past year
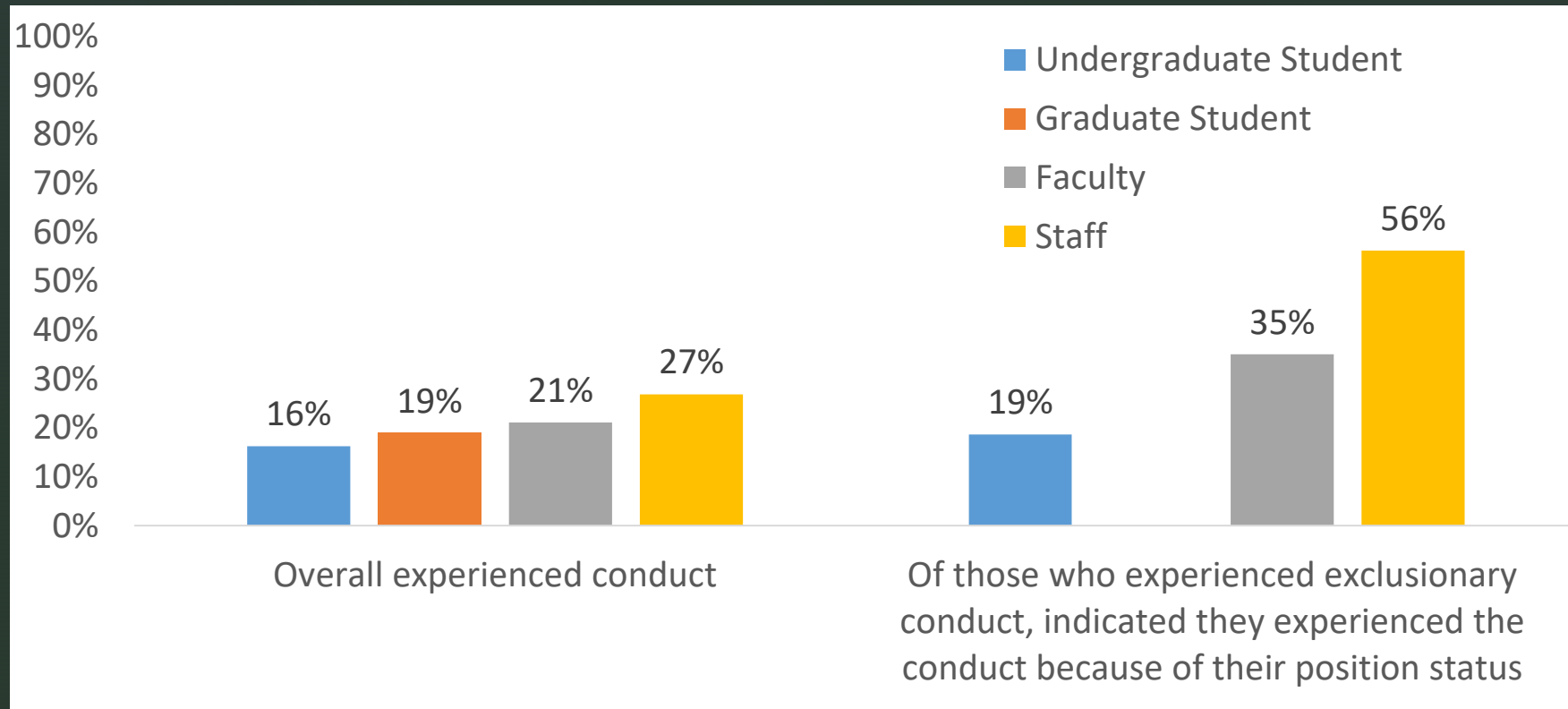
Number of Instances of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct Experienced During the Past Year
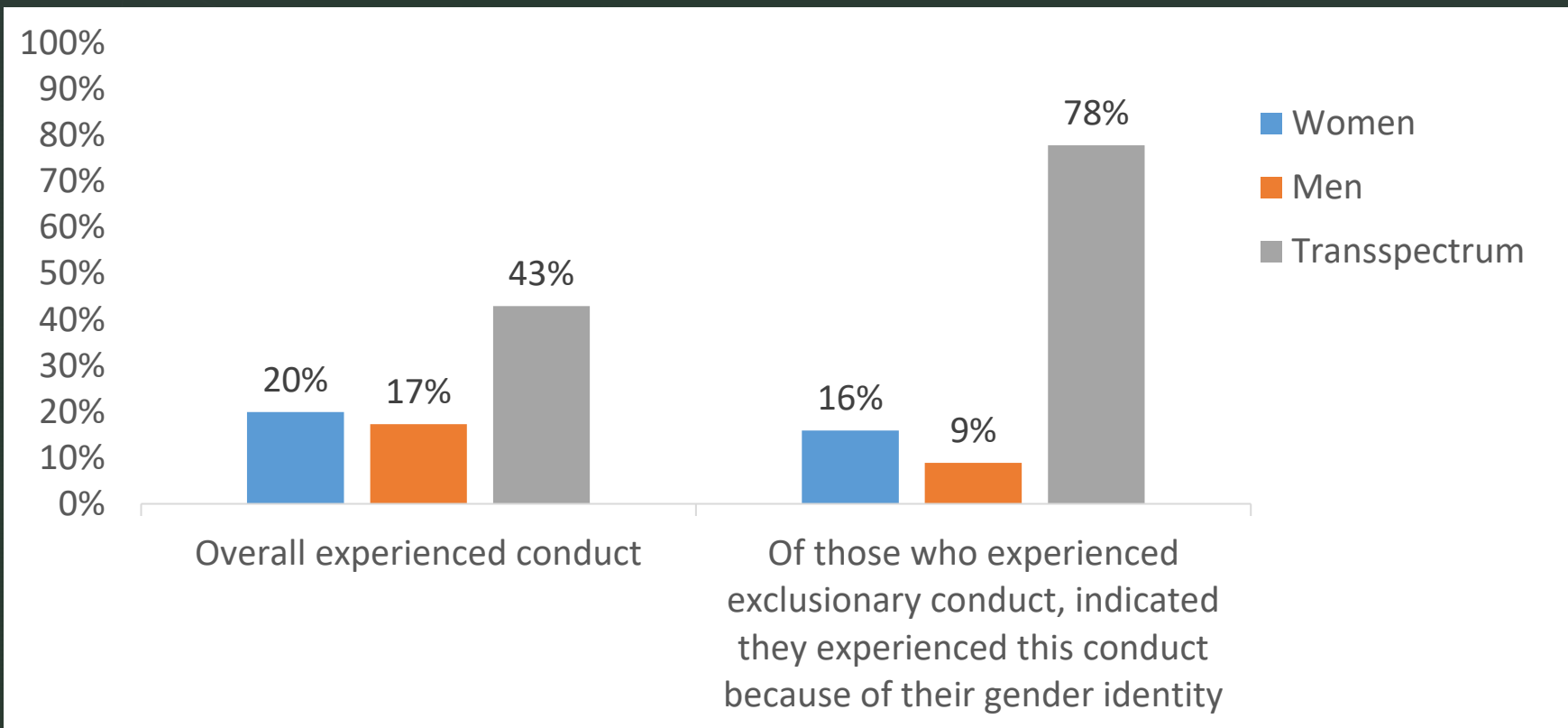
Personal Experiences of Exclusionary Conduct as a Result of Position Status (%)

Legend:
- Undergraduate Student
- Graduate Student
- Faculty
- Staff

Overall experienced conduct: 16%, 19%, 21%, 27%

Of those who experienced exclusionary conduct, indicated they experienced the conduct because of their position status: 19%, 35%, 56%
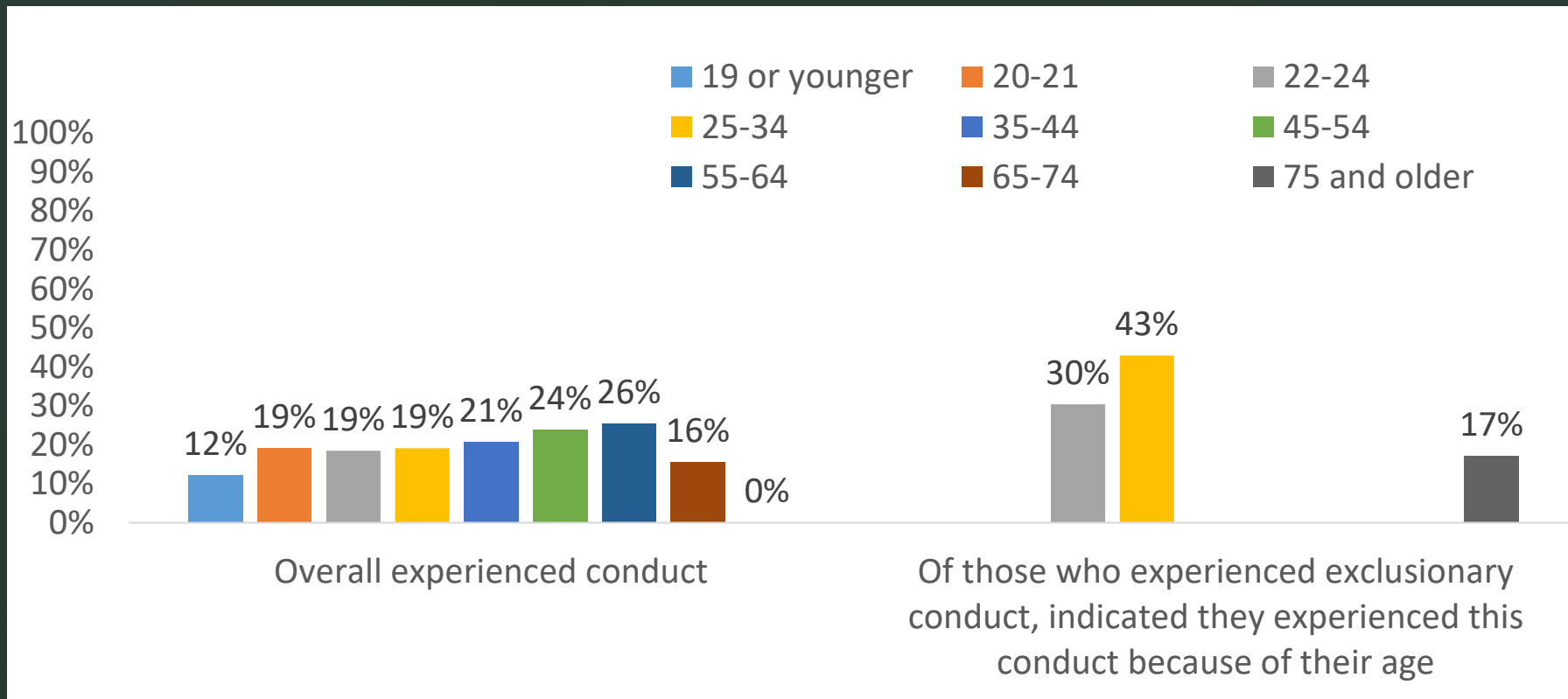
Personal Experiences of Exclusionary Conduct as a Result of Gender Identity (%)

Personal Experiences of Exclusionary Conduct as a Result of Age (%)

Staff Respondents' Top Bases of Experienced Exclusionary Conduct

Basis	*n*	%
Position status	41	56.2
Age	13	17.8
Gender/gender identity	11	15.1
Educational credentials	11	15.1

Reports only responses from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 73). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.

Faculty Respondents' Top Bases of Experienced Exclusionary Conduct

Basis	*n*	%
Position status	14	35.0
Philosophical views	8	20.0
Educational credentials	8	20.0

Reports only responses from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 150). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.

Student Respondents' Top Bases of Experienced Exclusionary Conduct

Basis	*n*	%
Religious/spiritual affiliation	22	20.6
Major field of study	21	19.6
Political views	21	19.6

Reports only responses from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 545). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.
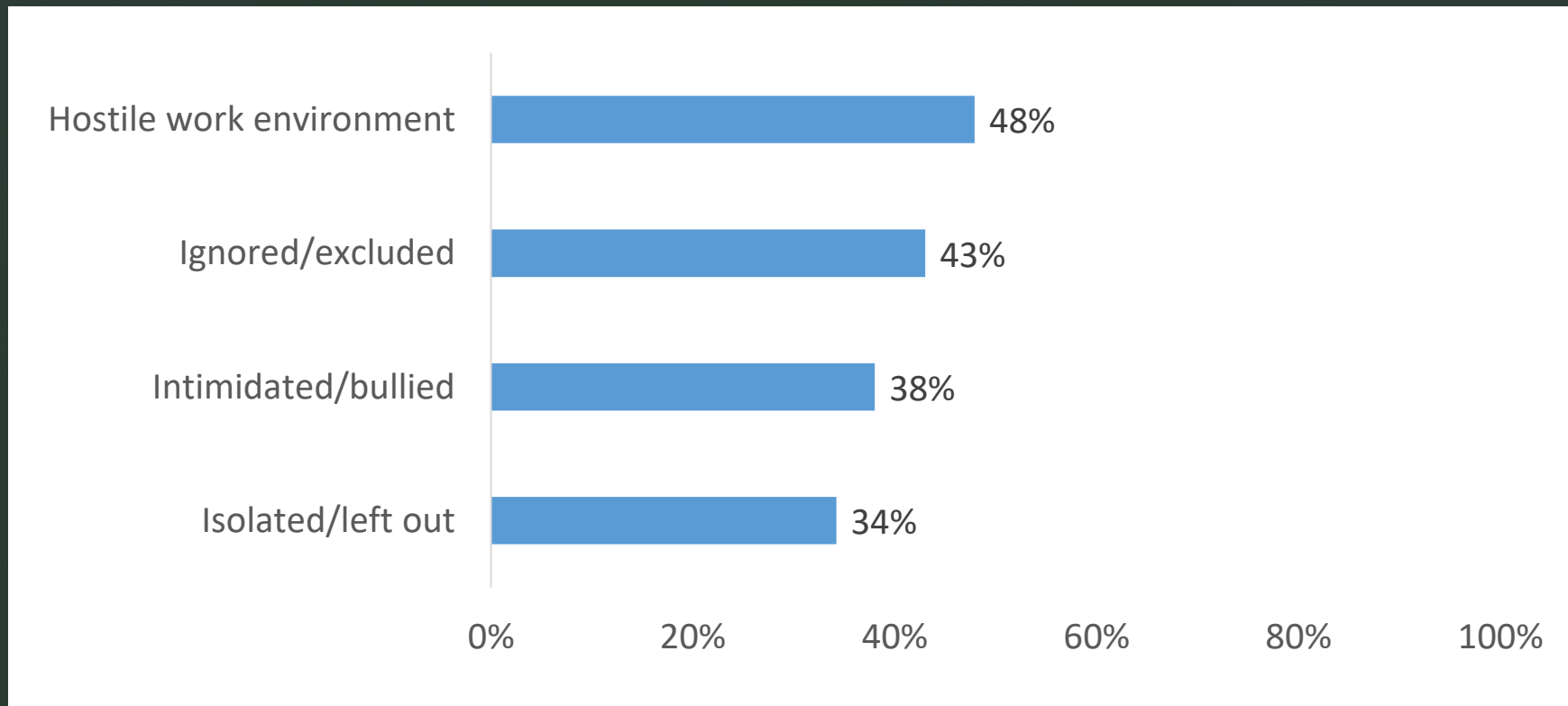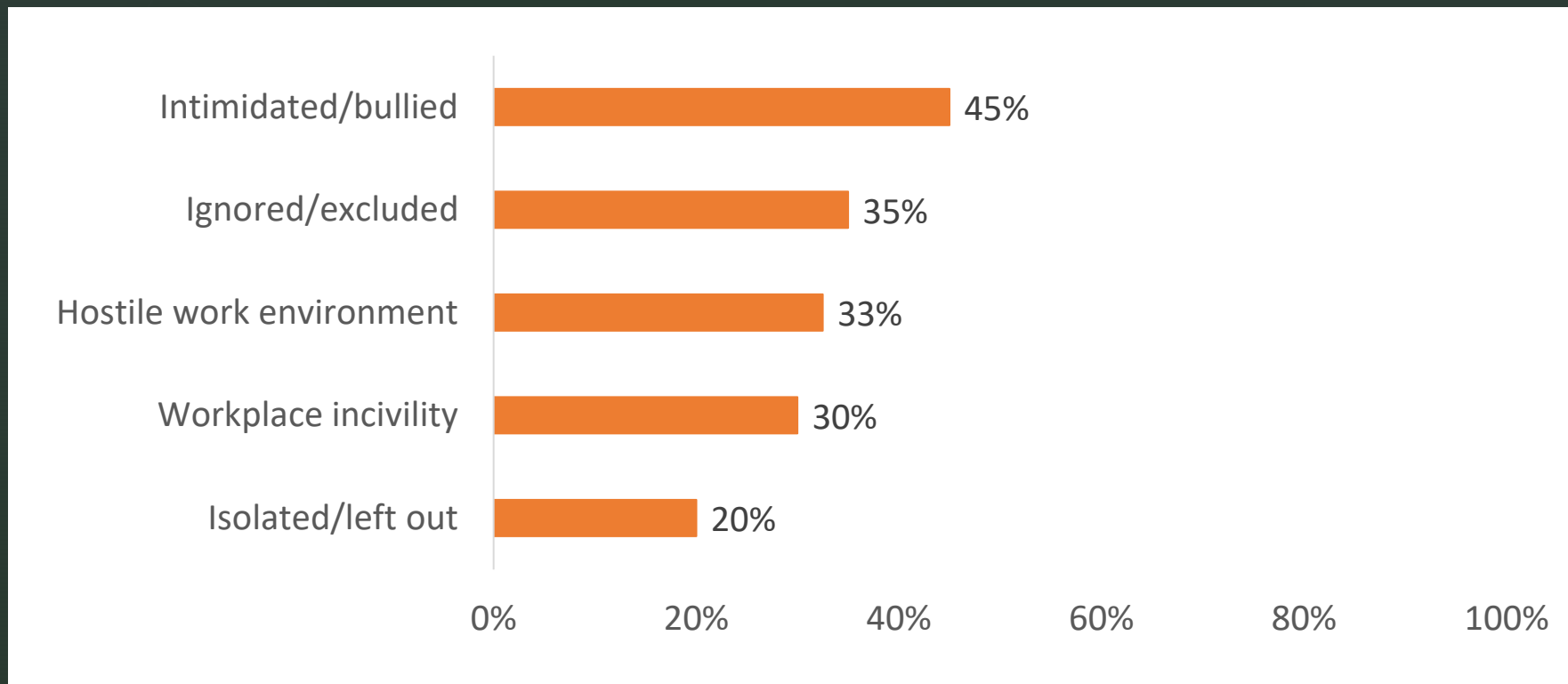
Staff Respondents' Top Forms of Experienced Exclusionary Conduct

Reports only responses from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (n = 73). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.
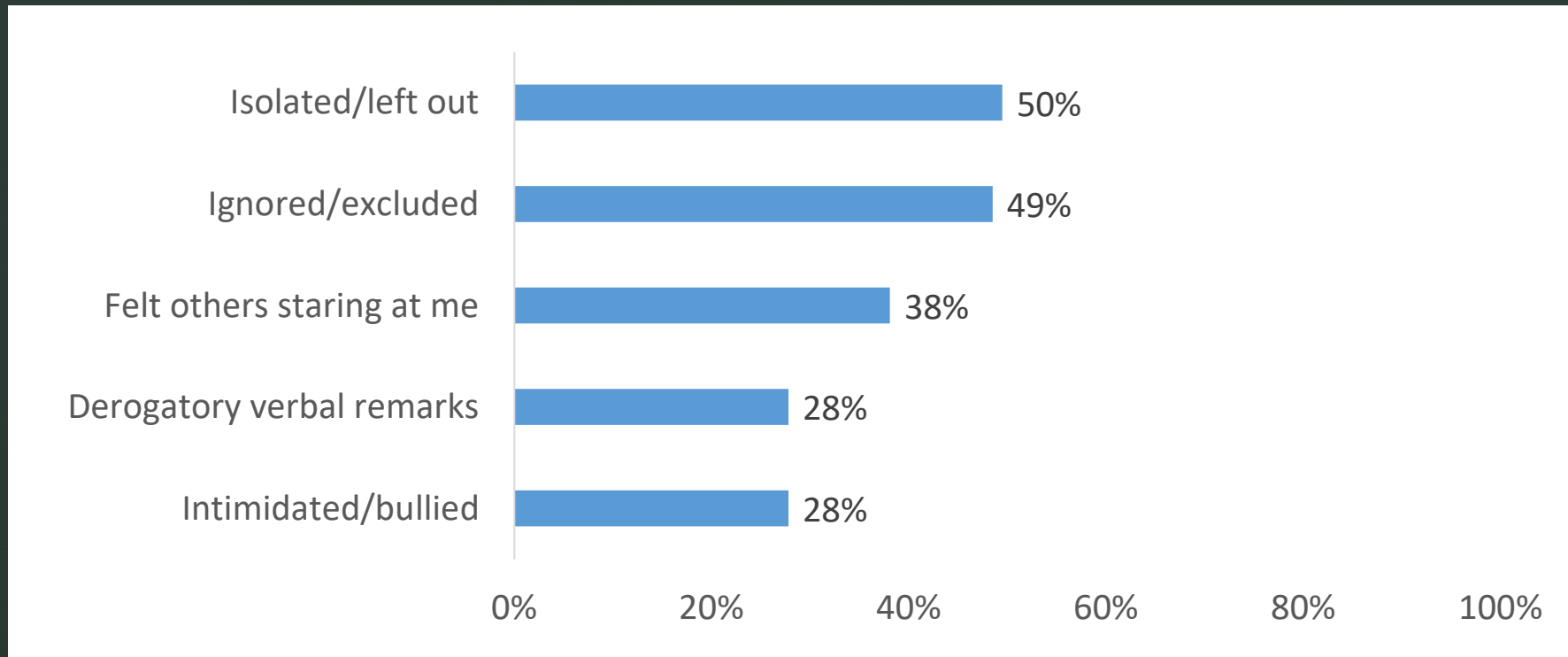
Faculty Respondents' Top Forms of Experienced Exclusionary Conduct

Reports only responses from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 150). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.

Undergraduate Student Respondents' Top Forms of Experienced Exclusionary Conduct

Reports only responses from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 545). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.
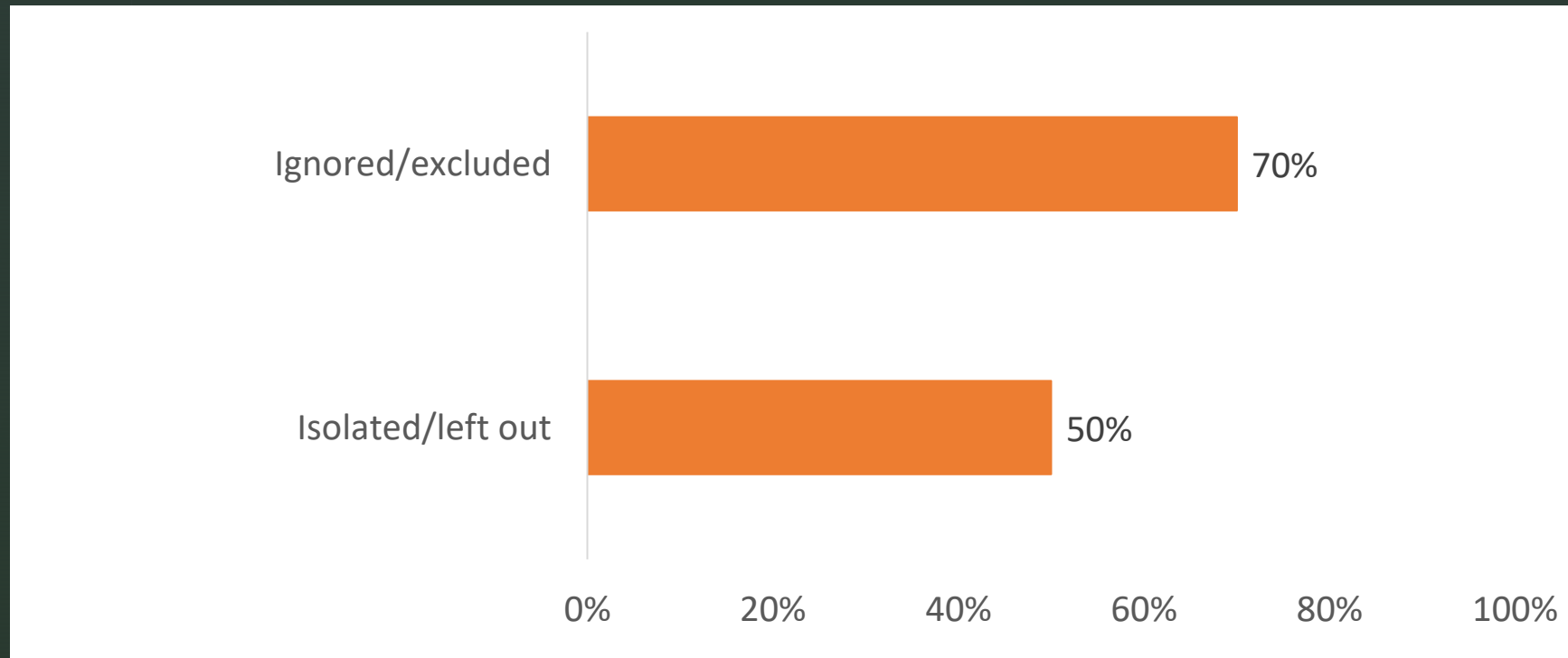
Graduate Student Respondents' Top Forms of Experienced Exclusionary Conduct

Reports only responses from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 545). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.

Staff Respondents' Top Locations of Experienced Exclusionary Conduct

Location	n	%
While working at a SVSU job	48	65.8
In a SVSU administrative/support staff office	34	46.6
In a meeting with a group of people	15	20.5

Reports only responses from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 73$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.

Faculty Respondents' Top Locations of Experienced Exclusionary Conduct

Location	n	%
In a meeting with a group of people	13	32.5
In a faculty office	11	27.5
While working at a SVSU job	10	25.0
In a public space at SVSU	10	25.0
In a class or lab	8	20.0

Reports only responses from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 150$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.

Student Respondents' Top Locations of Experienced Exclusionary Conduct

Location	*n*	%
In a class or lab	36	33.6
In a public space at SVSU	35	32.7
While walking on campus	27	25.2

Reports only responses from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 545). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.

Top Sources of Experienced Exclusionary Conduct for Staff Respondents (%)

Reports only responses from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (n = 73). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.
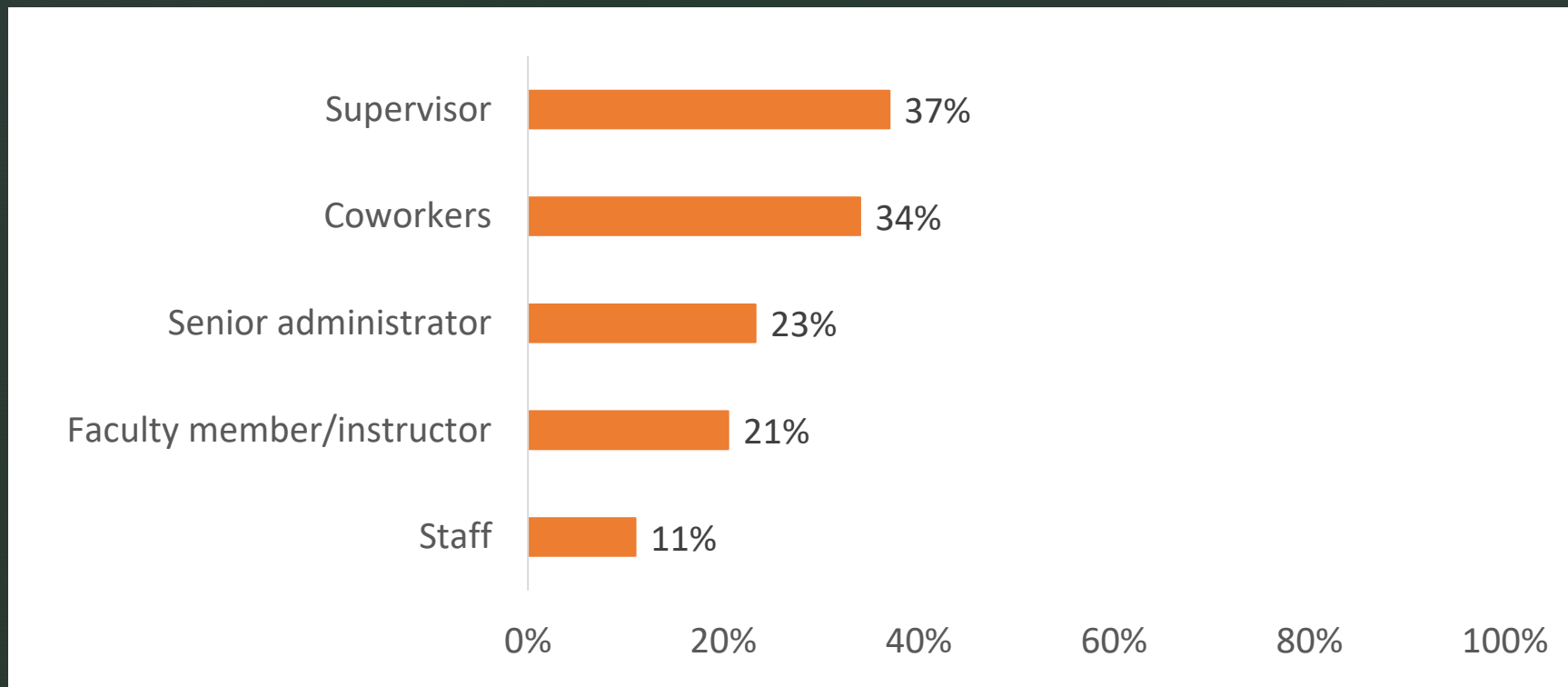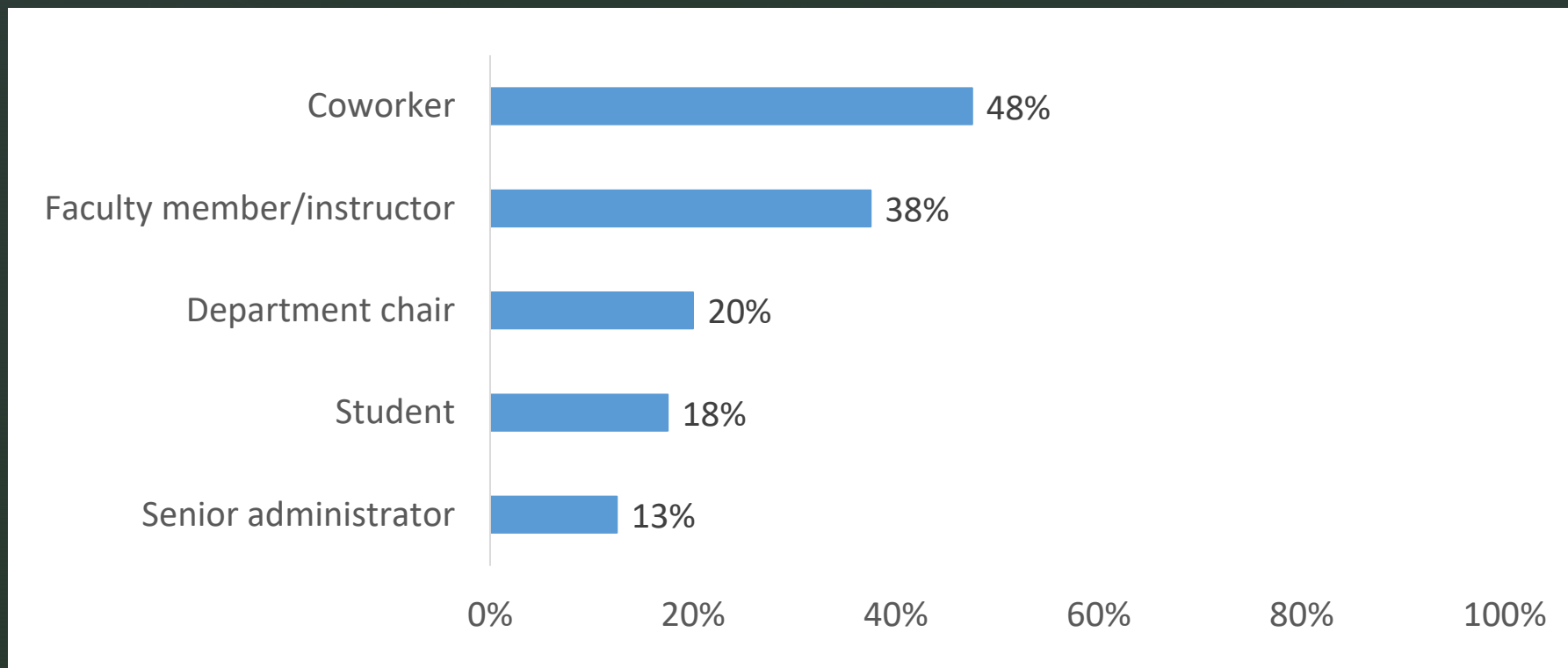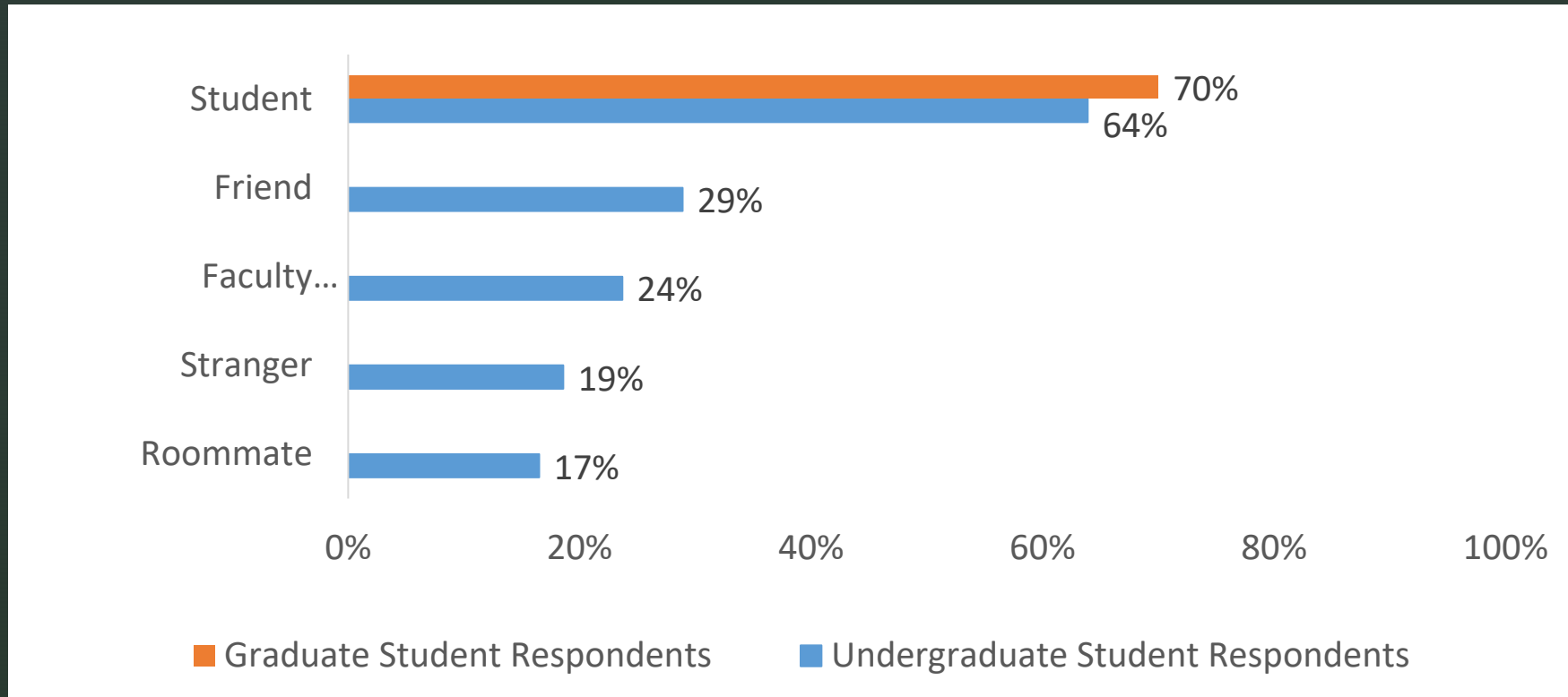
Top Sources of Experienced Exclusionary Conduct for Faculty Respondents(%)

Reports only responses from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 150). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.

Top Sources of Experienced Exclusionary Conduct for Student Respondents (%)

Chart data:

Source	Graduate Student Respondents	Undergraduate Student Respondents
Student	70%	64%
Friend		29%
Faculty...		24%
Stranger		19%
Roommate		17%

Legend: ■ Graduate Student Respondents ■ Undergraduate Student Respondents

Reports only responses from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 545$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.

How did you feel after experiencing the conduct?

Angry
59%

Distressed
48%

Sad
38%

Reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (n = 220). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.

What did you do in response to experiencing the conduct?

Told a friend 36%	Did nothing 35%
Told a family member 33%	Avoided the person/ venue 31%

Reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (n = 220). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.
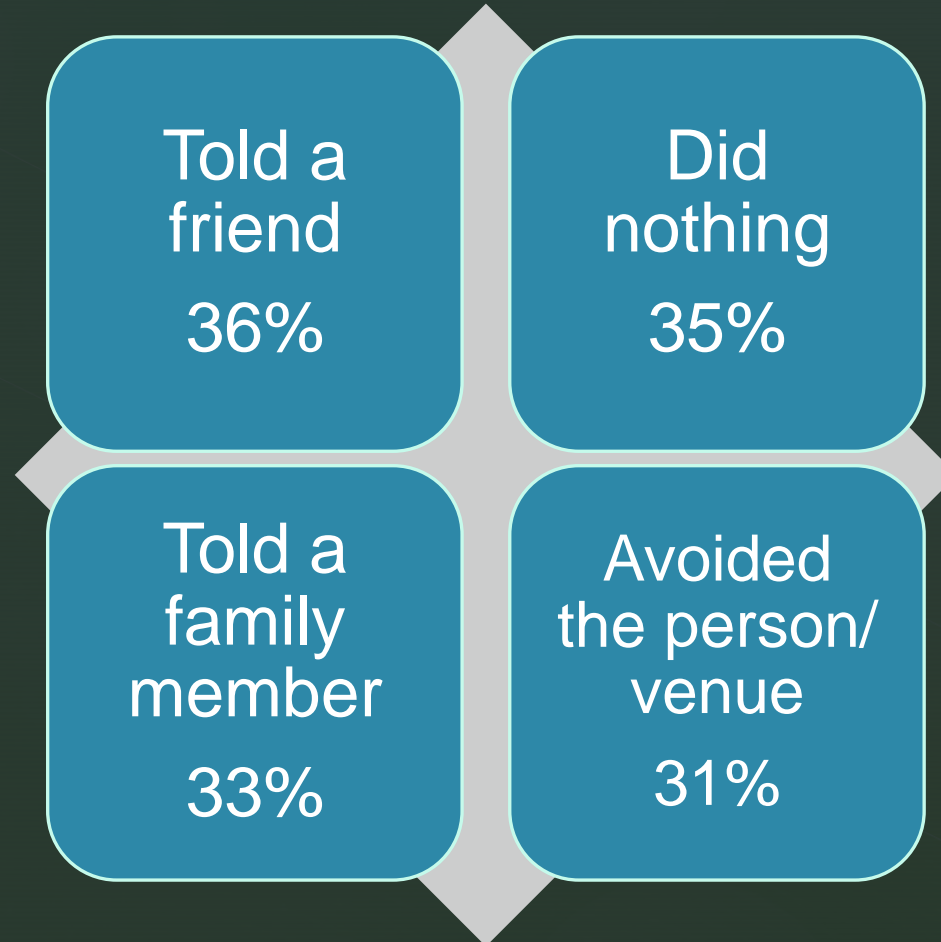
10% (*n* = 22) Officially Reported the Conduct

Felt it was not addressed appropriately (43%)

Felt that it was addressed appropriately (0%)

Felt satisfied with the outcome (29%)

The outcome was not shared (*n* < 5)

The outcome is still pending (*n* < 5)

Reports only responses from respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 220). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.

Qualitative Themes
Reporting of Experienced Exclusionary Conduct

Addressing negative behaviors

No comment

Employee respondents: Hostile workplace behavior

Undergraduate Student respondents: Behavior by students and professors

Accessibility

Barriers for Respondents with Disabilities

Facilities	*n*	%
Emergency preparedness	12	9.8
Classroom buildings	11	8.8
Classrooms, labs	10	8.1
Doors	10	8.1
Programs and activities	9	7.4
Parking	9	7.3

Reports only responses from individuals who indicated on the survey that they had a disability (*n* = 138). For list of all barriers refer to full report.

Barriers for Respondents with Disabilities

Instructional/campus materials	n	%
Video-closed captioning and text description	7	5.8
Food menus	6	5.0

Reports only responses from individuals who indicated on the survey that they had a disability ($n = 138$). For list of all barriers refer to full report.

Qualitative Themes - Accessibility

Mobility concerns

University support for disabilities

Facility deficiencies

Barriers for Transgender/ Genderqueer/Gender Nonbinary Respondents

Facilities	*n*	%
Athletic and recreational facilities	5	35.7
Changing rooms/locker rooms	5	35.7
Restrooms	5	35.7

Identity accuracy	*n*	%
Class rosters	5	35.7

Reports only responses from individuals who indicated on the survey that they were Transgender, Genderqueer, or Gender Nonbinary (*n* = 16). For list of all barriers refer to full report.

Unwanted Sexual Experiences

9% ($n = 99$) Reported Unwanted Sexual Experiences
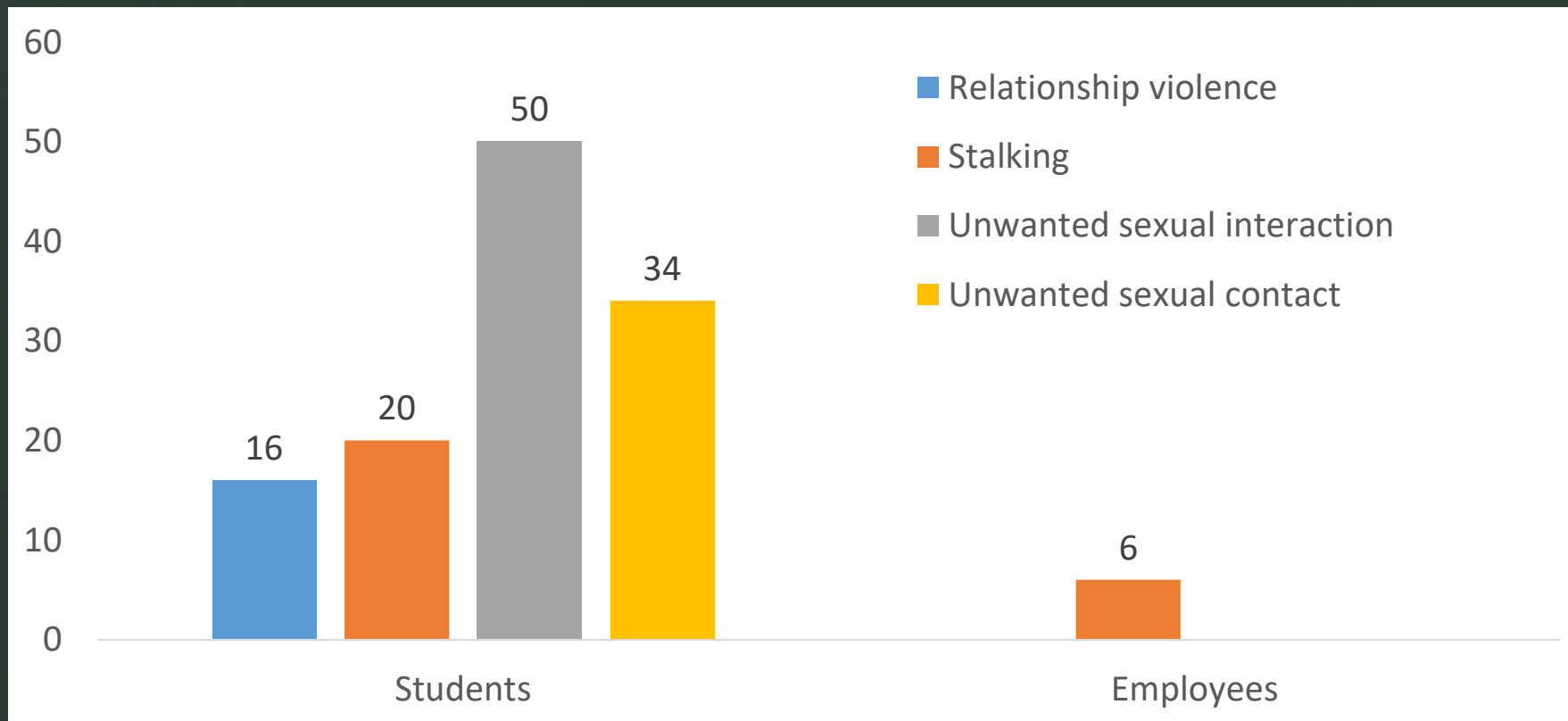
2% ($n = 20$) → Relationship Violence

2% ($n = 26$) → Stalking

5% ($n = 53$) → Unwanted Sexual Interaction

3% ($n = 35$) → Unwanted Sexual Contact

Unwanted Sexual Experiences by Position Status (*n*)

. For detailed findings by each type of unwanted sexual experience refer to full report.

When Relationship Violence Occurred

Time	n	%
Less than 6 months ago	< 5	---
6 – 12 months ago	5	25.0
13 – 23 months ago	< 5	---
2 – 4 years ago	6	30.0
5 – 10 years ago	0	0.0
11 – 20 years ago	< 5	---
More than 20 years ago	0	0.0

Note: Only answered by respondents who indicated on the survey that they experienced Relationship Violence ($n = 20$).

Alcohol/Drug Involvement in Relationship Violence

Alcohol/Drug	n	%
No	15	75.0
Yes	5	25.0
Alcohol only	*< 5*	*---*
Drugs only	*< 5*	*---*
Both alcohol and drugs	*< 5*	*---*
Don't know	0	0.0

Note: Only answered by respondents who indicated on the survey that they experienced Relationship Violence (n = 20).

Year in Which Student Respondents Experienced Relationship Violence

Year/semester	*n*	%
During my time as a graduate student at SVSU	0	0.0
Prior to my first semester (e.g., orientation, SOAR)	0	0.0
Undergraduate first year	8	50.0
Fall semester	6	75.0
Winter semester	7	87.5
Spring semester	< 5	---
Summer semester	< 5	---
Undergraduate second year	6	37.5
Fall semester	5	83.3
Winter semester	< 5	---
Spring semester	< 5	---
Summer semester	< 5	---

Note: Only answered by respondents who indicated on the survey that they experienced Relationship Violence (*n* = 20).

Location of Relationship Violence

On Campus (40%, *n* = 8)

Off Campus (75%, *n* = 15)

Note: Only answered by respondents who indicated on the survey that they experienced Relationship Violence (*n* = 20).

Top Perpetrators of Relationship Violence

Perpetrator	n	%
Current or former dating/intimate partner	16	80.0

Note: Only answered by respondents who indicated on the survey that they experienced Relationship Violence (n = 20).

What did respondents do?
Top Emotional Responses to Relationship Violence

Angry
70%

Distressed
55%

Somehow responsible
50%

Sad
55%

Helpless
50%

Note: Only answered by respondents who indicated on the survey that they experienced Relationship Violence ($n = 20$).

What did respondents do?
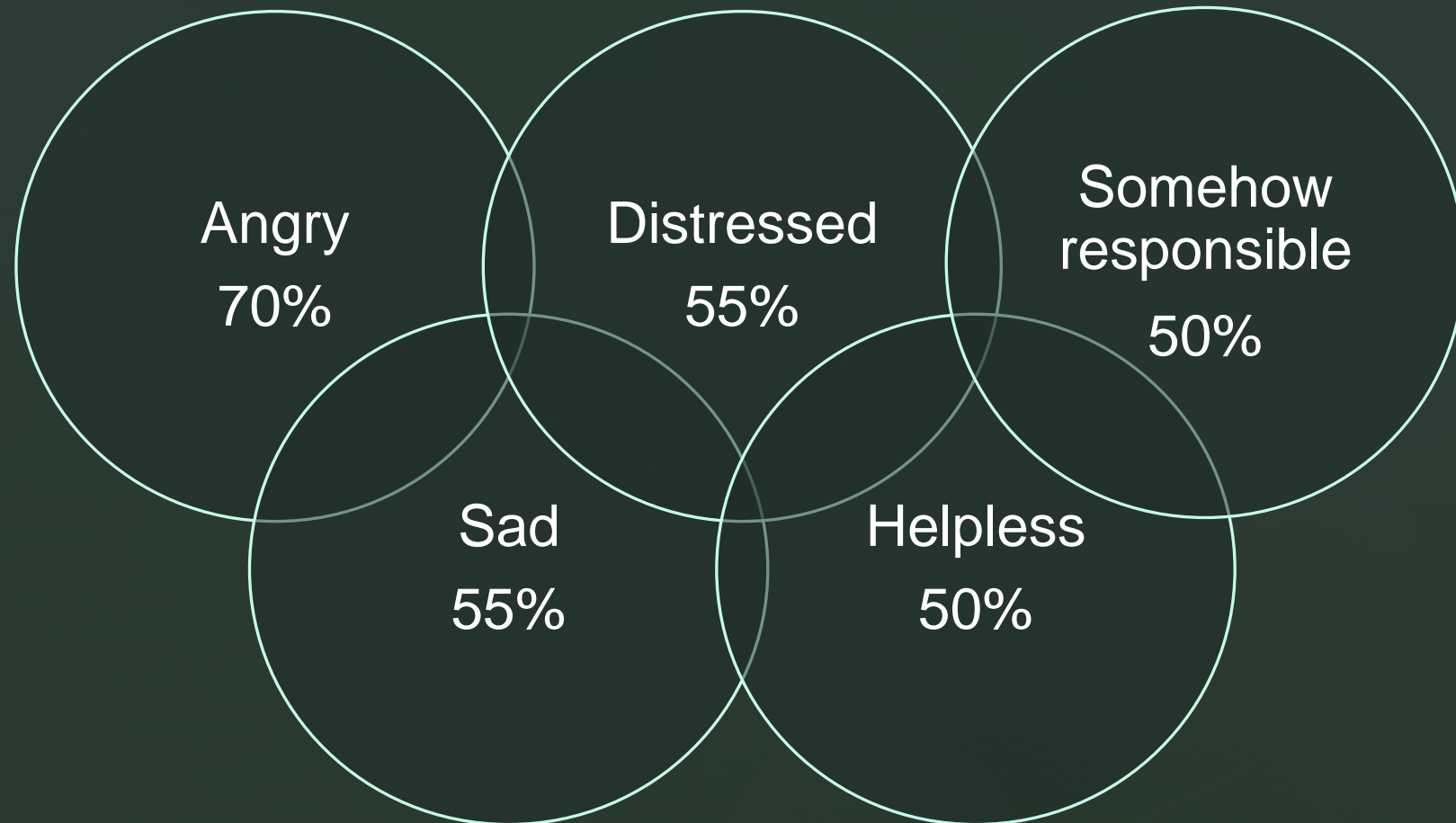# Top Actions to Relationship Violence

Avoided the person/ venue 50%

Told a friend 45%

Sought information online 35%

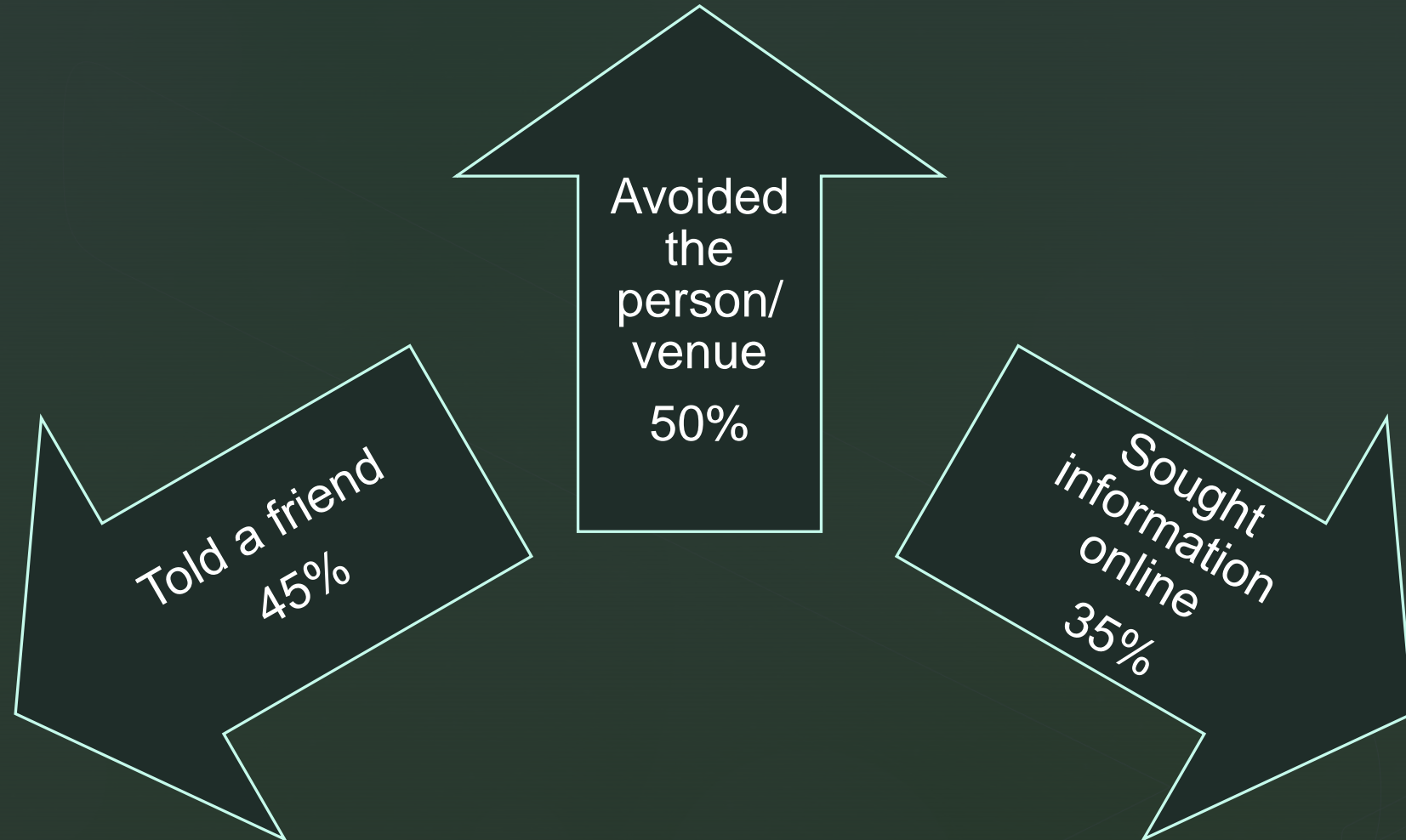Note: Only answered by respondents who indicated on the survey that they experienced Relationship Violence (n = 20).

Qualitative Themes – Relationship Violence

Not worth reporting

When Stalking Occurred

Time	n	%
Less than 6 months ago	< 5	---
6 – 12 months ago	8	30.8
13 – 23 months ago	11	42.3
2 – 4 years ago	< 5	---
5 – 10 years ago	0	0.0
11 – 20 years ago	< 5	---
More than 20 years ago	0	0.0

Note: Only answered by respondents who indicated on the survey that they experienced Stalking ($n = 26$).

Year in Which Student Respondents Experienced Stalking

Year/semester	*n*	%
During my time as a graduate student at SVSU	0	0.0
Prior to my first semester (e.g., orientation, SOAR)	0	0.0
Undergraduate first year	9	39.1
Fall semester	6	66.7
Winter semester	5	---
Spring semester	5	---
Summer semester	0	0.0
Undergraduate second year	6	26.1
Fall semester	5	---
Winter semester	5	83.3
Spring semester	5	---
Summer semester	5	---

Note: Only answered by respondents who indicated on the survey that they experienced Stalking (*n* = 26).

Location of Stalking

On Campus (77%, *n* = 20)

Off Campus (69%, *n* = 18)

Note: Only answered by respondents who indicated on the survey that they experienced Stalking (*n* = 26).

Top Perpetrators of Stalking

Perpetrator	n	%
SVSU student	18	69.2
Acquaintance/friend	6	23.1
Current or former dating/intimate partner	6	23.1

Note: Only answered by respondents who indicated on the survey that they experienced Stalking ($n = 26$).

What did respondents do?
Top Emotional Responses to Stalking
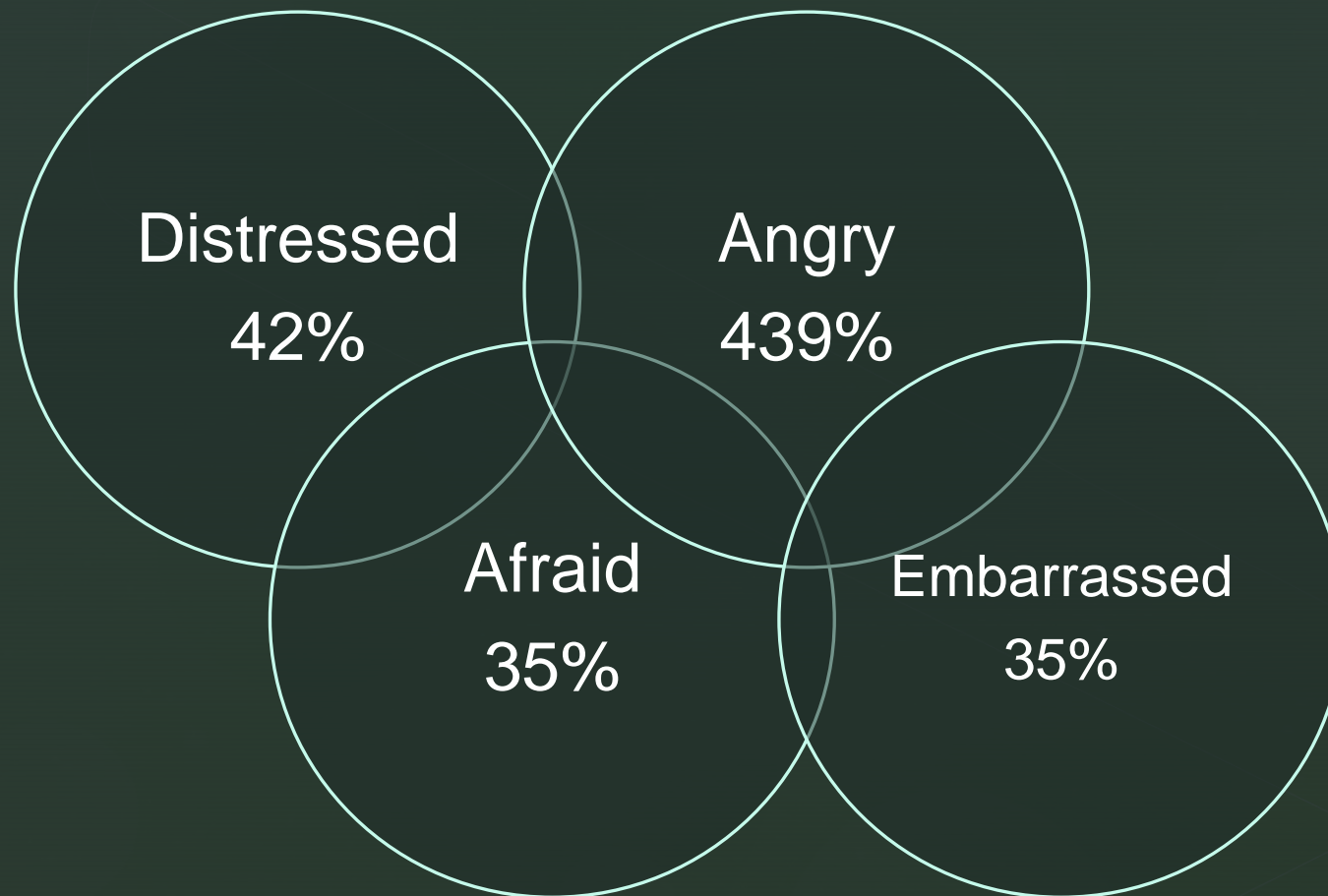
Distressed

42%

Angry

439%

Afraid

35%

Embarrassed

35%

Note: Only answered by respondents who indicated on the survey that they experienced Stalking (*n* = 26).

What did respondents do?
Top Actions to Stalking

Told a friend

54%

Avoided the person(s)/venue

46%

Note: Only answered by respondents who indicated on the survey that they experienced Stalking ($n = 26$).

27% ($n = 7$) Reported the Stalking

Not addressed appropriately ($n < 5$)

Was addressed appropriately ($n < 5$)

Satisfied with the outcome ($n < 5$)

Outcome was not shared (0)

Outcome is still pending ($n < 5$)

Note: Only answered by respondents who indicated on the survey that they experienced Stalking ($n = 26$).

Qualitative Themes – Stalking

Not worth reporting

When Unwanted Sexual Interaction Occurred

Time	*n*	%
Less than 6 months ago	14	26.4
6 – 12 months ago	18	34.0
13 – 23 months ago	5	9.4
2 – 4 years ago	15	28.3
5 – 10 years ago	< 5	---
11 – 20 years ago	0	0.0
More than 20 years ago	0	0.0

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Interaction (*n* = 53).

Alcohol/Drug Involvement in Unwanted Sexual Interaction

Alcohol/Drug	*n*	%
No	32	61.5
Yes	20	38.5
Alcohol only	*11*	*61.1*
Drugs only	*0*	*0.0*
Both alcohol and drugs	*7*	*38.9*
Don't know	0	0.0

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Interaction (*n* = 53).

Year in Which Student Respondents Experienced Unwanted Sexual Interaction

Year/semester	*n*	%
During my time as a graduate student at SVSU	0	0.0
Prior to my first semester (e.g., orientation, SOAR)	0	0.0
Undergraduate first year	28	57.1
Fall semester	24	85.7
Winter semester	17	60.7
Spring semester	< 5	---
Summer semester	< 5	---
Undergraduate second year	13	26.5
Fall semester	13	100.0
Winter semester	7	53.8
Spring semester	< 5	---
Summer semester	< 5	---

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Interaction ($n = 53$).

Year in Which Student Respondents Experienced Unwanted Sexual Interaction

Year/semester	*n*	%
Undergraduate third year	14	28.6
Fall semester	13	92.9
Winter semester	8	57.1
Spring semester	< 5	---
Summer semester	< 5	---
Undergraduate fourth year	< 5	---
Fall semester	< 5	---
Winter semester	< 5	---
Spring semester	0	0.0
Summer semester	0	0.0
After my fourth year as an undergraduate	0	0.0
Summer semester	< 5	---

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Interaction (*n* = 53).

Location of Unwanted Sexual Interaction

On Campus (55%, *n* = 29)

Off Campus (53%, *n* = 28)

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Interaction (*n* = 53).

Top Perpetrators of Unwanted Sexual Interaction

Perpetrator	n	%
SVSU student	28	52.8
Stranger	24	45.3
Acquaintance/friend	15	28.3

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Interaction (n = 53).

What did respondents do?
Top Emotional Responses to Unwanted Sexual Interaction

Embarrassed 51%

Angry 47%

Distressed 34%

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Interaction (*n* = 53).

What did respondents do?
Top Actions to Unwanted Sexual Interaction

Told a friend
53%

Did nothing
40%

Avoided the person/venue
40%

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Interaction ($n = 53$).

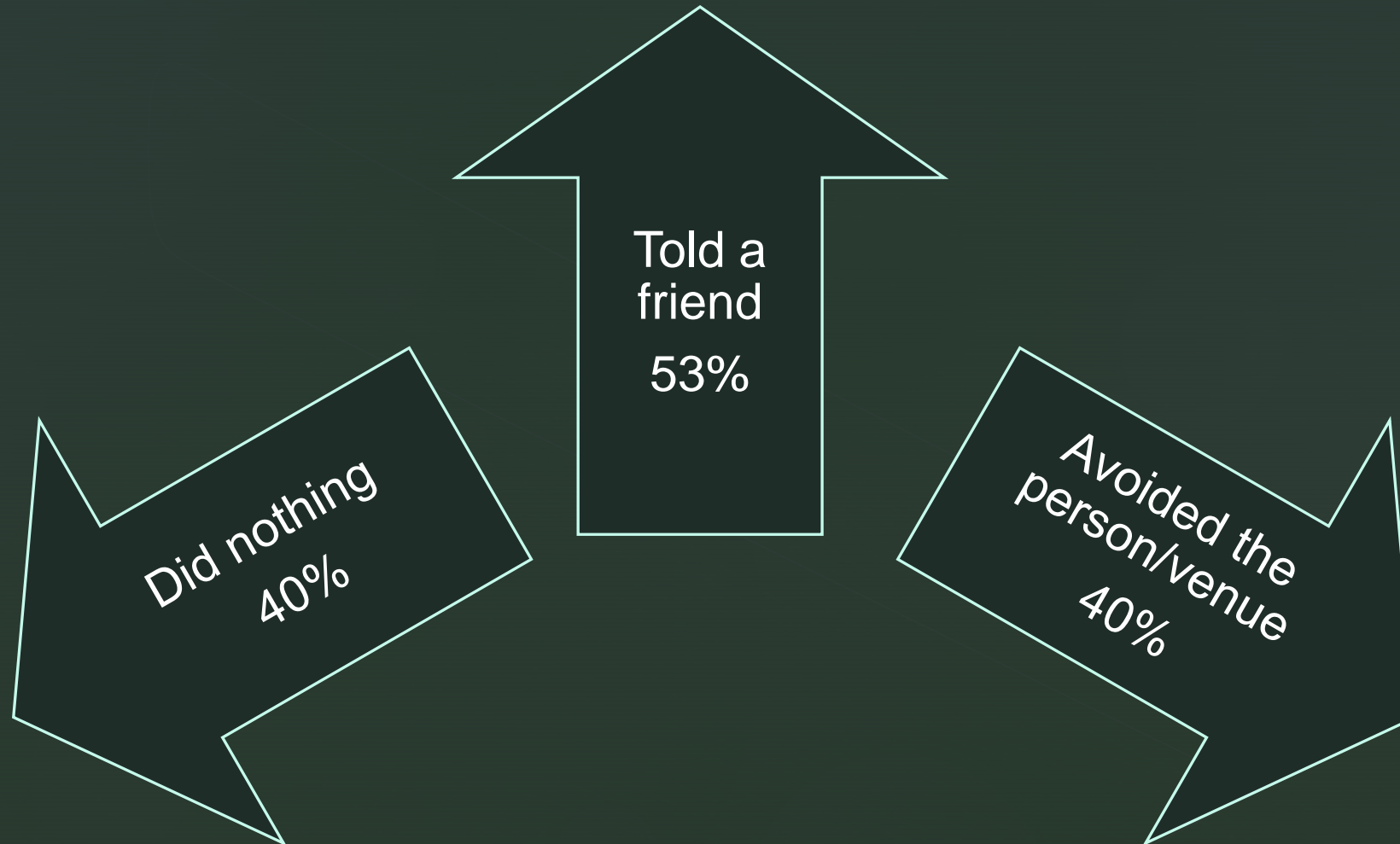# 10% ($n = 5$) Reported the Unwanted Sexual Interaction

Not addressed appropriately ($n < 5$)

Was addressed appropriately ($n < 5$)

Satisfied with the outcome ($n < 5$)

Outcome was not shared (0)

Outcome is still pending (0)

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Interaction ($n = 53$).

Qualitative Themes – Unwanted Sexual Interaction

No big deal

No evidence

When Unwanted Sexual Contact Occurred

Time	*n*	%
Less than 6 months ago	6	17.1
6 – 12 months ago	8	22.9
13 – 23 months ago	8	22.9
2 – 4 years ago	13	37.1
5 – 10 years ago	0	0.0
11 – 20 years ago	0	0.0
More than 20 years ago	0	0.0

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Contact (*n* = 35).

Alcohol/Drug Involvement in Unwanted Sexual Contact

Alcohol/Drug	*n*	%
No	16	47.1
Yes	18	52.9
Alcohol only	*12*	*80.0*
Drugs only	*0*	*0.0*
Both alcohol and drugs	*< 5*	*---*
Don't know	*0*	*0.0*

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Contact (*n* = 35).

Year in Which Student Respondents Experienced Unwanted Sexual Contact

Year/semester	*n*	%
During my time as a graduate student at SVSU	0	0.0
Prior to my first semester (e.g., orientation, SOAR)	0	0.0
Undergraduate first year	7	20.6
Fall semester	6	85.7
Winter semester	< 5	---
Spring semester	0	0.0
Summer semester	0	0.0
Undergraduate second year	14	41.2
Fall semester	7	50.0
Winter semester	7	50.0
Spring semester	0	0.0
Summer semester	< 5	---

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Contact (*n* = 35).

Year in Which Student Respondents Experienced Unwanted Sexual Contact

Year/semester	n	%
Undergraduate third year	6	17.6
Fall semester	< 5	---
Winter semester	< 5	---
Spring semester	0	0.0
Summer semester	< 5	---
Undergraduate fourth year	< 5	---
Fall semester	< 5	---
Winter semester	< 5	---
Spring semester	0	0.0
Summer semester	0	0.0
After my fourth year as an undergraduate	0	0.0

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Contact ($n = 35$).

Location of Unwanted Sexual Contact

On Campus (37%, *n* = 13)

Off Campus (66%, *n* = 23)

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Contact (*n* = 35).
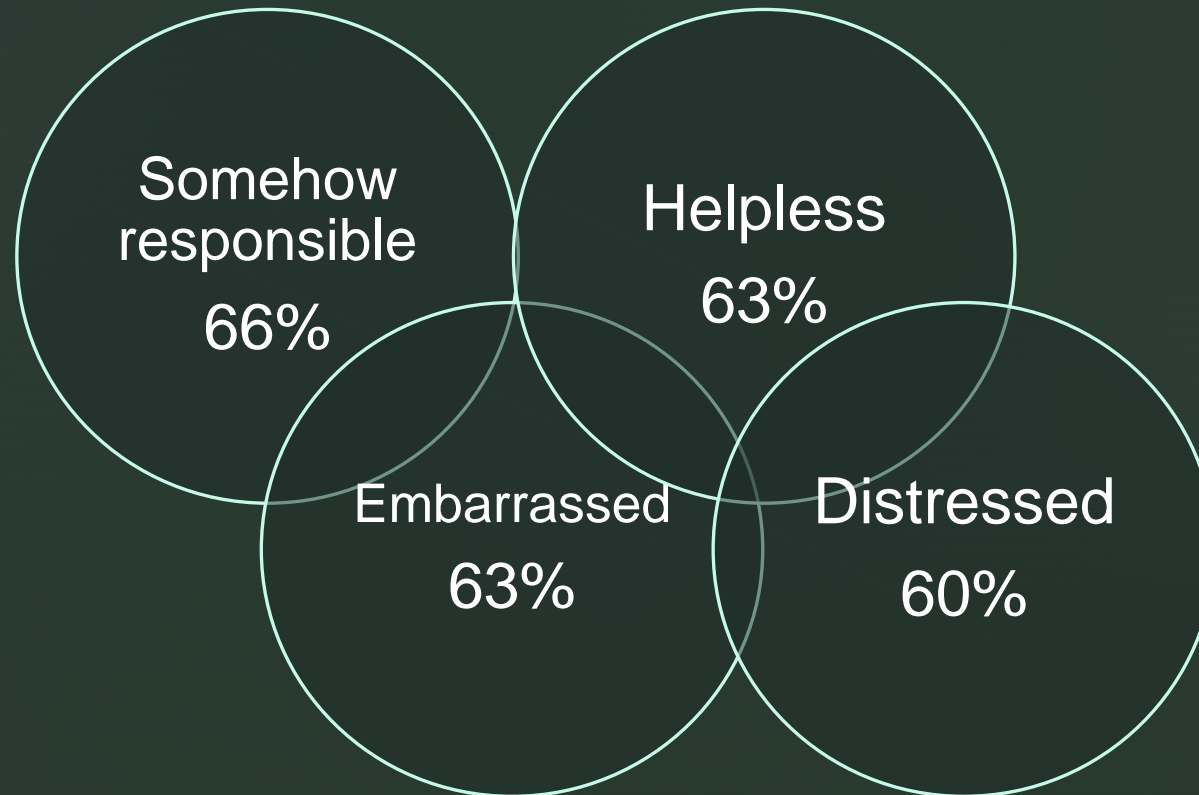
Top Perpetrators of Unwanted Sexual Contact

Perpetrator	n	%
SVSU student	18	51.4
Acquaintance/friend	14	40.0
Stranger	7	20.0
Current or former dating/intimate partner	7	20.0

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Contact ($n = 35$).
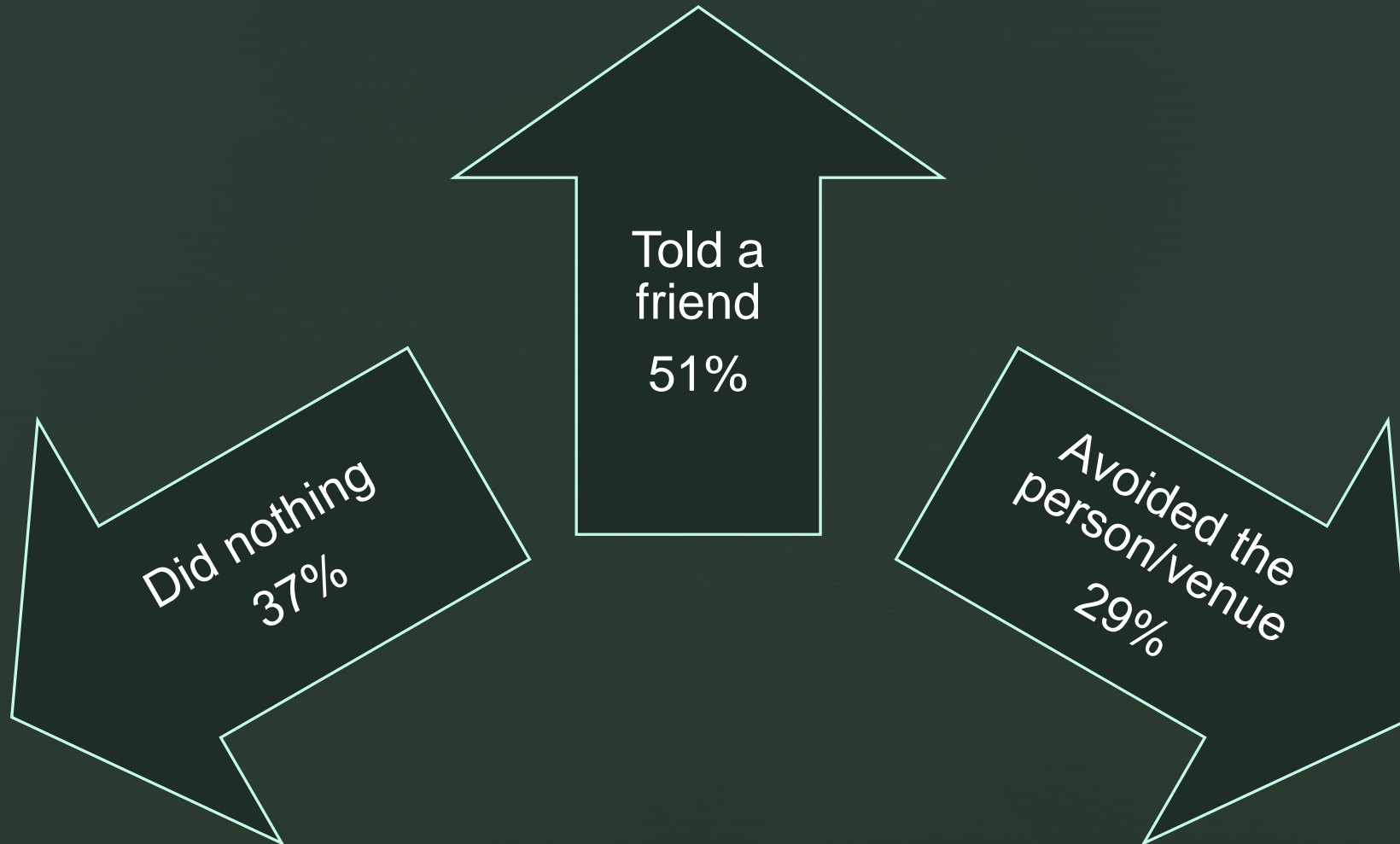
What did respondents do?
Top Emotional Responses to Unwanted Sexual Contact

Somehow responsible
66%

Helpless
63%

Embarrassed
63%

Distressed
60%

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Contact ($n = 35$).

What did respondents do?
Top Actions Unwanted Sexual Contact

Told a friend
51%

Did nothing
37%

Avoided the person/venue
29%

Note: Only answered by respondents who indicated on the survey that they experienced Unwanted Sexual Contact (n = 35).
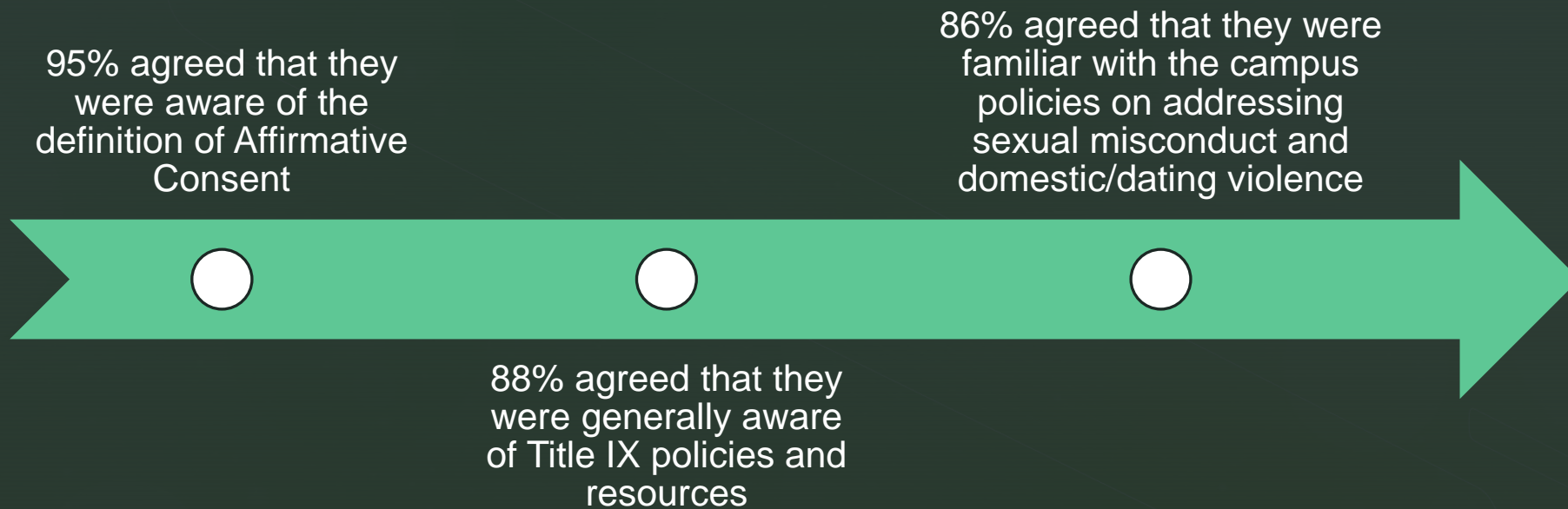
Qualitative Themes – Unwanted Sexual Contact

Expected negative response

Fear of consequences

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

95% agreed that they were aware of the definition of Affirmative Consent

86% agreed that they were familiar with the campus policies on addressing sexual misconduct and domestic/dating violence

88% agreed that they were generally aware of Title IX policies and resources
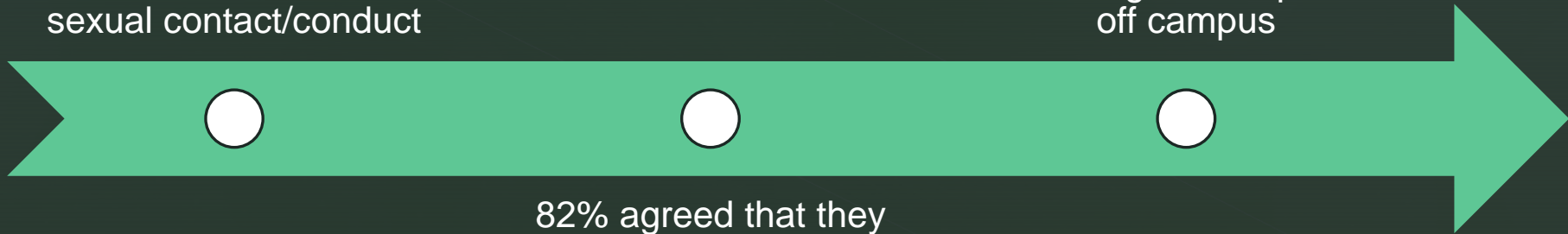
Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies and Resources

90% agreed that they were generally were aware of the role SVSU Title IX Coordinators with regard to reporting incidents of unwanted sexual contact/conduct

86% agreed that they had a responsibility to report such incidents when they saw them occurring on campus or off campus
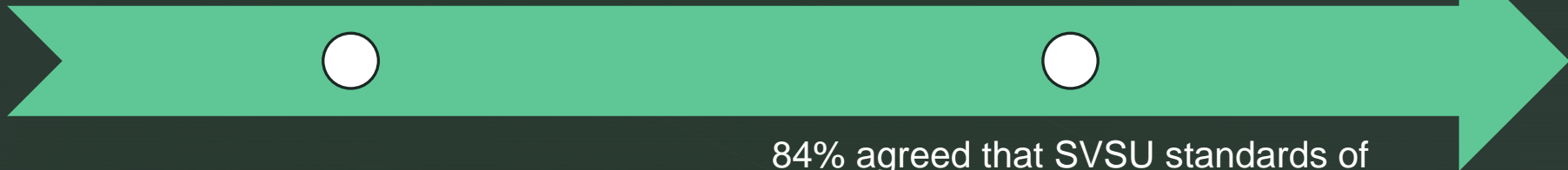
82% agreed that they knew how and where to report such incidents

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

% agreed that they understood mandatory reporters are required to report incidents

84% agreed that SVSU standards of conduct and penalties differed from standards of conduct and penalties under the criminal law

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

95% agreed that they knew that SVSU sends a Campus Alert to the campus community when such an incident occurs.

84% agreed that SVSU standards of conduct and penalties differed from standards of conduct and penalties under the criminal law

88% agreed that they knew that information about the prevalence of sex offenses (including domestic and dating violence) was available in SVSU Annual Security Report (https://www.svsu.edu/universitypolice/cleryact/).
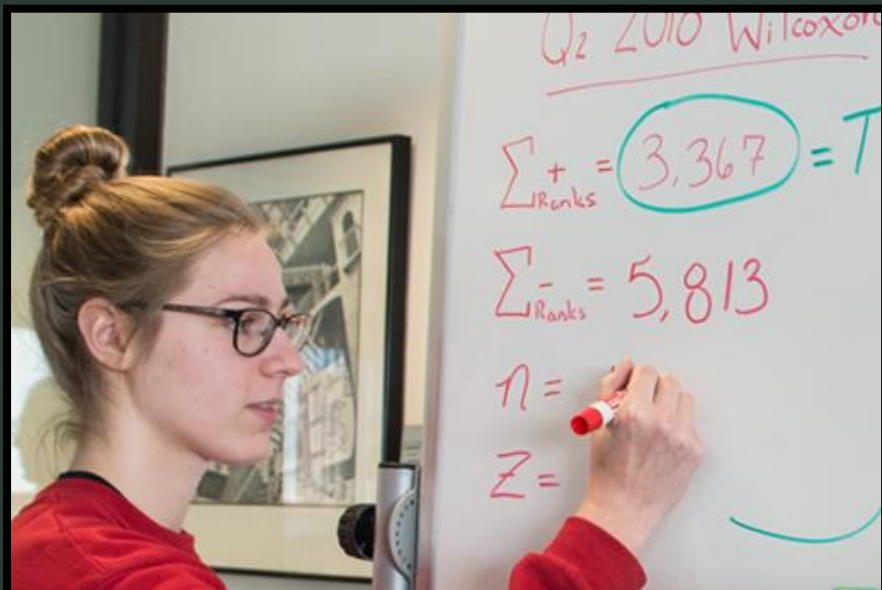
Intent to Persist

Who has seriously considered leaving SVSU?

36% (*n* = 401)

Employees Who Seriously Considered Leaving SVSU (%)
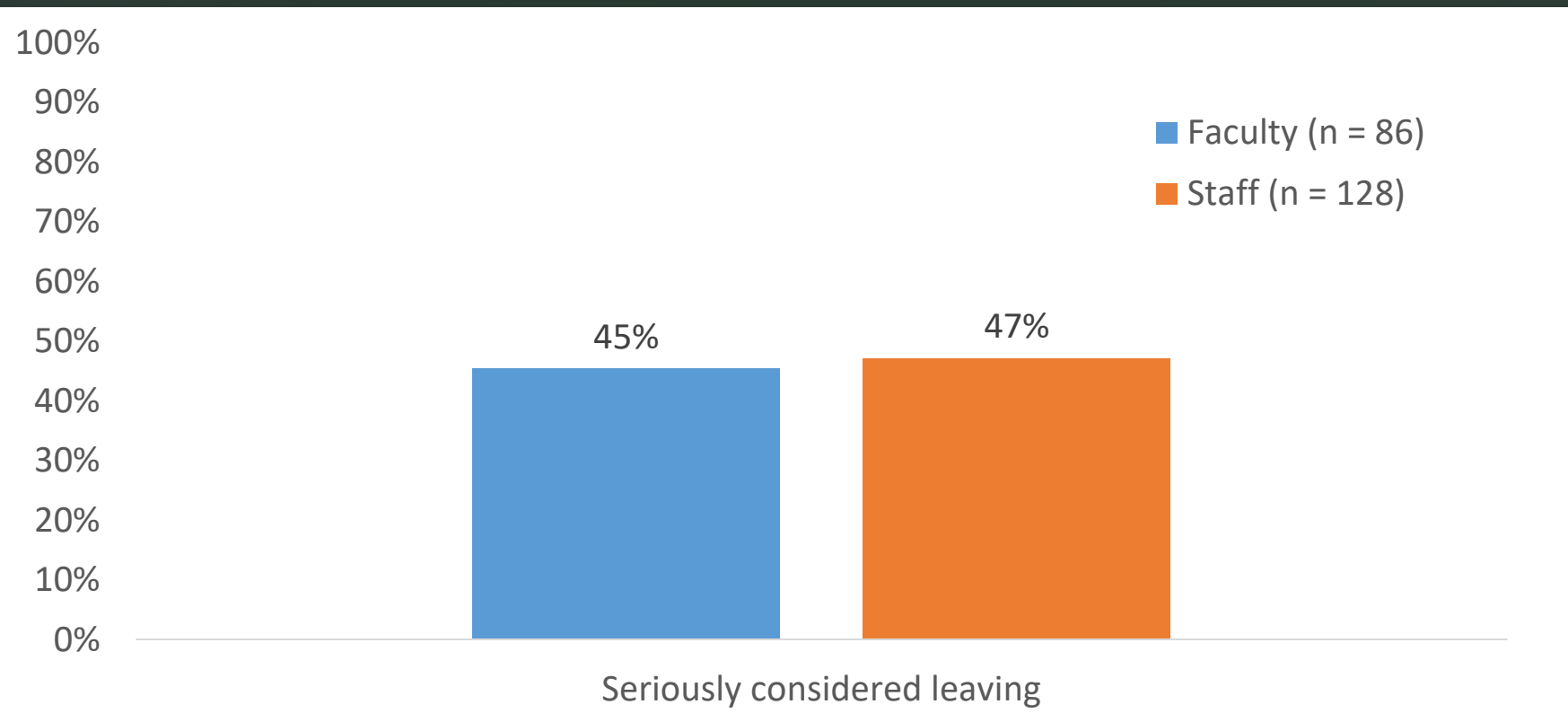
Top Reasons Why Staff Respondents Seriously Considered Leaving SVSU

Reason	*n*	%
Low salary/pay rate	66	51.6
Limited opportunities for advancement	61	47.7
Financial reasons	55	43.0
Tension with supervisor/manager	45	35.2

Table reports only responses from Staff respondents who indicated on the survey that they had seriously considered leaving SVSU (*n* = 128).
For list of all response choices refer to full report.

Top Reasons Why Faculty Respondents Seriously Considered Leaving SVSU

Reason	*n*	%
Low salary/pay rate	34	39.5
Limited opportunities for advancement	27	31.4
Interested in a position at another higher education institution	24	27.9
Financial reasons	22	25.6
Tension with supervisor/manager	22	25.6

Table reports only responses from Faculty respondents who indicated on the survey that they had seriously considered leaving SVSU (*n* = 86). For list of all response choices refer to full report.

Qualitative Themes for Employee Respondents - Why Considered Leaving…

Low salary

Lack of support

Difficult supervisor

Felt undervalued

Qualitative Themes for Employee Respondents - Why Considered Leaving…

Poor leadership

Limited of advancement opportunities

Overwhelming workload

Students Who Seriously Considered Leaving SVSU (%)
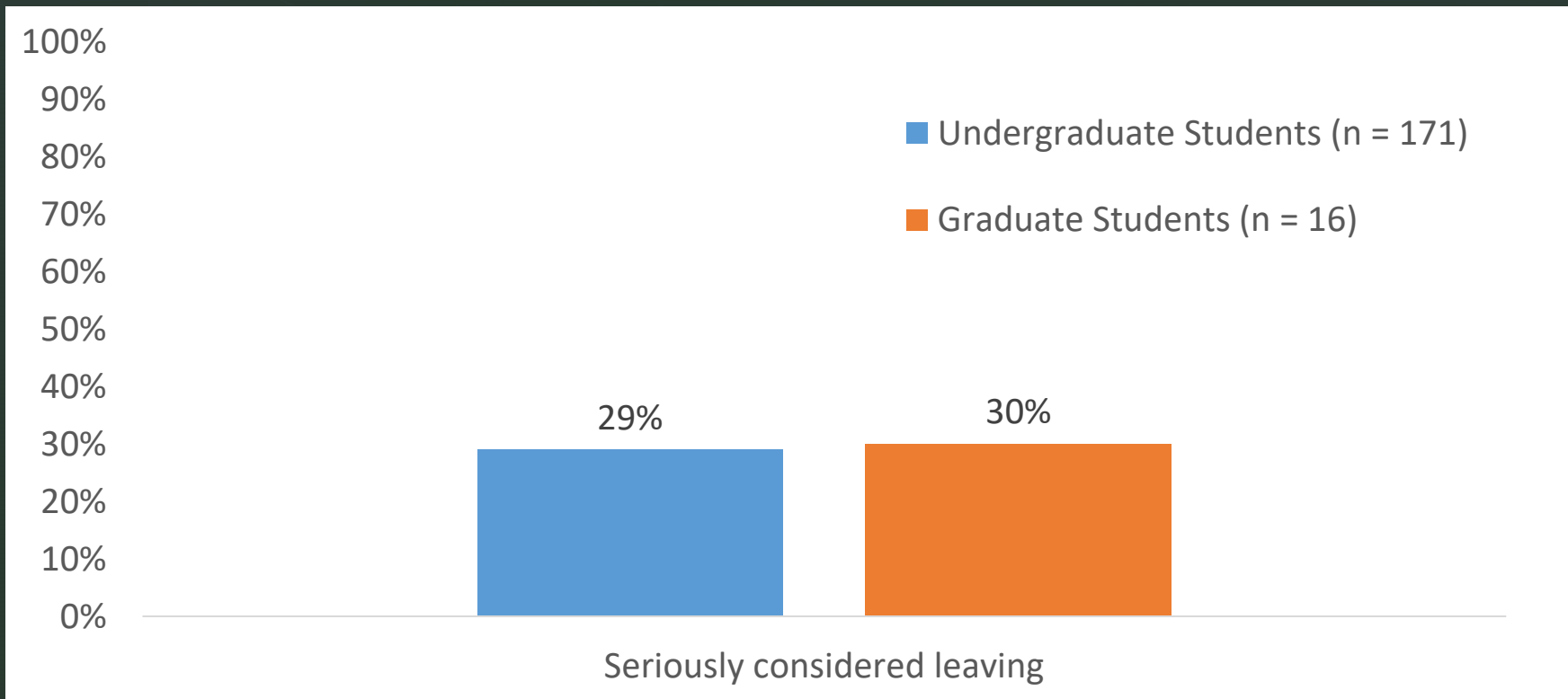
Top Reasons Why Undergraduate Student Respondents Seriously Considered Leaving SVSU

Reason	*n*	%
Lack of a sense of belonging	72	42.1
Lack of social life at SVSU	54	31.6
Personal reasons	47	27.5
Financial reasons	39	22.8
Homesick	34	19.9

Table reports only responses from Undergraduate Student respondents who indicated on the survey that they had seriously considered leaving SVSU (*n* = 171). For list of all response choices refer to full report.

When Student Respondents Seriously Considered Leaving SVSU

58% in their first year

43% in their second year

25% in their third year

11% in their fourth year

Table reports only responses from Student respondents who indicated on the survey that they had seriously considered leaving SVSU (n = 187).

Qualitative Themes for Student Respondents - Why Considered Leaving…

Lack of support

Unavailable major

Difficult social climate

Financial concerns

Perceptions

Respondents who observed conduct or communications directed towards a person/group of people that created an exclusionary, intimidating, offensive and/or hostile working or learning environment…

20% (*n* = 216)

Number of Instances of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct Observed During the Past Year
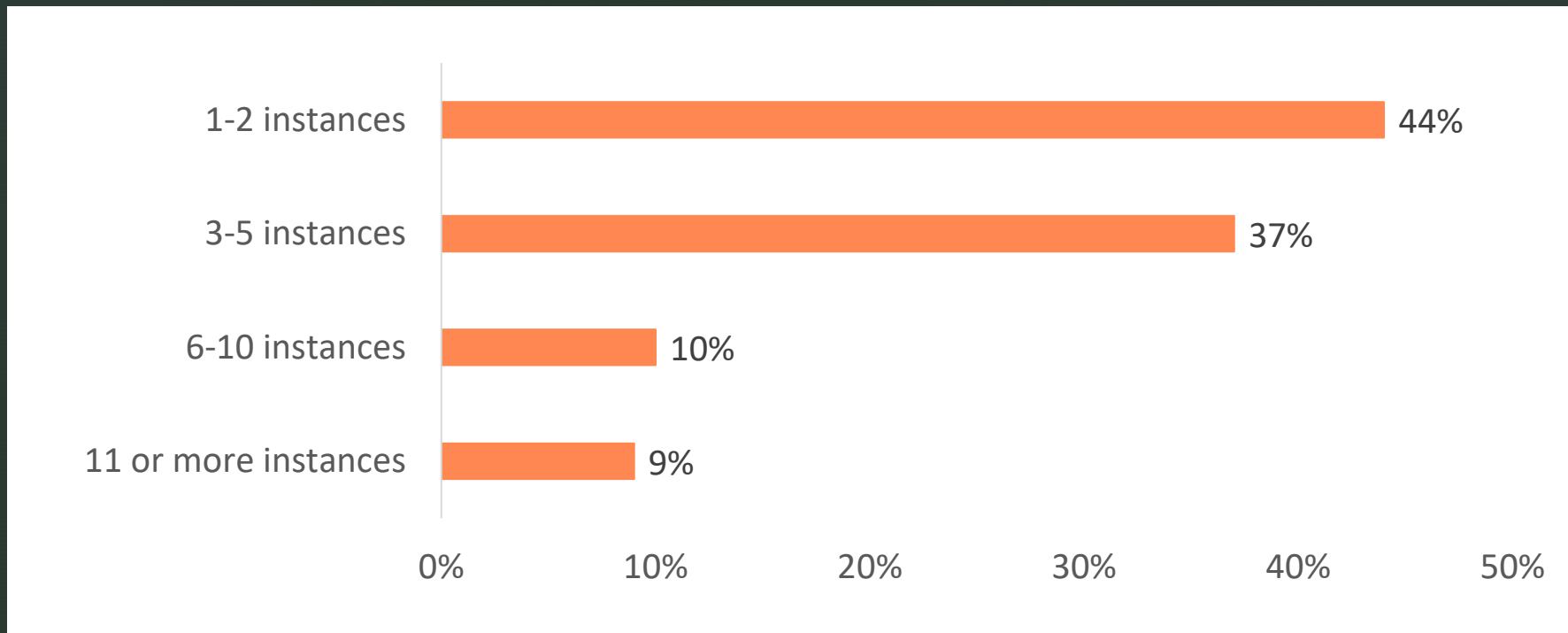
Observed Exclusionary Conduct by Respondents' Racial Identity and Position (%)
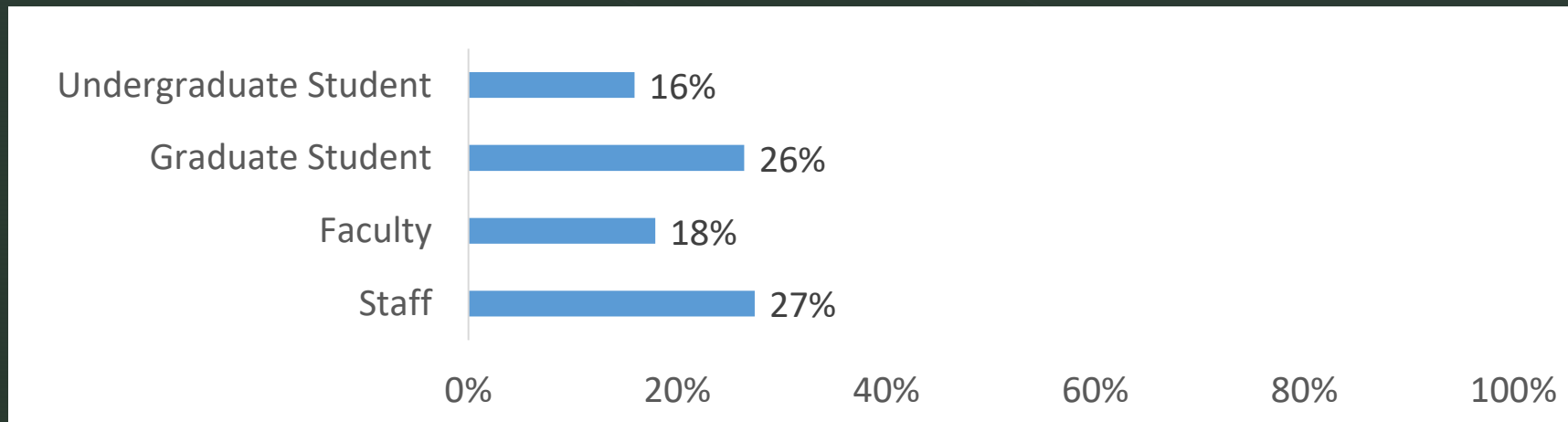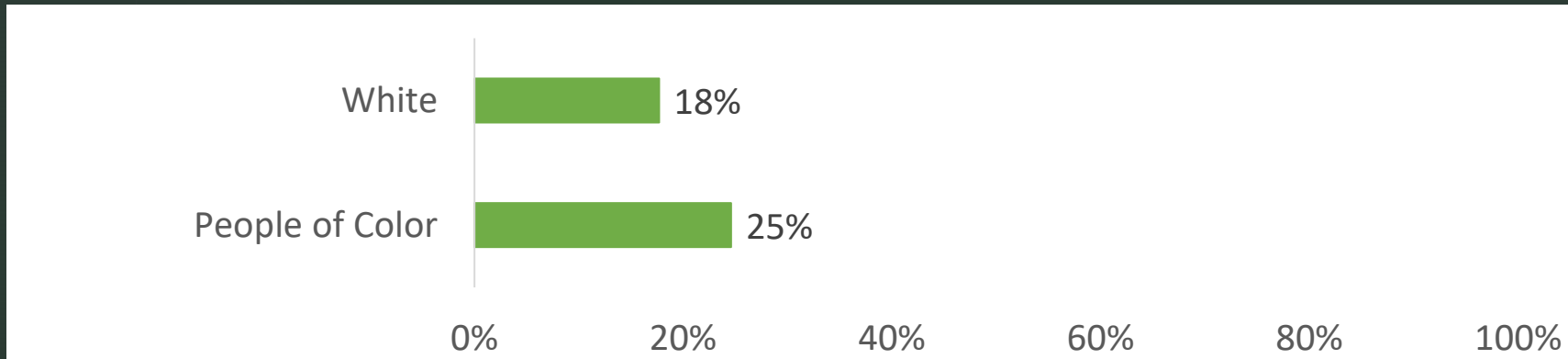
Top Bases of Observed Exclusionary Conduct (%)

Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (n = 216). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.

Top Forms of Observed Exclusionary Conduct

Form	n	%
Derogatory remarks	87	40.3
Person felt isolated or left out	82	38.0
Intimidated/bullied	71	32.9
Deliberately ignored or excluded	69	31.9

Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (n = 216). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.

Top Targets of Observed Exclusionary Conduct

Student (47%)

Coworker (26%)

Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (n = 216). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.

Top Sources of Observed Exclusionary Conduct

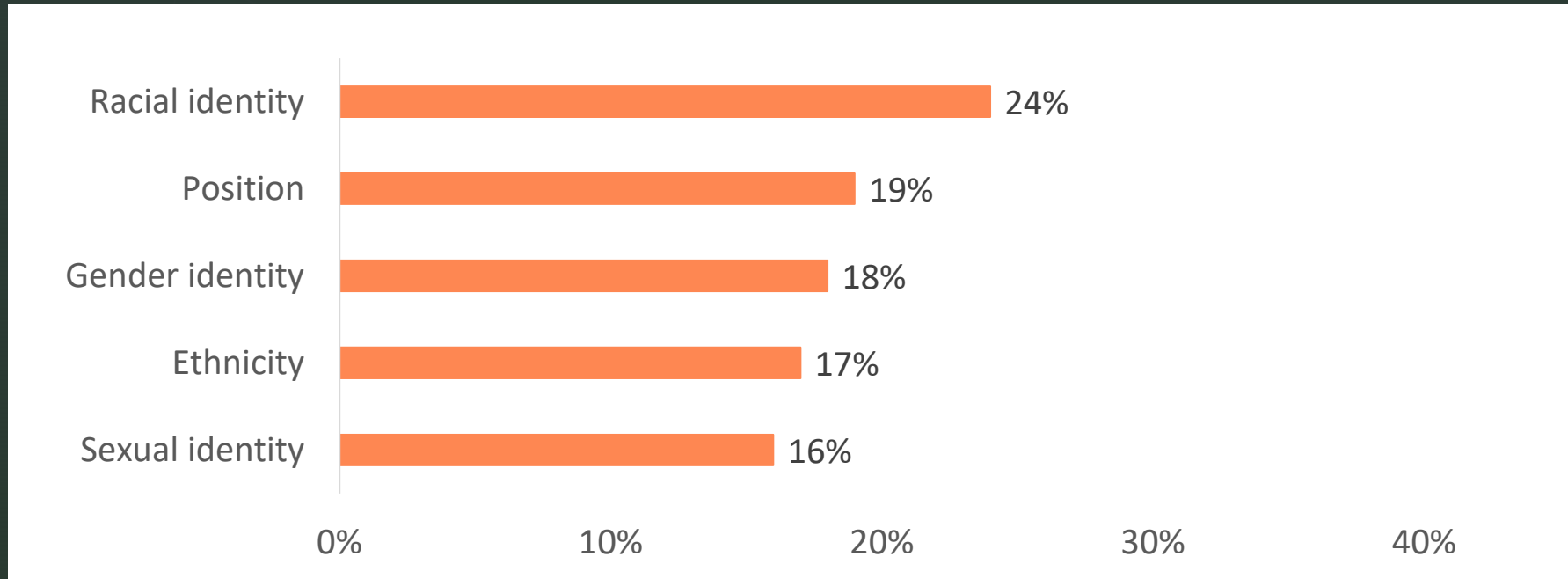**Student (34%)**

Faculty member/instructor (19%)

Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 216$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.

Top Locations of Observed Exclusionary Conduct

In a public space at SVSU
27%

In a class or lab
22%

Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 216$). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.

What did you do in response to observing the conduct?

| Told a friend 28% | Did nothing 25% |

Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (n = 216). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.

13% (*n* = 26) Officially Reported the Conduct

Not addressed appropriately (*n* < 5)

Was addressed appropriately (*n* < 5)

Satisfied with the outcome (*n* < 5)

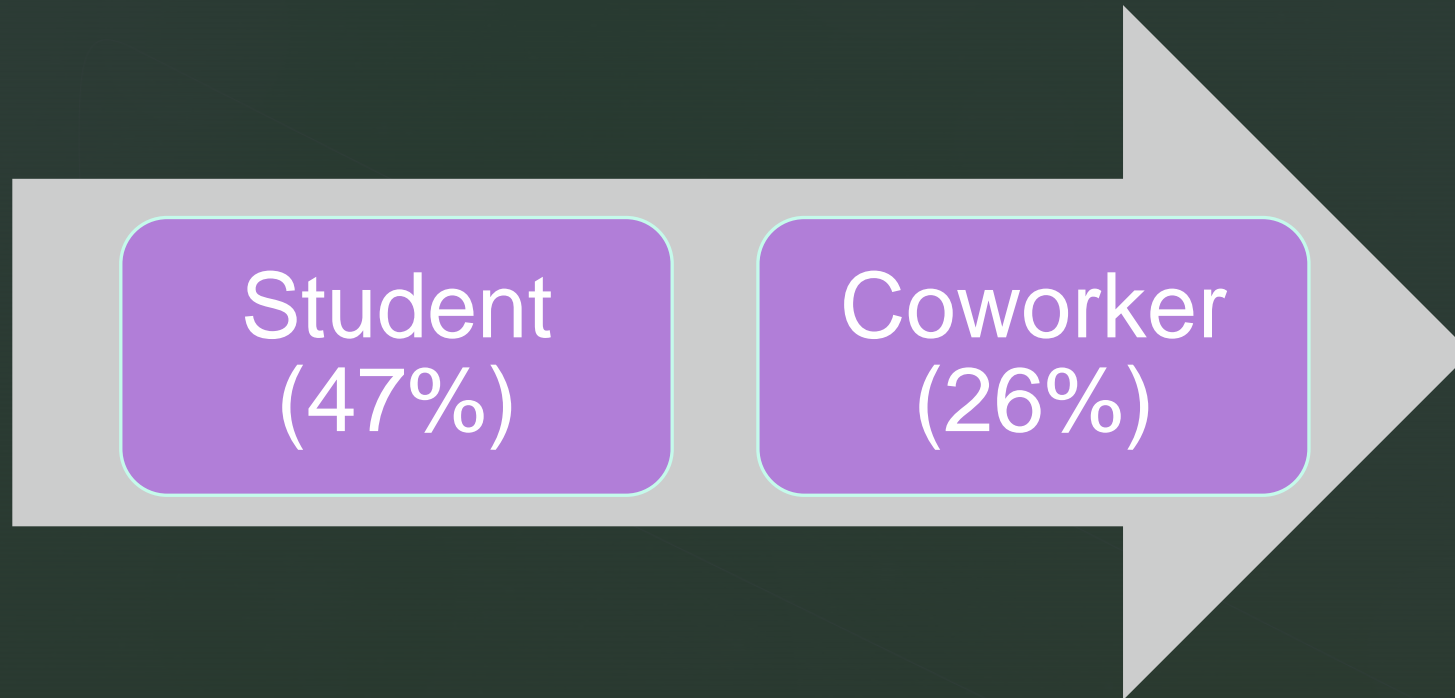Outcome was not shared (*n* < 5)

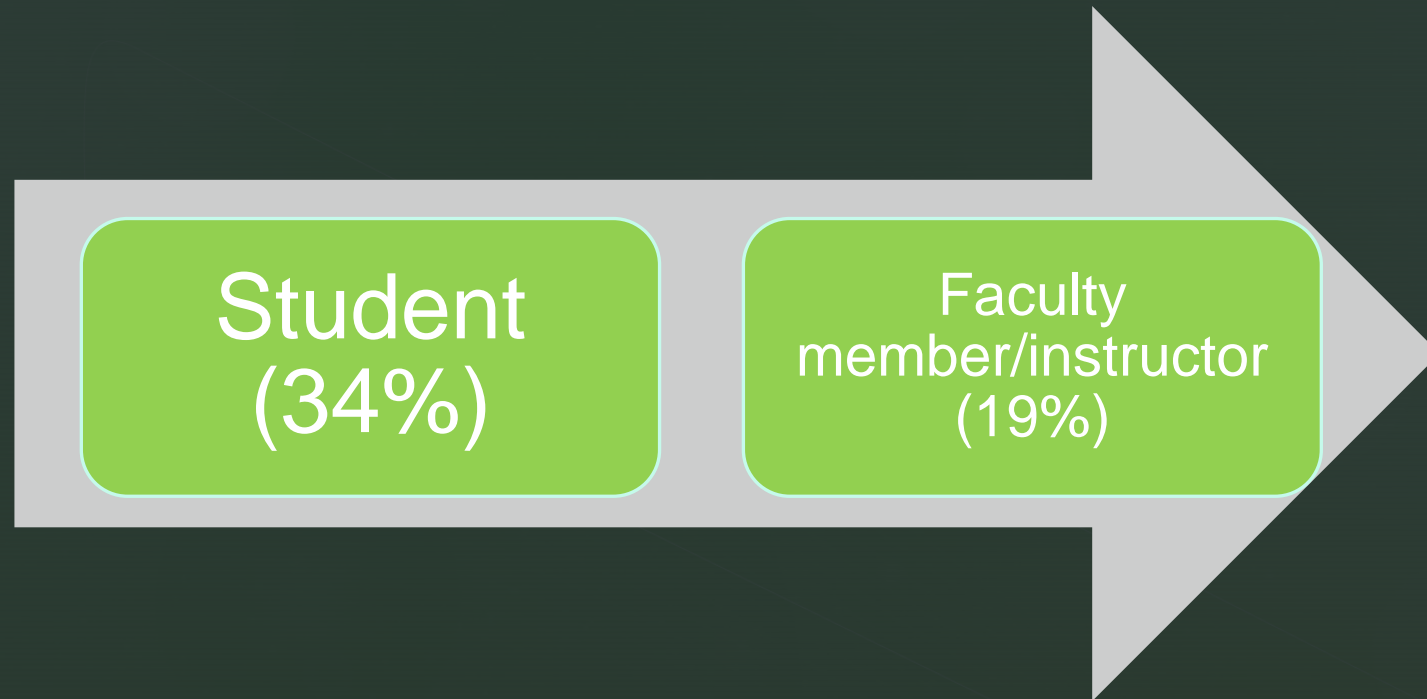Outcome is still pending (*n* < 5)

Table reports only responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 216). Percentages do not sum to 100 due to multiple responses. For list of all response choices refer to full report.

Qualitative Themes – Observed Exclusionary Conduct

Situation was resolved

Response to incident

Racially driven conduct

Undergraduate Students: Faculty conduct

Employee Perceptions
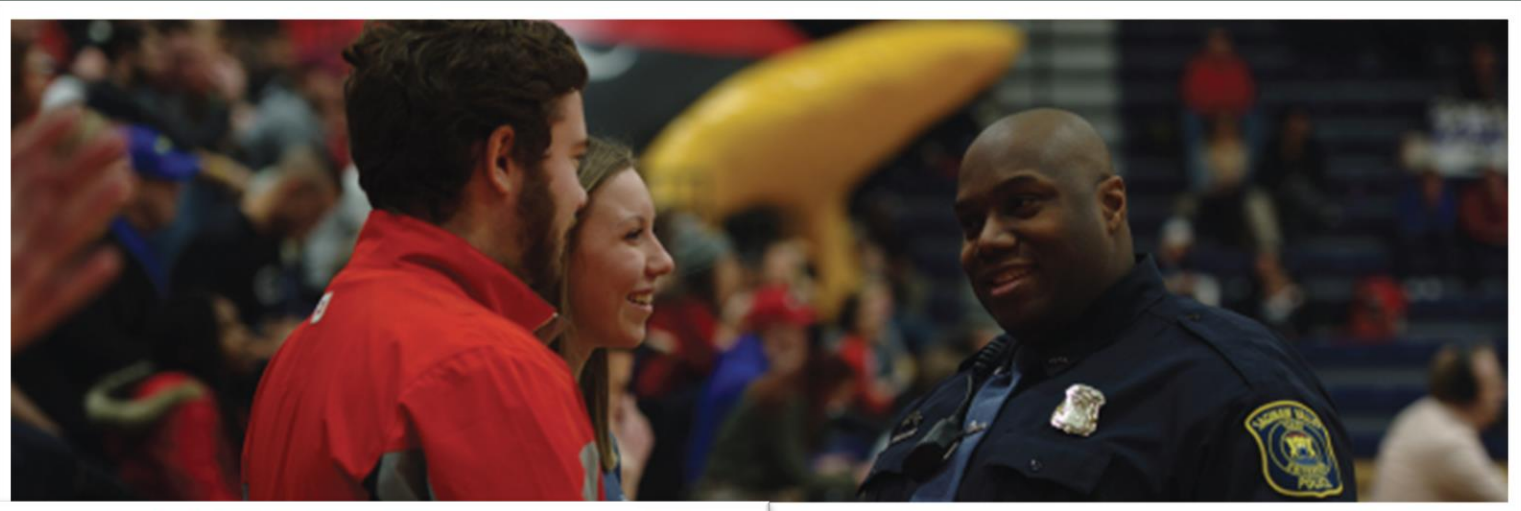
Employee Perceptions of Unjust Hiring Practices

18% ($n = 34$) of Faculty

21% ($n = 57$) of Staff

Qualitative Themes – Unjust Hiring Process

Diversity in hiring

Gender bias

Hiring protocol ignored

Employee Perceptions of Unjust Employment-Related Disciplinary Actions

4% ($n = 7$) of Faculty

11% ($n = 29$) of Staff

Qualitative Themes – Unjust Employment-Related Disciplinary Actions

No themes emerged

Employee Perceptions of Unjust Promotion, Tenure, Reappointment, and/or Reclassification Practices

22% ($n = 41$) of Faculty

23% ($n = 61$) of Staff

Qualitative Themes – Unjust Promotion, Tenure, Reappointment, and/or Reclassification Practices

Cronyism

Improper process

Unclear tenure criteria

Most Common Perceived Bases for Unjust Employment Practices

Nepotism/ cronyism

Gender/ gender identity

Racial identity

Position
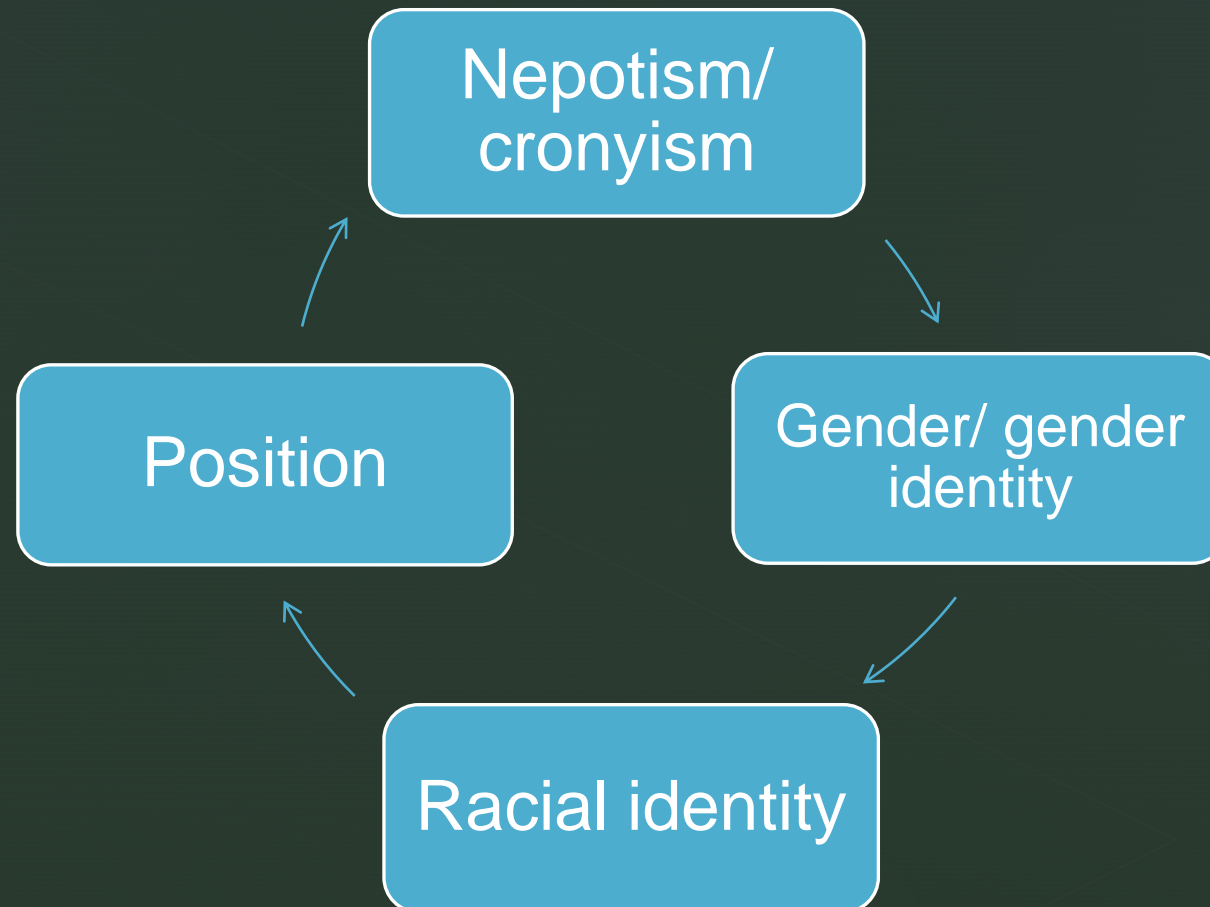
For list of all response choices refer to full report.

Work-Life Issues
SUCCESSES & CHALLENGES

Tenured and Tenure-Track Faculty Respondents - Examples of Successes

70% felt that the criteria for tenure were clear

Majority felt that teaching (87%) and research (71%) were valued

Tenured and Tenure-Track Faculty Respondents - Examples of Challenges

47%
- Felt that they performed more work to help students than did their colleagues

39%
- Felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations

45%
- Felt that faculty opinions were taken seriously by senior administrators
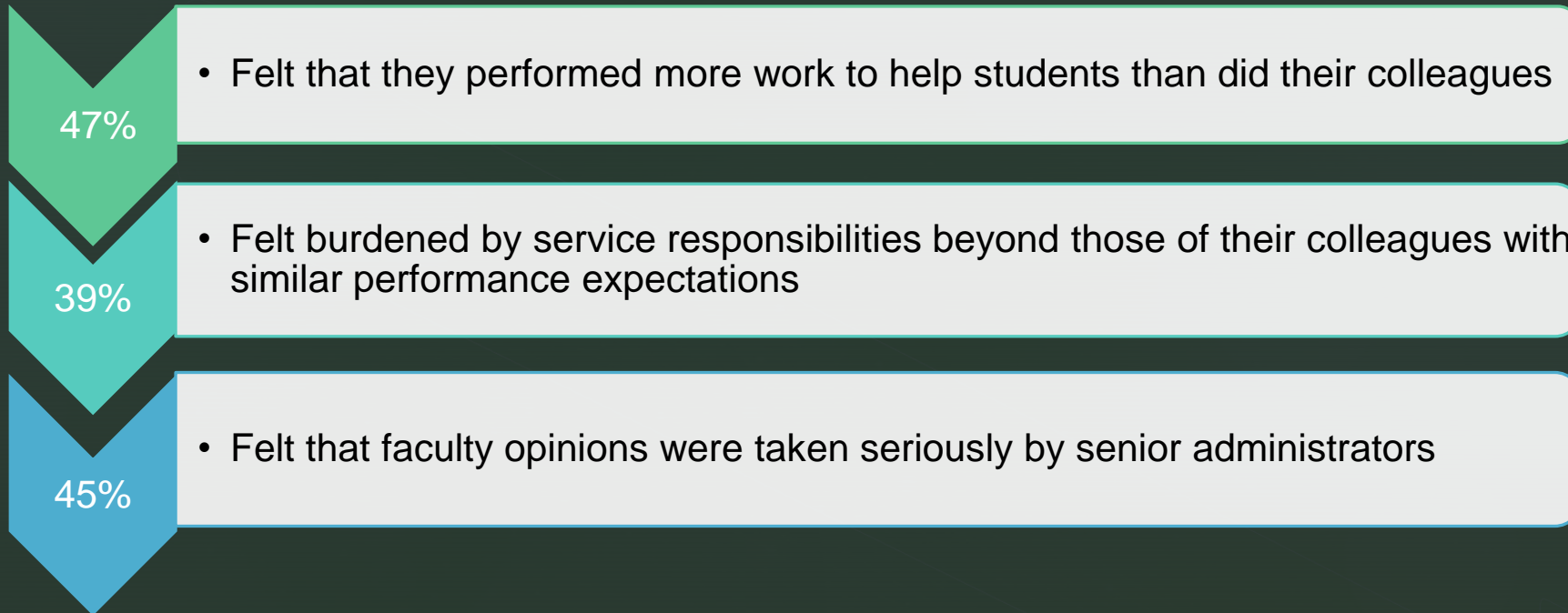
Qualitative Themes for Tenured and Tenure-Track Faculty : Work-Life Issues

Unclear tenure criteria

Faculty input

Non-Tenure-Track Faculty Respondents - Examples of Successes

85% felt that expectations of their responsibilities were clear

86% felt that teaching was valued by SVSU

71% felt that their opinion was taken seriously by their department colleagues

Non-Tenure-Track Faculty Respondents - Examples of Successes

78% felt that they had adequate departmental information to prepare for and teach their classes

71% felt that they had adequate planning time to prepare for their classes

44% felt that the criteria used for contract renewal were not applied equally to all positions

Qualitative Themes for Non-Tenure-Track Faculty: Work-Life Issues

Course prep work

Faculty Respondents - Examples of Successes

74% felt that SVSU provided them with resources to pursue professional development

Majority felt valued by faculty in their department (80%), department chair (85%), and students in the classroom (86%)

79% felt that their teaching was valued

Qualitative Themes for Faculty Respondents: Work-Life Issues

Low salaries

Lack of job security

Staff Respondents - Examples of Successes

77% felt that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it

78% felt that their supervisors provided adequate support for them to manage work-life balance

75% felt that they were given a reasonable time frame to complete assigned responsibilities

Staff Respondents - Examples of Successes

73% felt that their supervisors provided them with resources to pursue training/professional development opportunities

76% felt that SVSU provided them with resources to pursue training/professional development opportunities

83% felt that their supervisors were supportive of their taking leave

Staff Respondents - Examples of Successes

75% felt that they would recommend SVSU as a good place to work

Majority felt valued by coworkers in their work unit (85%) and their supervisors/managers (77%)

Staff Respondents - Examples of Challenges

43% — Workload increased without additional compensation as a result of other staff departures

37% — Staff opinions were valued on SVSU committees or by SVSU faculty and administration

27% — Clear procedures existed on how they could advance at SVSU

37% — Performance evaluation process was productive.
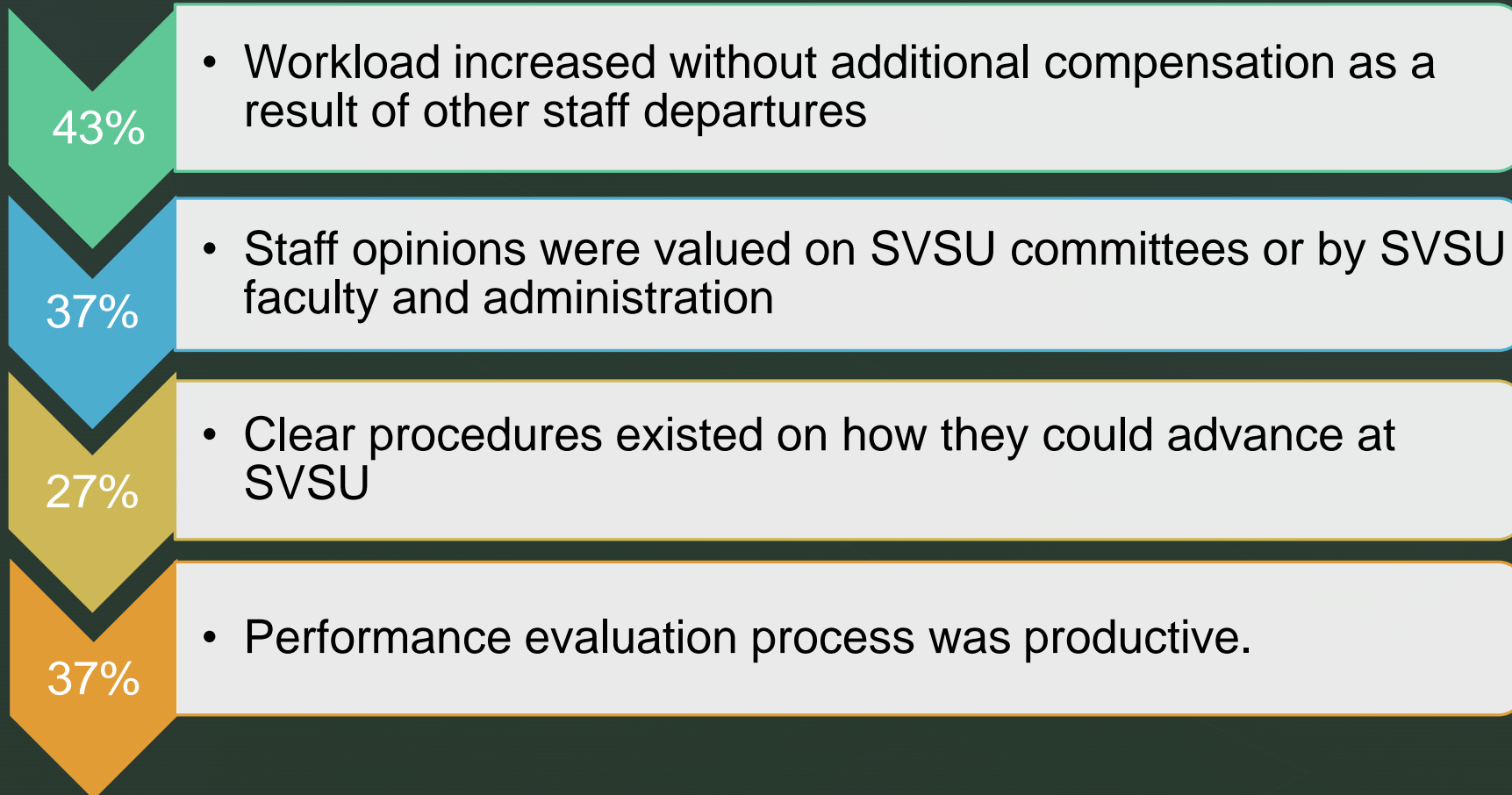
Qualitative Themes for Staff Respondents: Work-Life Issues

Heavy workload

Inequity concerns

Job security

Student Respondents' Perceptions

Student Respondents' Perceptions - Examples

78% felt valued by SVSU faculty

75% felt valued by SVSU support staff

59% felt valued by SVSU senior administrators
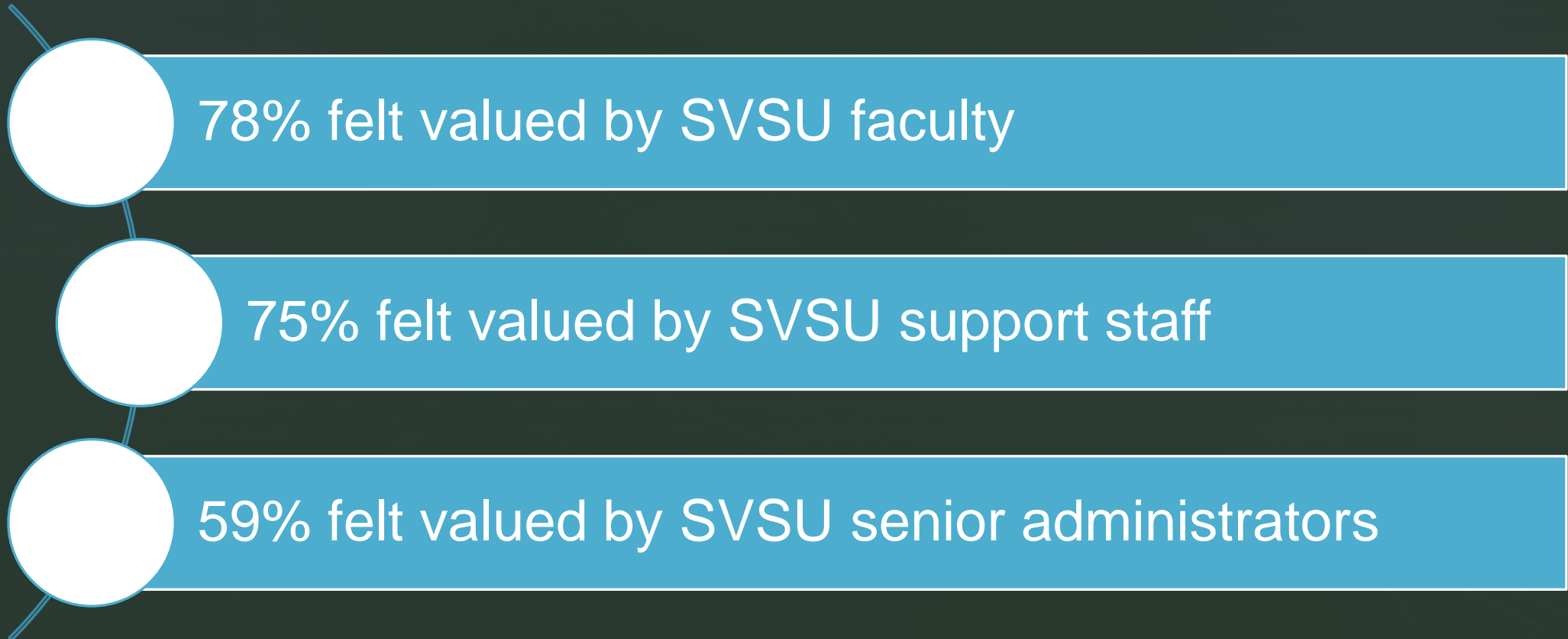
Student Respondents' Perceptions - Examples
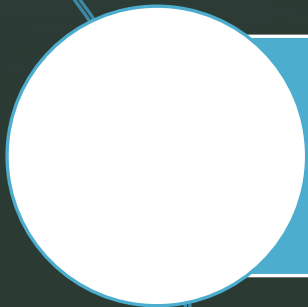
71% had faculty whom they perceived as role models
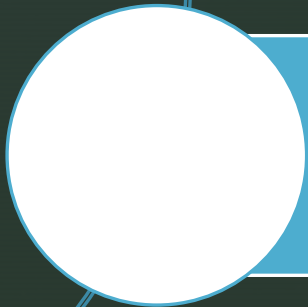
71% felt that the campus climate at SVSU encouraged free and open discussion of difficult topics

Student Respondents' Perceptions - Examples

39% felt that faculty prejudged their abilities based on their perception of their identity/background

Students of Color more often than White Students	First-Generation Students more than Not-First Generation Students

Graduate Student Respondents' Perceptions - Examples

70% felt satisfied with the quality of advising they had received from their department

73% felt that they had advisors who responded to their emails/calls/voicemails in a prompt manner

77% felt that they had adequate access to their advisors

Graduate Student Respondents' Perceptions - Examples

74% felt that their advisors provided clear expectations

Majority felt that department faculty members (85%) and support staff members (77%) responded to their emails/calls/voicemails in a prompt manner

80% felt comfortable sharing their professional goals with their advisors

Student Respondents' Perceived Academic Success

Student Respondents' *Perceived Academic Success*

No Significant Differences Existed

Note: Analyses were run by Gender Identity, Racial Identity, Sexual Identity, Disability Status, and Income Status

Institutional Actions

Campus Initiatives Faculty Respondents Thought *Were Available* Which Positively Influenced Climate

Access to resources for people who have experienced unwanted sexual contact/conduct (e.g., counseling, medical, legal)

Access to resources for people who have experienced harassment (e.g., counseling, medical, legal)

Clear and fair process for reporting grievances

Mentorship for new faculty

Career span development opportunities for faculty at all ranks

Campus Initiatives Faculty Respondents Thought *Were Not Available* But Would Positively Influenced Climate

Access to resources for people who have experienced unwanted sexual contact/conduct (e.g., counseling, medical, legal)

Mentorship for new faculty

Clear and fair process for reporting grievances

Career span development opportunities for faculty at all ranks

Access to resources for people who have experienced harassment (e.g., counseling, medical, legal)

Faculty Respondents Who Were Trained as Inclusion Advocates

Training	n	%
No, not trained as an Inclusion Advocate	151	83.4
Yes, trained as an Inclusion Advocate	30	16.5
Yes, but have not served on any hiring committees as an Inclusion Advocate	*10*	*5.5*
Yes, have served on a hiring committee as an Inclusion Advocate	*20*	*11.0*

Qualitative Themes for Faculty Respondents – Campus Initiatives

Did not feel that they knew enough about the listed initiatives to offer further commentary

Campus Initiatives Staff Respondents Thought *Were Available* Which Positively Influenced Climate

Access to resources for people who have experienced unwanted sexual contact/conduct (e.g., counseling, medical, legal)

Access to resources for people who have experienced harassment (e.g., counseling, medical, legal)

Clear and fair process for reporting grievances

Career/professional development opportunities for support staff

Mentorship for new support staff

Campus Initiatives Staff Respondents Thought *Were Not Available* But Would Positively Influenced Climate

- Access to resources for people who have experienced unwanted sexual contact/conduct (e.g., counseling, medical, legal)
- Title IX training
- Clear and fair process for reporting grievances
- Mentorship for new support staff
- Access to resources for people who have experienced harassment (e.g., counseling, medical, legal)

Staff Respondents Who Were Trained as Inclusion Advocates

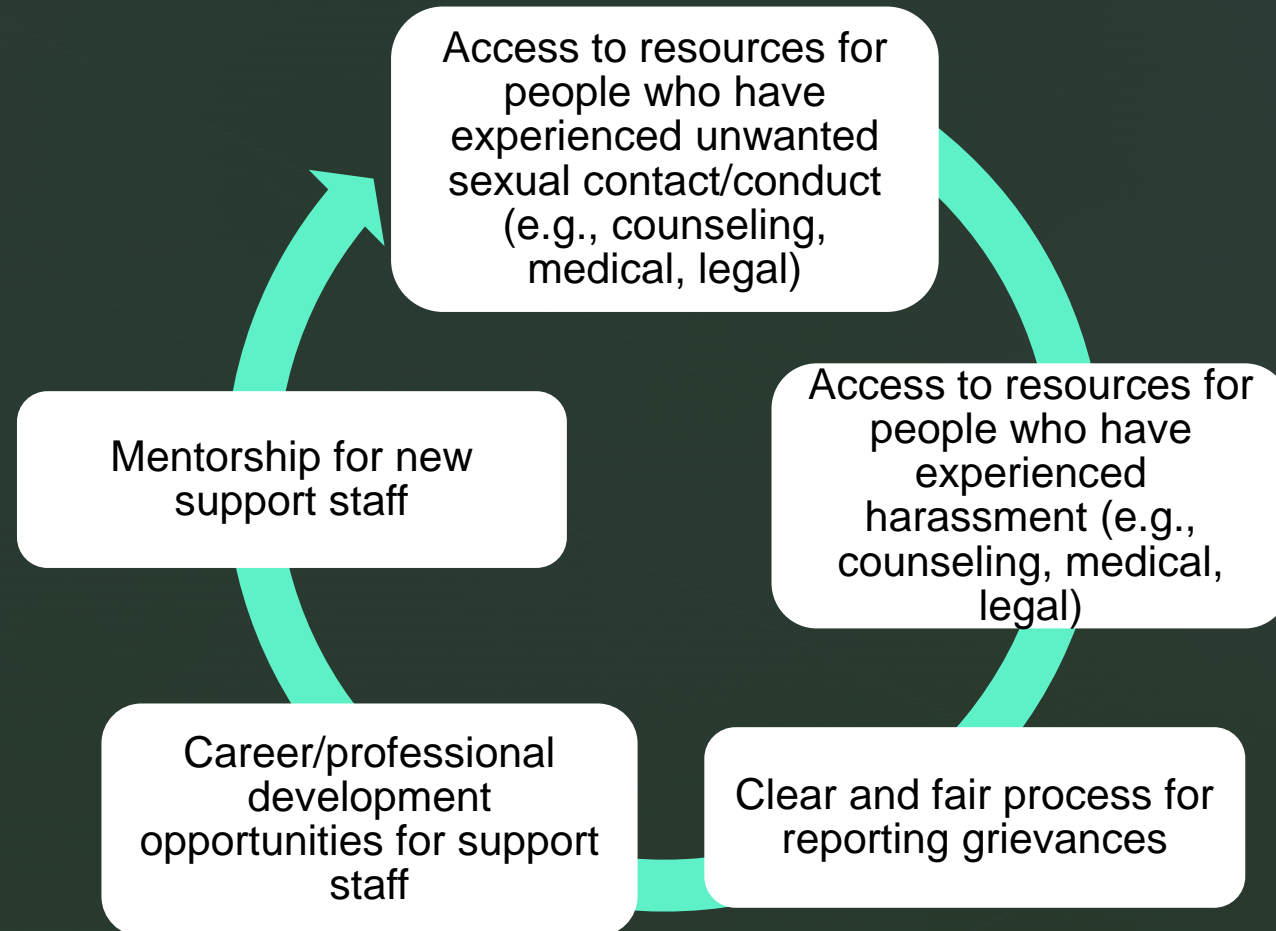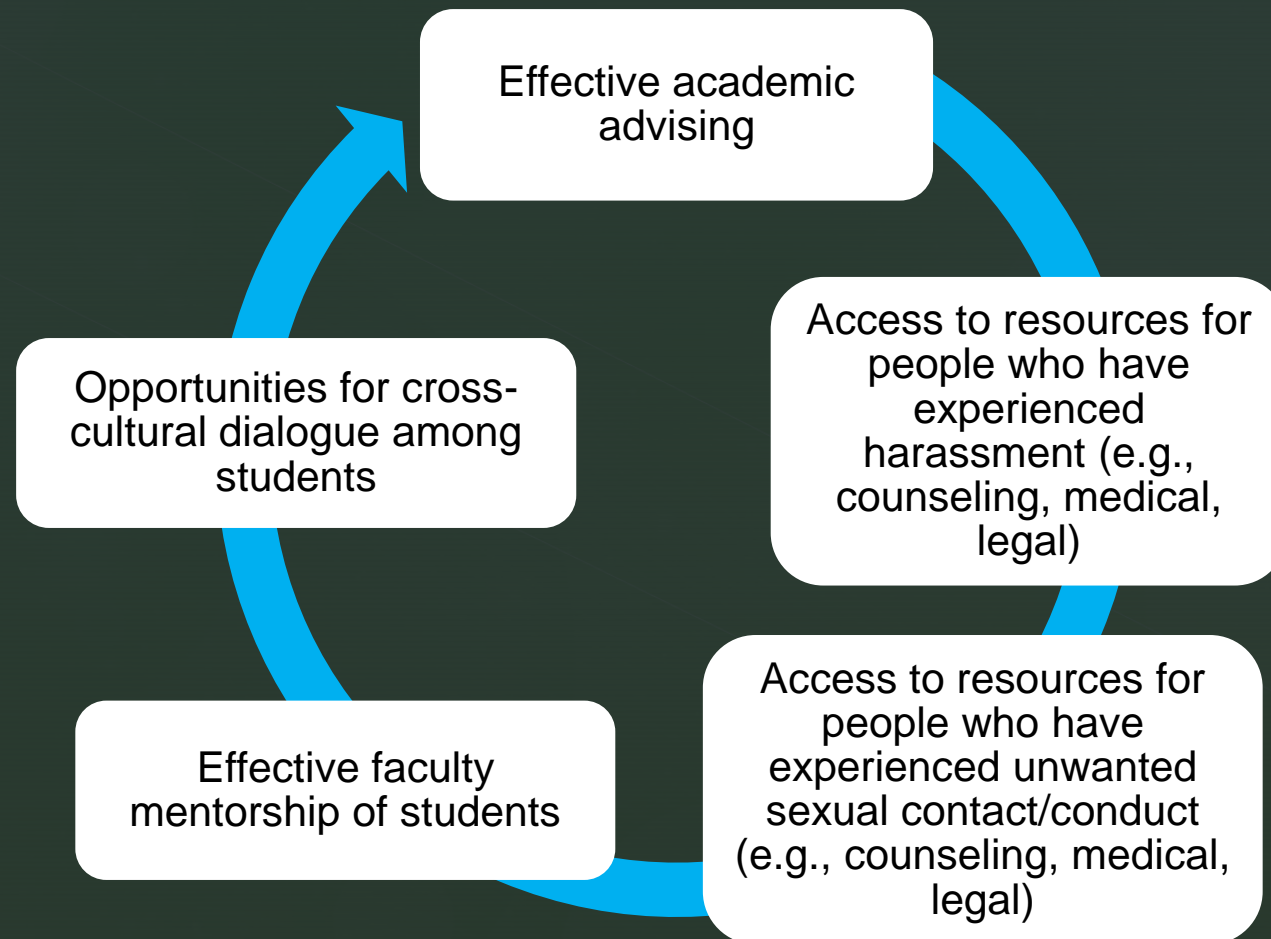| Training	n	%
No, not trained as an Inclusion Advocate	191	72.9
Yes, trained as an Inclusion Advocate	71	27.1
Yes, but have not served on any hiring committees as an Inclusion Advocate	*30*	*11.5*
Yes, have served on a hiring committee as an Inclusion Advocate	*41*	*15.6*

Qualitative Themes for Staff Respondents – Campus Initiatives

Training initiatives

Professional development opportunities

Campus Initiatives Student Respondents Thought *Were Available* Which Positively Influenced Climate

Effective academic advising

Access to resources for people who have experienced harassment (e.g., counseling, medical, legal)

Access to resources for people who have experienced unwanted sexual contact/conduct (e.g., counseling, medical, legal)

Effective faculty mentorship of students

Opportunities for cross-cultural dialogue among students

Campus Initiatives Student Respondents Thought *Were Not Available* But Would Positively Influenced Climate

A person to address student complaints of classroom inequity

Diversity training for support staff

Effective faculty mentorship of students

Diversity training for faculty

Opportunities for cross-cultural dialogue among faculty, support staff, and students

Qualitative Themes for Student Respondents – Campus Initiatives

Diversity training
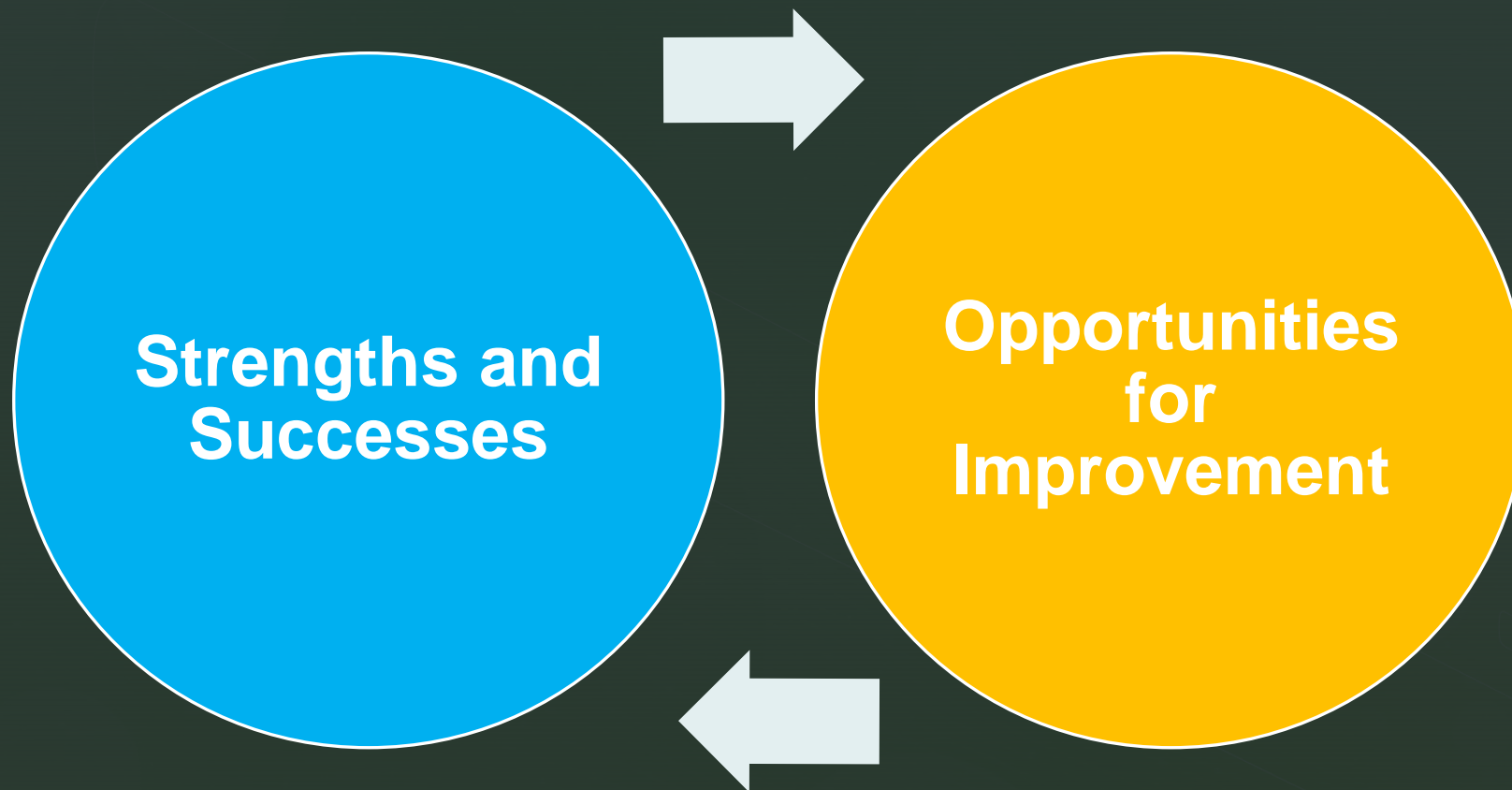
Title IX support

Institutional actions
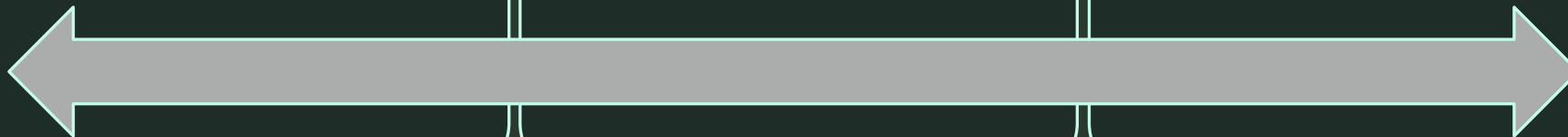
Context - Interpreting the Summary

Although colleges and universities attempt to foster welcoming and inclusive environments, they are not immune to negative societal attitudes and discriminatory behaviors.

As a microcosm of the larger social environment, college and university campuses reflect the pervasive prejudices of society.

Classism, Racism, Sexism, Genderism, Heterosexism, etc.

(Eliason, 1996; Hall & Sandler, 1984; Harper & Hurtado, 2007; Hart & Fellabaum, 2008; Malaney, Williams, & Gellar, 1997; Rankin, 2003; Rankin & Reason, 2008; Rankin, Weber, Blumenfeld, & Frazer, 2010; Smoth, 2009; Worthington, Navarro, Loewy & Hart, 2008)

Successes: The majority of…

Student and Faculty respondents were comfortable with their classroom environment (**85%**)

Staff and Faculty respondents were comfortable with the climate in their departments/ programs or work units (**78%**)

Student respondents felt valued by SVSU faculty (**80%**)

Staff respondents felt valued by coworkers in their work unit (**85%**)

Access to Report/Presentation

The full report, executive summary, and presentation slide decks are available at:

https://www.svsu.edu/climatesurvey/

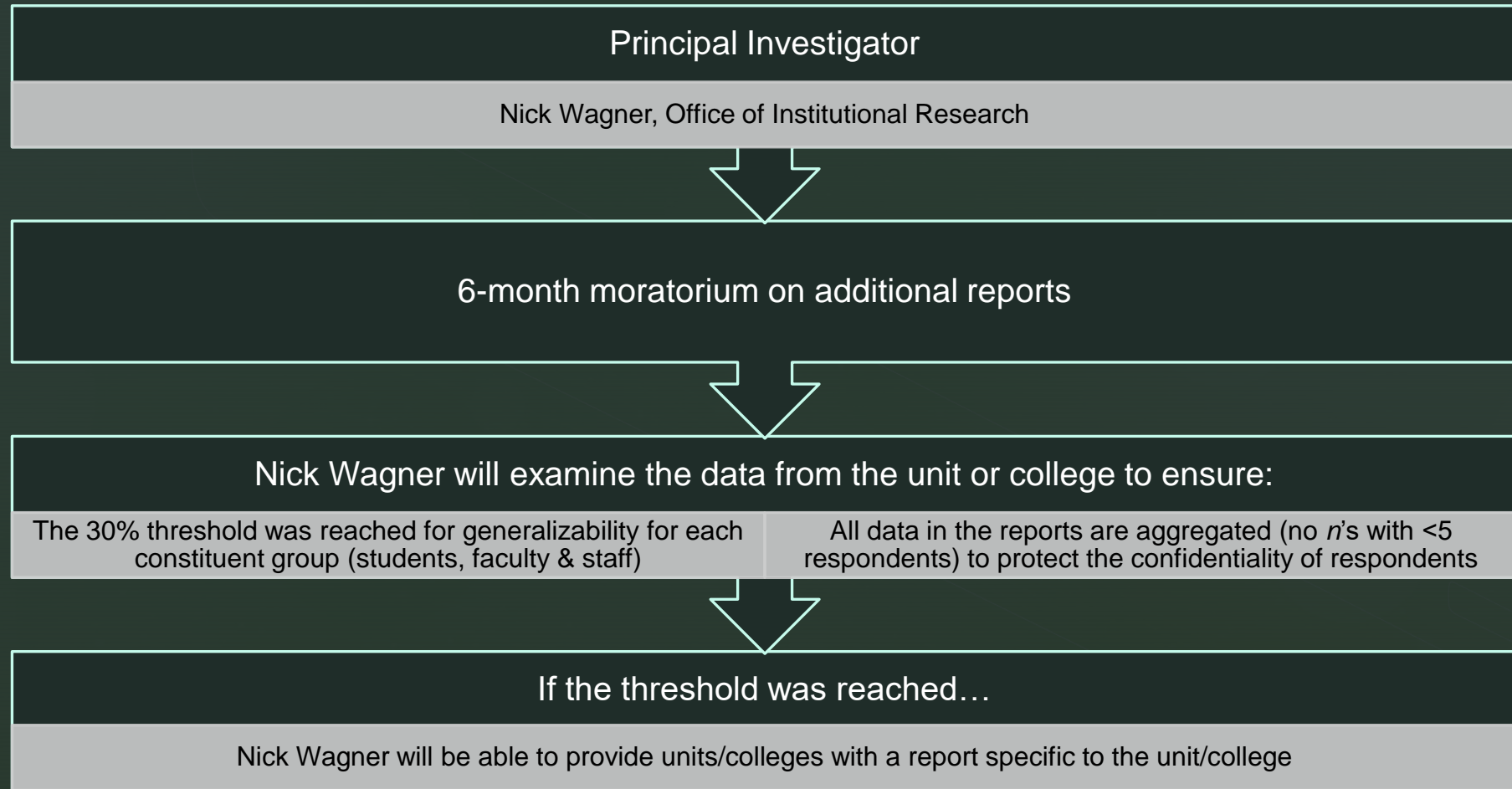Hard copies of the report are available in the
Reserve Reading room in the Library

Next Steps
Access to Report and Additional Reports

Development of Additional Reports
Unit/College Reports

Principal Investigator
Nick Wagner, Office of Institutional Research

⬇

6-month moratorium on additional reports

⬇

Nick Wagner will examine the data from the unit or college to ensure:	
The 30% threshold was reached for generalizability for each constituent group (students, faculty & staff)	All data in the reports are aggregated (no n's with <5 respondents) to protect the confidentiality of respondents

⬇

If the threshold was reached…
Nick Wagner will be able to provide units/colleges with a report specific to the unit/college

Development of Additional Reports
For Individual Researchers

Prospective investigator forwards one-page proposal to Nick Wagner

Proposal available at https://www.svsu.edu/climatesurvey/

6-month moratorium on additional reports

Nick Wagner reviews the proposal to see if the research question can be examined with the current data without compromising confidentiality (no n's with <5 respondents to protect the confidentiality of respondents)

If approved, the researcher is provided with a report based on the data to respond to their question

Next Steps
Developing Actions

New SVSU Campus Climate Initiatives

- Diversity Equity & Inclusion Council Established
- Diversity Strategic Action Plan Drafted
- Campus Climate Incident Reporting Process
- Expansion of Multicultural Center for Students
- Leadership Institute
- Faculty Diversity Fellows

Ongoing Campus Climate Initiatives

Inclusion Advocate Trainings

- Expand Training Opportunities and Revise Procedures

Cultural Competency Workshops

- Microaggression workshops
- Addressing Mental Health Care Needs on Campus

Questions and Discussion