

Oakland University Climate Survey

Final Analytical Report: Faculty, Staff, and Students

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Oakland University Climate Survey

Executive Summary

October 2013

Overview

The Oakland University Climate Survey was conducted in the early part of 2013, by the Office of the Senior Advisor to the President for Diversity, Equity, and Inclusion and the Office of Inclusion at Oakland University, under the direction of the Office of the President. It was designed to assess perceptions of inclusiveness, friendliness, cooperation, professionalism, recognition, support and opportunities for advancement and academic success at Oakland University. The UIC Survey Research Laboratory (SRL) assisted with the survey.

All faculty, staff, and students at Oakland University were invited to participate in this study. There was a separate questionnaire for faculty, staff and students, responses to which were collected online. The original frame included approximately 22,000 students and employees. Of these, 2,207 completed the questionnaire, for an overall response rate of 9.2%. The response rate varied from a low of 6.9% among students to a high of 34.7% among staff employees.

Results

Highlights of the results are presented below with a much richer set of results available in the full reports.

Overall Climate

Computing an Outcome Variable: Overall Climate. For each stratum—faculty, staff, and students—an outcome variable was created based on questions from each survey instrument that best captured respondent opinions of the overall climate.

- For faculty and staff, the outcome variable included five items: overall climate on campus, overall climate in their department, overall climate in their school/college/major administrative unit, satisfaction with Oakland University as a good place at which to work, and recommendation of Oakland University to others.
- For students, the outcome variable included two items: overall climate on campus and recommendation of Oakland University to other students.

Mean Ratings on Overall Climate All groups—faculty, staff, and students—provide ratings on overall climate that are above the mid-point of a 5-point scale. The faculty, staff and student groups have overall climate scores of 3.5, 3.6, and 3.7, respectively, on a scale where 1 is least favorable and 5 is most favorable. Note, however, that faculty provide the lowest rating and students provide the highest rating.

Among faculty and staff, the ratings on overall climate are lower among those who identify as “other” gender or who did not respond to the question about gender, those who report an “other” sexual orientation, and those with some type of disability (mean ratings for these groups range from 2.9 to 3.3). Similarly, among students, the lowest ratings are evident among those who identify as “other” gender or who did not respond to the question about gender, those in the “Queer or other” sexual orientation category, and those with some type of disability (mean ratings range from 3.1 to 3.5).

Predictors of Overall Climate

Deriving Explanatory Components. Next, to understand which specific aspects of climate help explain the variation in the overall climate ratings, SRL first used a standard technique known as principal components analysis to organize the large number of items on the questionnaire into fewer groups—components—based on their correlations with each other. There were six such explanatory components for faculty, eight plus one individual item for staff, and seven plus two individual items for students. A score was computed for each component by averaging responses to the items within each.

Priority-Performance Grids. To understand the relationship between the outcome variable—overall climate—and these components, SRL conducted a regression analysis. The results of this analysis made it possible to order the explanatory components in terms of most to least predictive of the outcome variable.

We then used the results of the regression analysis in combination with the mean ratings on each component to identify areas that were primary and secondary areas of strength and primary and secondary areas for action. The regression analysis results were used to designate a component as primary (more strongly associated with overall climate) or secondary (less strongly associated with overall climate). The mean ratings were used to designate a component as a strength (higher mean ratings) or an area of concern (lower mean ratings). Thus each explanatory component could be designated as a primary strength, a secondary strength, a primary area of concern, or a secondary area of concern. The same sort of classification in terms of priority and performance was also performed for each individual item within a component.

Explanatory Components and Items: Areas of Strength and Concern

Faculty and Staff

- For both faculty and staff, a component termed “Professional work environment” emerged as a key driver of overall climate ratings. This component measures mainly satisfaction with relationship with supervisors and/or leadership at the university, recognition for work done, and career advancement. In each group, this component is a primary area of concern, as it is strongly associated with overall climate ratings, but overall ratings on this component are relatively low.
 - Within this component, primary areas of concern for both faculty and staff are career advancement, growth, and recognition for work.
 - Ratings are lowest among those in the “other or missing” category of gender, in the “other” sexual orientation category, and among those with some type of disability. Ratings are highest among those who have been employed at the University for the least amount of time.
- For faculty, the other primary driver of overall climate is a component termed “Campus-wide Diversity,” and it is another area of concern with a mean rating of 3.3 on a 5-point scale. This component includes

judgments of how beneficial actions of various entities on campus are with respect to promoting diversity, commitment of various entities to student diversity, and how well the campus meets the needs of those with disabilities. The mean ratings on all of these items are below 3.5, making them all areas of concern.

- For staff, the other primary driver of overall climate ratings is a component termed “Personal Identity and Belongingness.” This component is a primary strength for Oakland with a mean rating of 3.6. It includes primary strength areas such as low frequency of instances of intimidation and disrespectful remarks, comfort with expressing one’s personal identity, relative lack of feelings of isolation, and fairness of recruitment policies, and one primary area of concern which is confidence in being able to voice complaints without fear of negative consequences.
- While confidence in being able to voice complaints without fear of negative consequences fall into different components for faculty and staff, it emerged as an area for concern in both groups. The mean rating on this item was 2.6 among faculty and 2.7 among for staff.

Students

- Among students, the primary component associated with overall climate ratings is called “Belongingness and Personal Identity” and includes primary strengths issues such as relative lack of isolated feeling, friendliness of campus, comfort expressing personal identity, and treatment by other students on campus. That these are strength areas is relevant as the literature indicates that a sense of belonging is a desired outcome resulting from students’ experiences with academic and social integration as it affects how well students adjust to college life and their academic success (e.g., Bollen & Hoyle, 1990; Hausmann, Schofield, & Woods, 2007; Hurtado & Carter, 1997).¹ However, this component also includes several areas of concern including satisfaction with social and cultural activities and academic activities that reflect one’s identity, and a perception that campus is more excluding than including.
- For students, the other two primary components associated with overall climate ratings are termed “Respect for Diversity” and “Academic Support.” These are areas of strength, too, with mean ratings above 3.5. The former component includes respect for diversity by staff and faculty, and satisfaction with diversity in the classroom and the student center. The latter includes items asking mainly about faculty assistance to students in academic matters.
- On all components, student ratings are generally low among those in the “other or missing” gender category and among those in sexual orientation categories other than straight/heterosexual. Ratings are generally highest among the oldest students and among students in categories other than ‘undergraduate.’

Conclusion

The purpose of the Climate Survey was to assess the perceptions of climate among faculty, staff and students across the University. Results indicate that while the climate is rated generally positive, there are areas that can be reviewed for improvement.

¹ Bollen, K. A., & Hoyle, R. (1990). Perceived cohesion: A conceptual and empirical examination. *Social Forces*, 69, 479–504.
Hausmann, L. R. M., Schofield, J. W., & Woods, R. L. (2007). Sense of belonging as a predictor of intentions to persist among African American and White first-year college students. *Research in Higher Education*, 48, 803–839.
Hurtado, S., & Carter, D. F. (1997). Effects of college transition and perceptions of the campus racial climate on Latino college students' sense of belonging. *Sociology of Education*, 70, 324–345.

Faculty

Oakland University

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Methods

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

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

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

Data were collected primarily by means of an online survey. All faculty, staff, and students on the main campus and at other locations of Oakland University were sent an e-mail inviting them to participate in the survey (see Appendix L for text of the e-mail invitation). Initial e-mail invitations were sent via Oakland University's massmail system on March 26, 2013. Two e-mails reminding invitees to take part in the study were sent on March 29 and April 12. The survey was closed to responses on April 21, 2013.

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

Organization of the Reports

The Oakland University Climate Survey gathered information from faculty, staff, and students on the main campus and at other

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

	Estimated sample frame size	Completed interviews	Response rate
Faculty	1,898	258	13.6%
Staff	1,335	463	34.7%
Students	18,767	1,306	6.9%
TOTAL	22,000	2,207	9.2%

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

Oakland locations. The analysis and reports are stratified by University role (faculty, staff, and student): (1) all faculty, (2) all staff, and (3) all students.

The reports provide background information on the method used to collect data, the overall approach to data analysis, computation of the measures, how to interpret the means, how to assess statistical significance, and charts and tables of results. Each report also includes appendices containing the survey instrument used, text of invitation and reminder e-mails, and detailed tables on individual questions in the questionnaire.

Overall Approach to the Analysis of the Data

The climate survey collected data from about 2,000 faculty, students, and staff. Each of the three questionnaires included over 50 questions, resulting in over 200 total variables in the data file. Presenting tables or graphs of all items in the questionnaire would result in an unwieldy amount of information from which it would be difficult to discern key findings. One of the challenges in analyzing the data was to organize the results in a way that included as much information as possible without overwhelming the reader with thousands of pages of data. Our strategy for meeting this challenge is as follows: construct a measure that captures the perception of faculty on the overall work climate at Oakland University, conduct principal components analysis to group the other questionnaire items into groups known as *principal components*, conduct regression analysis to understand how these components relate to or explain variation in perceptions of overall climate, prioritize components based on their relationship with overall climate and the mean ratings given to them by faculty, and assess whether there are any variations in these components based on faculty demographics.

Computing the Outcome Variable: Overall Climate

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

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

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

Principal Components Analysis

Next, we turned our attention to the questionnaire items asking about various aspects of the work climate for faculty, including perceptions of diversity, fairness of policies and procedures, and physical safety on campus,

among others. To reduce the number of explanatory variables while retaining as much information as possible, we employed a standard data reduction technique known as *principal components analysis*: individual items are sorted into groups known as *principal components*, based on their correlations with each other. Items grouped into one component will have higher correlations with each other than with items not included in that component. While there is no specific theory guiding the procedure—that is, there is no prior expectation about which items should group together—the resulting components are usually substantively meaningful. In other words, we would expect two items related to physical safety to be part of the same component; we would not expect items regarding issues as disparate as safety, academics, and friendliness to all belong to the same component.

Computing Explanatory Variables

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

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

Regression Analysis

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

Prioritizing Explanatory Variables

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

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

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

Interpretation of the Means

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

Below is an example of a unipolar scale.

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

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

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

Extremely detrimental	Quite detrimental	Neither beneficial nor detrimental	Quite beneficial	Extremely beneficial

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

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

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

Significance Tests

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

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

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

Table 2 employs the same strategy. The margin of error is what we would get for a yes/no question with a 50/50 split, assuming the sample sizes provided. The larger the sample size, the smaller the margin of error. In the overall faculty stratum, with 258 cases, the margin of error is 6.1%. This means that if a variable measured on a five-point scale has a mean of 3.5, the true value of that variable is $3.5 \pm 6.1\%$. On a five-point scale, that translates to a 3.0 ± 0.31 . If two means in that stratum differ by 0.31 points or more, then those differences are statistically significant. For example, if male faculty rated the climate as a 3.0 and women as a 3.31, that difference would be statistically significant.

Table 2 demonstrates, for each of the three strata, the statistically significant effect size detectable with the attained sample sizes. However, a difference that is statistically significant is not necessarily substantively meaningful. Table 2 shows that the sample size among Oakland faculty is large enough to state that a difference between a mean of 3.0 and 3.31 is statistically significant, but whether this difference is substantively meaningful is subjective. In general though, if a finding presented in these results is large enough to be substantively interesting, it is also most likely statistically significant.

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

Stratum	Sample Size	Margin of Error	Equivalent Scale Point Difference	Example	
Faculty	258	5.3%	0.26	3.0	3.31
Staff	463	2.5%	0.15	3.0	3.15
Students	1,306	3.0%	0.13	3.0	3.13

Small Cell Sizes

In analyzing the climate data by campus and respondent background characteristics, we encountered some instances in which the sample sizes on a particular cross-tabulation were too small to present without potentially identifying the respondent. If a category of a demographic variable (e.g., transgender or worked at the university for more than 20 years) included fewer than 15 respondents, we either suppressed the results for that group or combined it with another, if appropriate. For instance, in the case of respondents who are transgendered, we simply did not report their results if there were fewer than 15, because it is not appropriate to combine them with men or women. On the other hand, if the number of respondents who report that they have worked at the university between 15–20+ years were too few to report individually, they were grouped together with into a “worked at the university for more than 15 years” category.²

Sample Weights

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

On the other hand, the response rates among the different strata varied considerably, from a low of 6.9% among students to a high of 34.7% among faculty. If the analysis included all respondents regardless of role, we would need to weight the data to adjust for differential nonresponse. However, in each report, we are presenting data on each respondent stratum (i.e., faculty, staff, students) separately and therefore do not need to calculate a weight for this variable because we never combine these strata in the analysis.

Appendices

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

For each report, Appendixes D through K contains each closed-ended item in the questionnaire cross-tabulated by respondent demographics. The items are sorted according to the component to which they belong. Items making up the outcome variable are presented first, followed by items making up the explanatory

² The 15-respondent cutoff is arbitrary. We chose that number because it is large enough to protect the identity of individual respondents but small enough to minimize the number of categories we collapsed or omitted.

components, in order of the component's strength of association with the outcome variable. Closed-ended items that are not scale questions—and thus are not part of a component—are presented last.

Results

At the start of the questionnaire, respondents were asked, “So that we can direct you to the appropriate set of questions, from the list below, please select your current position(s)/role at Oakland University?” with the response options being staff, faculty, academic professional, and student. Overall, 258 respondents who completed the questionnaire selected “faculty” as the response to this question.

Later in the questionnaire, respondents were asked to “please select the main location out of which you work” from a list. The vast majority of faculty—96.1%— indicated that they work out of the main campus location, while the rest indicated that they work out of a different location.

As the numbers of faculty who indicated that they work out of a location other than the main campus is less than 15, for the analysis described in this report, we have not split out the analysis by campus location.

Demographic Profile of Faculty Respondents

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

Table 3. Employment & Personal Profile for Faculty Respondents

CHARACTERISTIC	%	CHARACTERISTIC	%
Main campus of work (n = 257)		Race/Ethnicity (n = 258)	
Main campus/Rochester	96.1%	None specified	12.8
Other	3.9	White, non-Hispanic	74.4
Academic Status (n = 250)		African American, non-Hispanic	1.6
Full time faculty, not in school of medicine	71.2	Asian	8.1
School of medicine faculty	4.0	Hispanic	2.3
Part-time faculty	4.8	Other	<1.0
Special lecturer	16.8	Age (n = 258)	
Other	3.2	None reported	27.9
Tenure Status (n = 250)		Less than 39 years old	15.9
Tenure track, tenured	42.0	39 to 49 years old	19.8
Tenure track, not tenured	26.0	50 years to 59 years	18.6
Not tenure track	32.0	60 years and above	17.8
Number of years worked at Oakland University (n = 250)		Highest level of education completed (n = 253)	
Less than 1 year	7.2	4-year college degree (e.g., BA, BS)	1.6
1 year to less than 3 years	15.2	Master's degree (e.g., MA, MS, MBA)	20.9
3 years to less than 5 years	15.6	Professional degree (e.g., JD, MD)	3.6
5 years to less than 10 years	19.2	Doctoral degree (e.g., PhD, EdD)	73.9
10 years or more	42.8	Sexual orientation (n = 235)	
Number of years worked in current position (n = 248)		Straight/Heterosexual	86.0
Less than 1 year	9.7	Gay/Lesbian/Bisexual/Other	14.0
1 year to less than 3 years	20.6	Citizenship status (n = 241)	
3 years to less than 5 years	19.4	U.S. citizen	91.3
5 years to less than 10 years	23.8	Permanent resident	5.0
10 years or more	26.6	Nonresident alien/Visa holder	3.7
Gender (n = 230)		Dependent children (n = 237)	
Female	57.4	Has	50.6
Male	40.0	Does not have	49.4
Other	2.6	Disability status (n = 247)	
		Has some type of disability	6.5
		Does not have any type of disability	93.5

Outcome Variable Index and Items

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

The mean overall climate rating is 3.5, indicating that faculty generally have a moderately positive perception of the university. The means for the three individual items asking about climate at the campus, department, and college level range from 3.4 to 3.7, with a value of 3 translating to a "fair" rating and a value of 4 translating to "good." The two items asking about satisfaction and recommending Oakland University to others have means of 3.6 and 3.4, respectively.

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

	Mean
Overall Climate	3.5
Overall, how would you rate the climate on the campus where you are primarily located?	3.6
If your department/unit is part of a college/major administrative office, overall, how would you rate the climate in that college/major administrative office?	3.4
Overall, how would you rate the climate in your primary department/unit?	3.7
Overall, how strongly would you recommend Oakland University to others as a good place to work?	3.4
How satisfied are you, in general, with your job at the University?	3.6

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

On the faculty questionnaire, the original response options for gender were male, female, transgender, and other. In addition, a sizeable number of respondents did not answer the question. Because of small cell sizes, we recoded gender into female, male, and other/missing. While female and male faculty ratings of overall climate are about equal (3.6 and 3.5), those who identify as “other” or who did not respond to the question are less positive about overall climate (3.2).

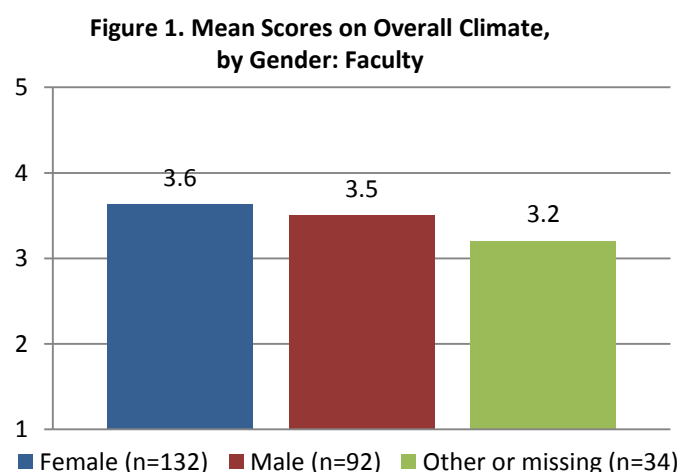


Figure 2. Mean Scores on Overall Climate, by Race/Ethnicity: Faculty

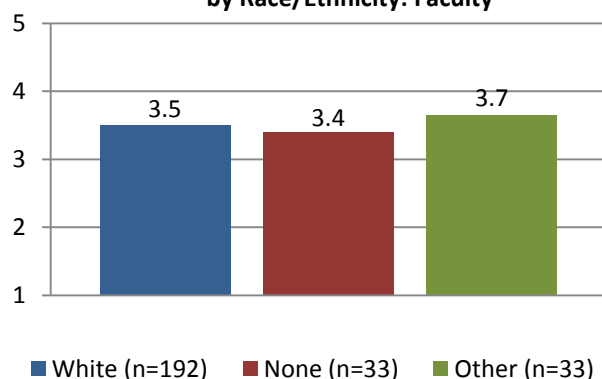


Figure 3. Mean Scores on Overall Climate, by Tenure Status: Faculty

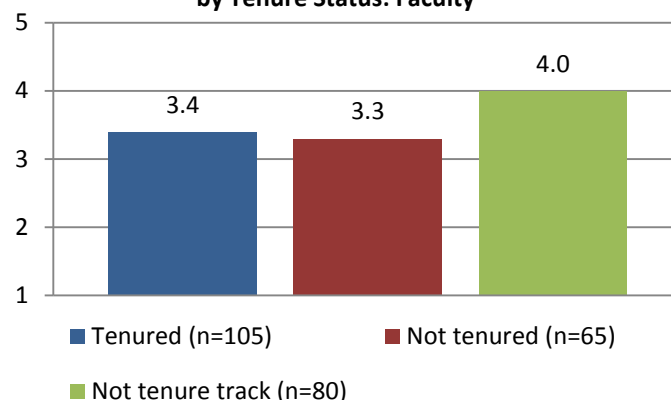


Figure 4. Mean Scores on Overall Climate, by Age: Faculty

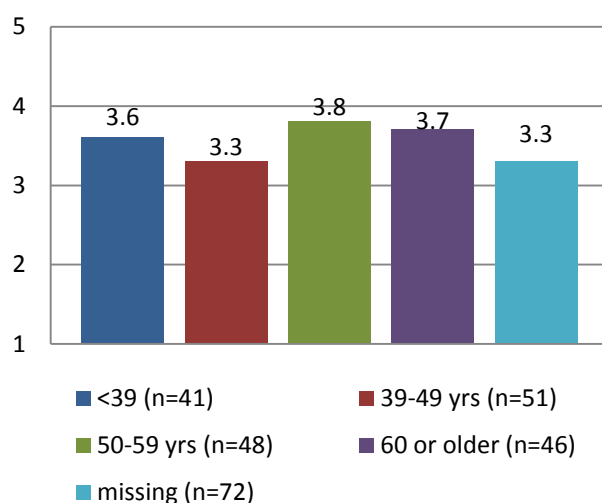


Figure 5. Mean Scores on Overall Climate, by Years Employed at the University: Faculty

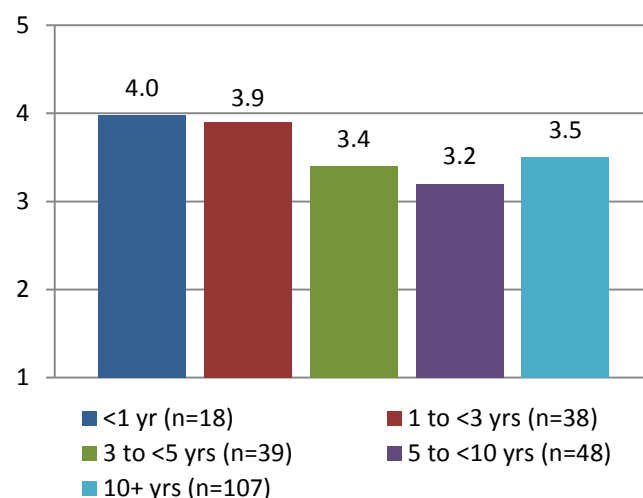


Figure 2 shows the mean of overall climate by race/ethnicity. Race/ethnicity was computed from two variables on the questionnaire: one asking whether the respondent is Hispanic or Latino and the other asking the respondent's race. The response options for race were American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. In this analysis, those who identified as any race other than White were combined into a single category termed "other" owing to very small numbers for the individual groups. The mean among those who did not report a race ($n = 33$) is also reported. The evaluation of overall climate is highest among those of other racial groups (3.7). The mean among White respondents and those who did not report a race is only slightly lower (3.5 and 3.4, respectively).

Figure 3 shows ratings of overall climate by tenure status. Faculty who are not on a tenure track have the highest score (4.0). Those who are on a tenure track but have not yet been awarded tenure have the lowest overall climate score (3.3). Scores on overall climate range from 3.3 to 3.8 by age (Figure 4), with faculty age 50–59 having the highest mean score (3.8). Those age 39–49 or who did not report birth year have the lowest score (3.3).

The overall climate index by number of years employed is highest for those employed the least amount of time and lowest for those employed the longest (Figure 5).

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

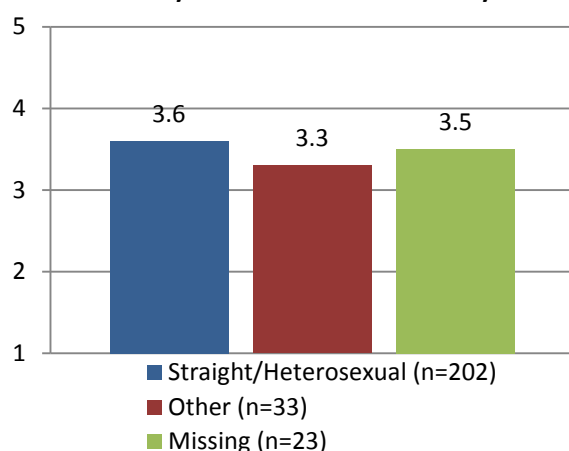


Figure 7. Mean Scores on Overall Climate, by Ability/Disability Status: Faculty

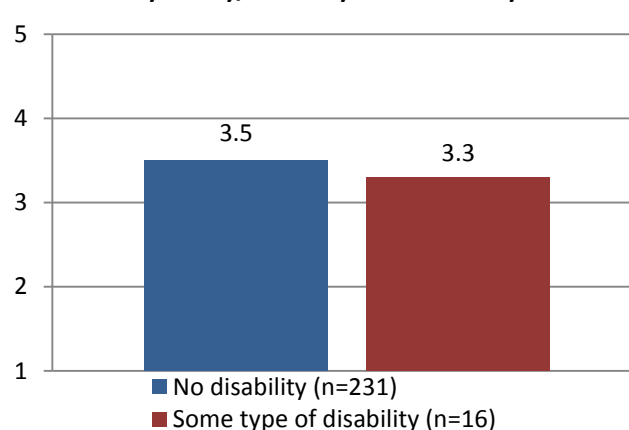


Figure 6 shows the mean of overall climate by sexual orientation. As the number of respondents who identified themselves in any one of the categories other than straight/heterosexual—gay, lesbian, bisexual, or of other orientation—is less than 15, these categories were combined into a single one termed “other.” The mean rating of overall climate varies little by sexual orientation, with a mean of 3.6 among those who identify as straight/heterosexual compared to a mean of 3.3 in the “other” category. The mean rating among respondents with a disability is 3.3, compared to 3.5 among those without a disability (Figure 7).

Explanatory Variables and Items

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

The first component includes 17 individual items, the majority of which ask about aspects of the work environment, recognition for work contributions, and belonging. We named this component **professional work environment**. A component score was constructed by averaging the responses to all items that comprise it. The mean on this component is 3.3; faculty ratings of their professional work environment are slightly above the midpoint.

Of the individual items comprising this component, the highest ratings are evident for experiencing excluding, intimidating conduct. This item is reverse-coded, such that a higher score indicates less frequent occurrence. Thus, the score of 4.0 means this rarely happens. The lowest ratings are evident for confidence that the respondent could file a complaint if treated in a way that is not fair and equitable (mean=2.6), recognition for service (2.6) and recognition for research (2.7).

The second component is **professional relationships**, and includes ratings of the degree to which relationships among groups of people (e.g. students and faculty) and courteous and professional. It also includes questions about disparaging comments and equitable recruiting practices. The overall mean is 4.0. The item with

the highest score is quality of the relationship between faculty and students, with a mean of 4.5. The lowest score is for fair and equitable recruiting practices, with a mean of 3.6.

The third component is **campus-wide diversity and fair and equitable practices**. It includes questions on how well administration promotes diversity and is committed to recruiting diverse students and staff. It also includes questions on equitable practices regarding access to support staff and access to equipment. The overall mean is 3.3. The item with the highest score is fair and equitable access to support staff, with a mean of 3.7. The lowest score is for fair and equitable allocation of space and resources, with a mean of 3.1.

The next component is **departmental diversity** and includes three items, all of which ask about some aspect of diversity at the departmental level. It has an overall mean of 3.2. The highest mean is for the item about satisfaction with diversity in the respondent's primary department or unit (3.3). The lowest mean is 3.1, for the item asking about effectiveness in retaining a diverse faculty and staff.

The fifth component is **physical safety** and includes three items. These items ask about safety in the respondent's immediate work environment, safety on campus, and safety of areas close to campus. The overall mean is 4.0, and does not vary by item.

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

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

	Mean	n
PROFESSIONAL WORK ENVIRONMENT	3.3	258
In the past 12 months, how often have you personally experienced excluding, intimidating, offensive, and/or hostile conduct from members of this University? (reverse coded)	4.0	256
To what extent do you feel your colleagues/coworkers treat you with respect?	3.8	257
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? Your department/unit leadership—i.e., your Department/Program Director or Supervisor	3.7	240
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty and department/unit leadership	3.6	251
How excluding or inclusive is your primary department/unit?	3.6	253
How committed is your department/unit head or chair to creating a positive work environment for you?	3.5	258
How much access do you have to accurate and timely information about the institutional policies and procedures you need to do your job well?	3.5	257
How comfortable do you feel expressing your personal identity in your immediate work environment?	3.4	258
Overall, how isolated do you feel at this University? (reverse coded)	3.4	258
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Promotion decisions	3.4	210
To what extent does your current work environment provide opportunities for you to learn and grow?	3.3	257
How much of a say do you have in shaping your work environment?	3.0	256
How satisfied are you, in general, with your opportunities for career advancement within the University?	2.8	257
How much recognition do you get for your contributions at work? Teaching	2.8	256
How much recognition do you get for your contributions at work? Research	2.7	253
How much recognition do you get for your contributions at work? Service	2.6	257
If you experience treatment that is not fair and equitable, how confident are you that you can file a complaint or grievance without fear of negative consequences to you?	2.6	255
PROFESSIONAL RELATIONSHIPS	4.0	253
How would you rate the overall quality of the relationship between you and students at the University?	4.5	258
In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity? (reverse coded)	4.2	256
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty and students	4.1	248
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and students	4.0	224
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty and staff	4.0	249
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty	3.8	255
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Recruitment policies and practices	3.6	229

Table 5, continued

	Mean	n
CAMPUS-WIDE DIVERSITY AND FAIR AND EQUITABLE PRACTICES	3.3	257
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Access to departmental support staff	3.7	243
To what extent do you believe you have the tools and resources to do your job well?	3.5	255
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? Campus leadership—i.e., Vice Presidents/Provosts and Deans	3.3	202
Overall, how well does your campus meet the needs of those with disabilities?	3.3	210
How committed is the University and its leadership to promoting practices that help recruit a diverse student body?	3.2	252
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? The University leadership—i.e., the President and the Board of Trustees	3.2	200
How committed is the University community at large to helping to retain a diverse student body?	3.2	249
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Allocation of space/equipment or other resources	3.1	238
DEPARTMENTAL DIVERSITY	3.2	257
Overall, how satisfied are you with the diversity in your primary department/unit?	3.3	255
How effective is your department in recruiting a diverse faculty and staff?	3.1	253
How effective is your department in retaining a diverse faculty and staff?	3.1	255
PHYSICAL SAFETY	4.0	257
How would you rate the physical safety of your immediate work environment?	4.0	254
Overall, how would you rate the physical safety of the areas close to campus?	4.0	253
Overall, how would you rate the physical safety of your campus?	4.0	250
WORKLOAD	3.1	258
Do you feel that the workload in your current job is too low, too high, or just right?	3.3	258
As an employee on this campus, how difficult is it for you to balance your work and family life?	2.9	257

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

The component labeled **professional work environment** has the highest coefficient with overall climate— 0.51 . This indicates that the more positively faculty rate this component, the higher they will rate the overall climate.

The next explanatory component—**campus-wide diversity and fair and equitable practices**—has a coefficient of $.25$. The more positively faculty rate this component, the more highly they will rate the overall climate.

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

	Standardized Regression Coefficients
Professional work environment	0.51**
Campus-wide diversity & fair and equitable practices	0.25**
Professional relationships	0.15**
Workload	0.12**
Adjusted R ²	.730
n	250

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

The next two explanatory components—**professional relationships and workload**—are both significantly related with overall climate, but less strongly than personal identity and belongingness and professional work environment.

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

Prioritizing Areas for Action

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

Primary versus secondary areas of focus

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

Strengths versus areas for action

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

Identifying strengths and prioritizing areas for action

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

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

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

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

	High ratings (mean rating ≥ 3.5)	Low ratings (mean rating < 3.5)
Primary		Professional work environment (3.3) Campus-wide diversity & fair and equitable practices (3.3)
Secondary	Professional relationships (4.0)	Work load (3.1)

Tables 8 through 11 provide the same type of analysis, but this time for individual items within each of the components presented in Table 6. Areas of strength and weakness are identified in the same way as for the explanatory components. To classify an item as primary or secondary, we use the correlation of that item with the overall component to which it belongs (these correlations are output during the principal components analysis). Correlations can range from 0 to 1, and the closer it is to 1, the stronger the correlation. Items with correlations of .50 to 1.0 are classified as primary, and those with correlations from 0 to .49 are classified as secondary.

Areas of Strength and Action by Component

Professional Work Environment

This component has the strongest relationship with overall climate ($\beta = .51$). The average rating of all individual items in this component is 3.3, which makes it an area where Oakland could take action. Table 8 provides the priority-performance grid, but this time for individual items within this component. Areas of strength and weakness are identified in the same way as for the overall component.

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

		High ratings (mean rating ≥ 3.5)	Low ratings (mean rating < 3.5)
Primary		In the past 12 months, how often have you personally experienced excluding, intimidating, offensive, and/or hostile conduct from members of this University? (reverse coded) (4.0)	How comfortable do you feel expressing your personal identity in your immediate work environment? (3.4)
		To what extent do you feel your colleagues/coworkers treat you with respect? (3.8)	Overall, how isolated do you feel at this University? (reverse coded) (3.4)
		How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? Your department/unit leadership—i.e., your Department/Program Director or Supervisor (3.7)	In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Promotion decisions (3.4)
		Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty and department/unit leadership (3.6)	To what extent does your current work environment provide opportunities for you to learn and grow? (3.3)
		How excluding or inclusive is your primary department/unit? (3.6)	How much of a say do you have in shaping your work environment? (3.0)
Secondary		How committed is your department/unit head or chair to creating a positive work environment for you? (3.5)	How satisfied are you, in general, with your opportunities for career advancement within the University? (2.8)
			How much recognition do you get for your contributions at work? Teaching (2.8)
			How much recognition do you get for your contributions at work? Research (2.7)
			How much recognition do you get for your contributions at work? Service (2.6)
			If you experience treatment that is not fair and equitable, how confident are you that you can file a complaint or grievance without fear of negative consequences to you? (2.6)
Secondary		How much access do you have to accurate and timely information about the institutional policies and procedures you need to do your job well? (3.5)	

Figures 8 through 14 show the mean scores on professional work environment by demographic characteristics. The only statistically significant differences are those shown in Figures 11 and 12. Professional work environment is rated highest among older faculty members (age 50+) and lowest among those 39–49 (Figure 11). With respect to years of employment, faculty employed the least amount of time rate the work environment highest. Those who have been employed 5–10 years rate it the lowest (Figure 12).

Figure 8. Mean Scores on Professional Work Environment, by Gender: Faculty

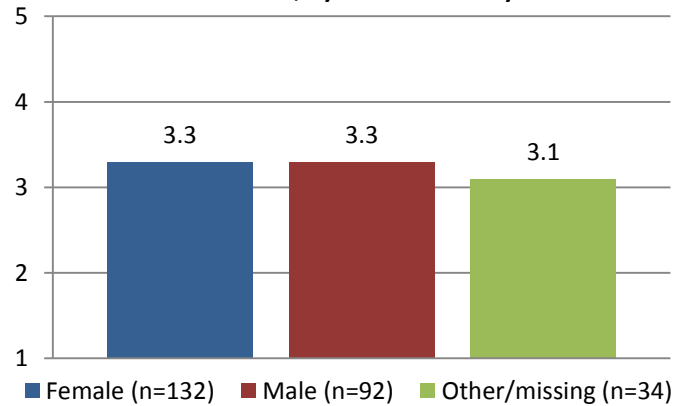


Figure 9. Mean Scores on Professional Work Environment, by Race/Ethnicity: Faculty

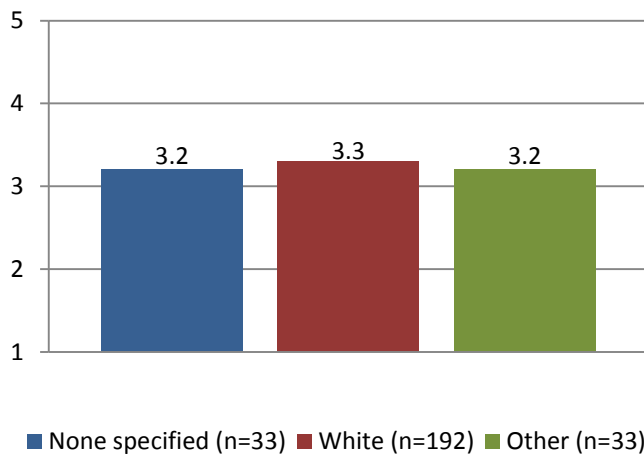


Figure 10. Mean Scores on Professional Work Environment, by Tenure Status: Faculty

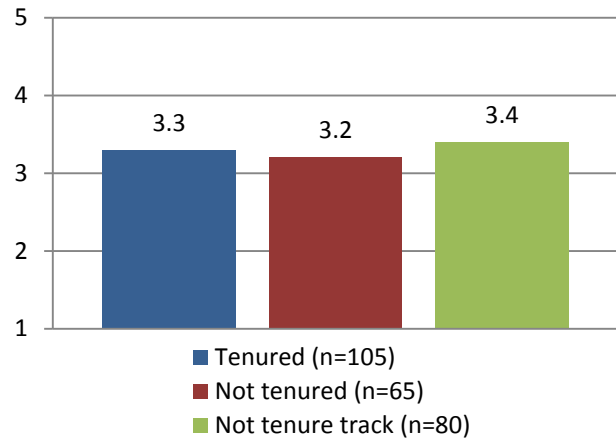


Figure 11. Mean Scores on Professional Work Environment, by Age: Faculty

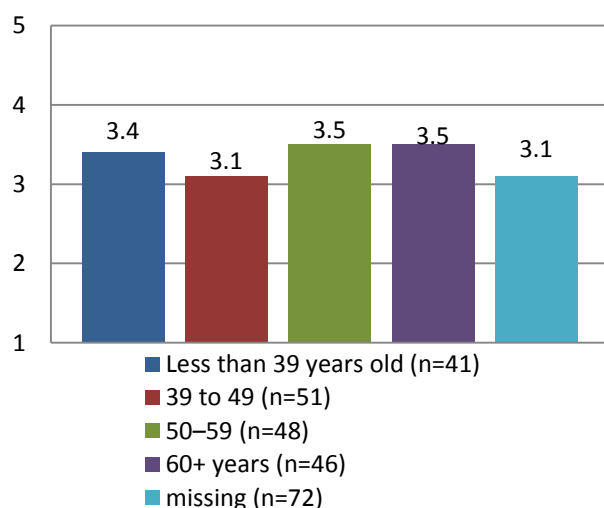


Figure 12. Mean Scores on Professional Work Environment, by Years Employed at the University: Faculty

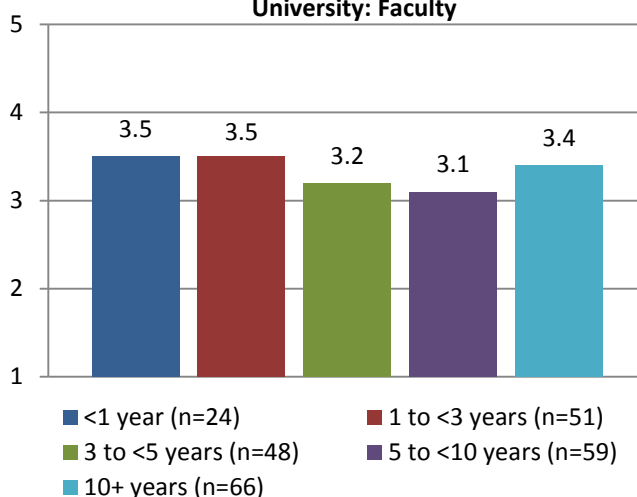


Figure 13. Mean Scores on Professional Work Environment, by Sexual Orientation: Faculty

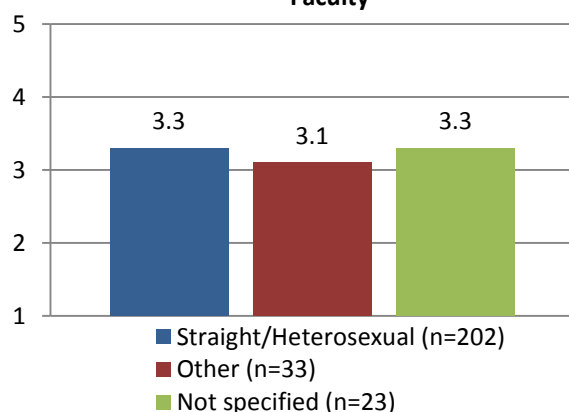
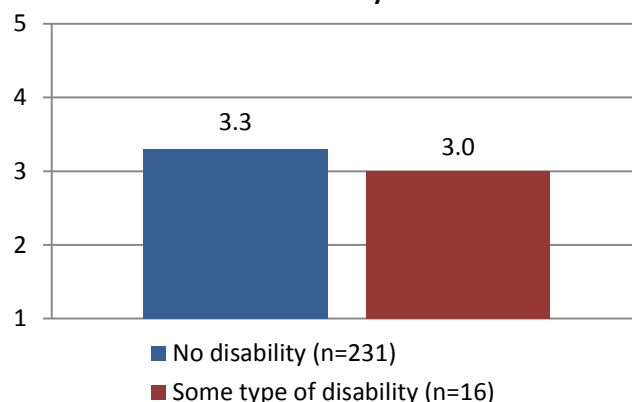


Figure 14. Mean Scores on Professional Work Environment, by Ability/Disability Status: Faculty



Campus-wide Diversity

This component is significantly related to overall climate and is the second of four components in terms of strength of relationship with it. As such, it has been classified as a primary area in terms of priority. The average rating of all individual items in this component is 3.3, which makes it area of concern for Oakland University.

Table 9 provides the priority performance grid, but this time for individual items within this component. Areas of strength and weakness are identified in the same way as for the overall component. Figures 15 through 21 show the mean scores on this component by demographic characteristics.

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

	High ratings (mean rating ≥ 3.5)	Low ratings (mean rating < 3.5)
Primary		How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? The University leadership—i.e., the President and the Board of Trustees (3.2) How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? Campus leadership—i.e., Vice Presidents/Provosts and Deans (3.3) How committed is the University and its leadership to promoting practices that help recruit a diverse student body? (3.2) Overall, how well does your campus meet the needs of those with disabilities? (3.3) How committed is the University community at large to helping to retain a diverse student body? (3.2)
Secondary	To what extent do you believe you have the tools and resources to do your job well? (3.5) In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Access to departmental support staff (3.7)	In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Allocation of space/equipment or other resources (3.1)

Figure 15. Mean Scores on Campus-wide Diversity, by Gender: Faculty

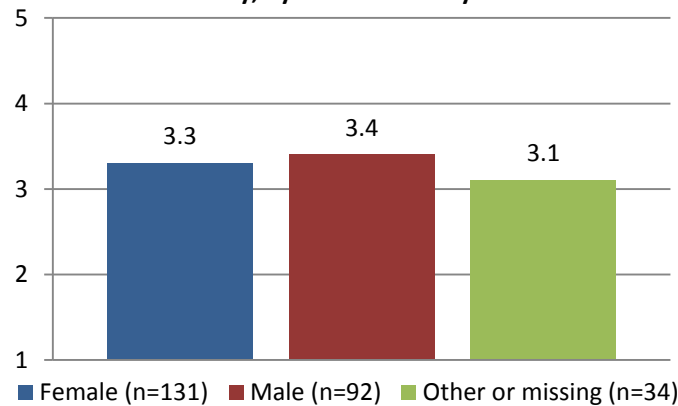


Figure 16. Mean Scores on Campus-wide Diversity, by Race/Ethnicity: Faculty

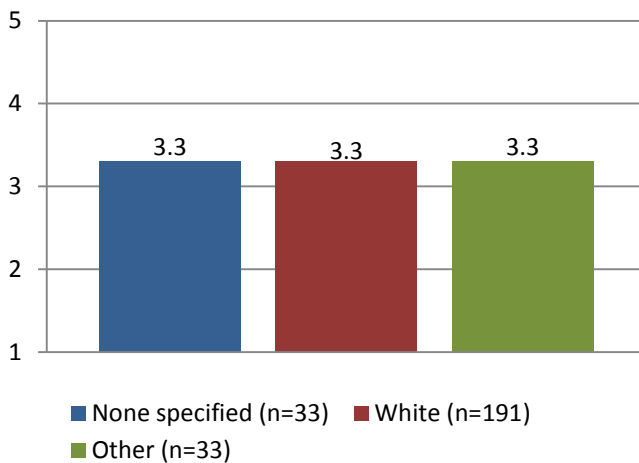
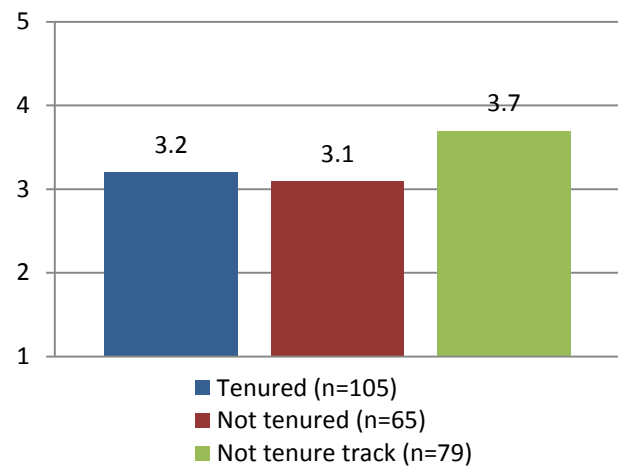


Figure 17. Mean Scores on Campus-wide Diversity, by Tenure Status: Faculty



The only figures to show statistically significant differences are Figures 17, 18, and 20. Faculty who are not on a tenure track give campus-wide diversity a higher score than tenured or untenured faculty (3.7 compared to 3.2 and 3.1, respectively, Figure 17). Faculty age 50–59 have the highest score on this component (3.6), while those age 39–49 and those who do not provide their birth year have the lowest (3.2). From Figure 20, respondents who identify as heterosexual or who do not provide their sexual orientation have a higher mean rating (3.4) compared to respondents in the “other” category (2.9).

Figure 18. Mean Scores on Campus-wide Diversity, by Age: Faculty

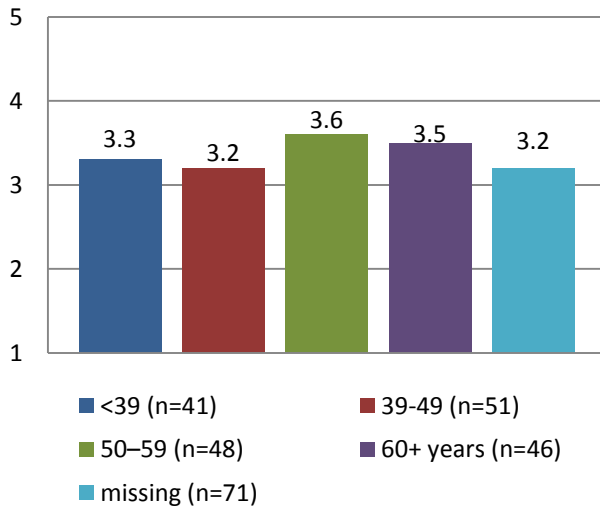


Figure 19. Mean Scores on Campus-wide Diversity, by Years Employed at the University: Faculty

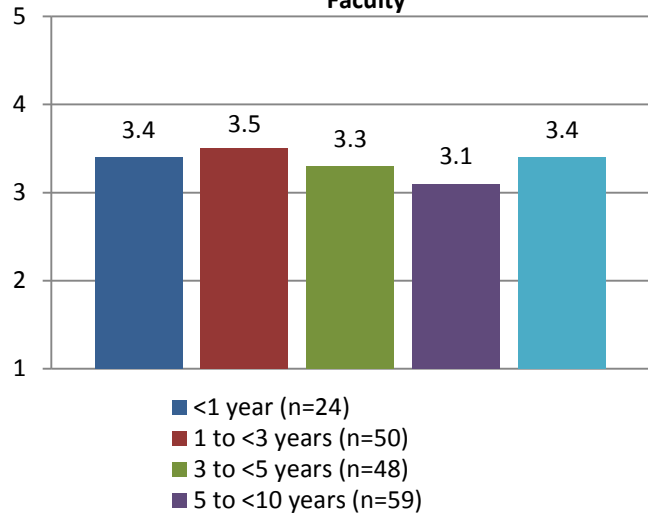


Figure 20. Mean Scores on Campus-wide Diversity, by Sexual Orientation: Faculty

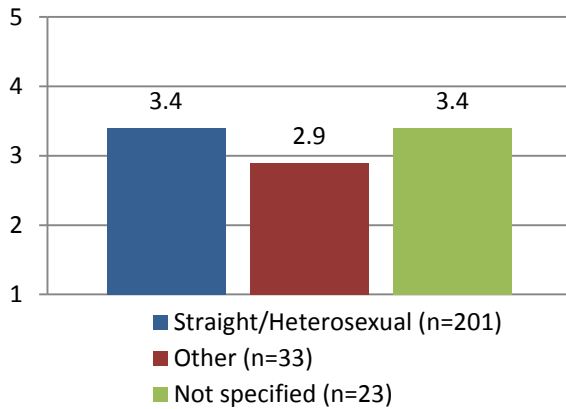
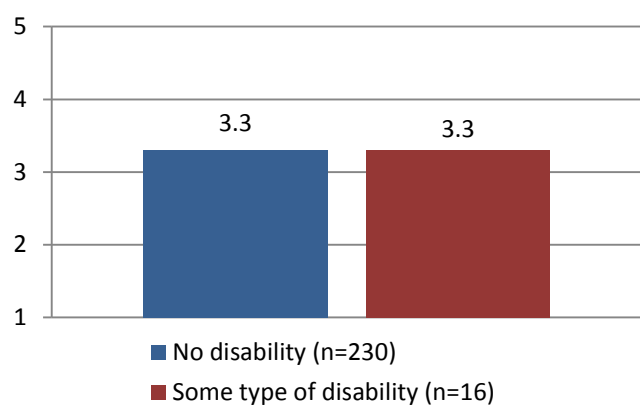


Figure 21. Mean Scores on Campus-wide Diversity, by Ability/Disability Status: Faculty



Professional Relationships

This component has the third strongest relationship with overall climate; however, as the strength of the relationship is low as compared to the first two components, it has been classified as a secondary area in terms of priority. The average rating of all individual items in this component is 4.0, which makes it area of strength for Oakland University; in fact, the average rating on this component is the highest of all components significantly related to overall climate.

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

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

		High ratings (mean rating ≥ 3.5)	Low ratings (mean rating < 3.5)
Primary	Secondary	Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty and students (4.1) Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty and staff (4.0) Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and students (4.0) Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty (3.8) In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity? (reverse coded) (4.2)	
		In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Recruitment policies and practices (3.6) How would you rate the overall quality of the relationship between you and students at the University? (4.5)	

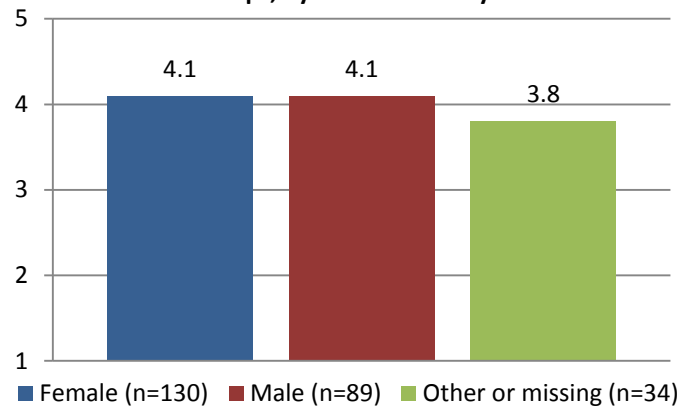
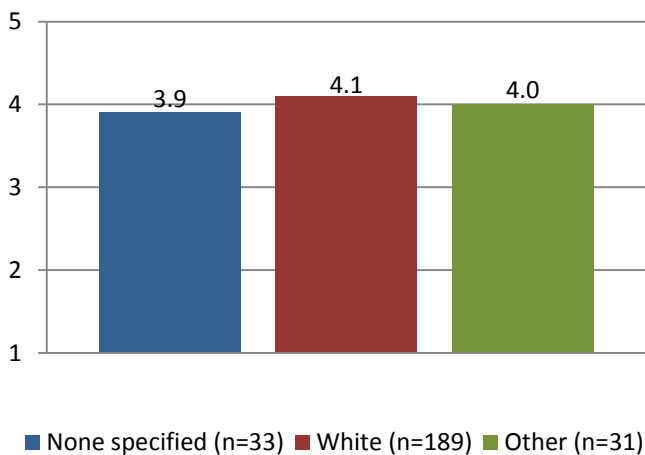
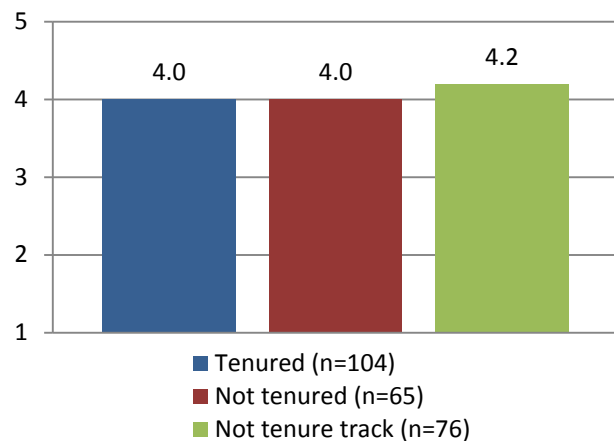
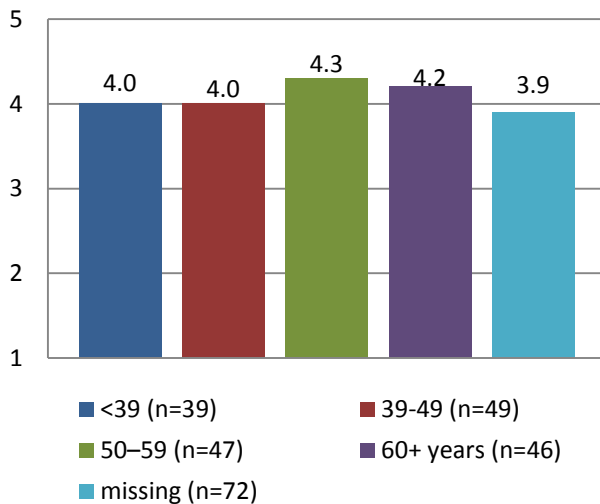
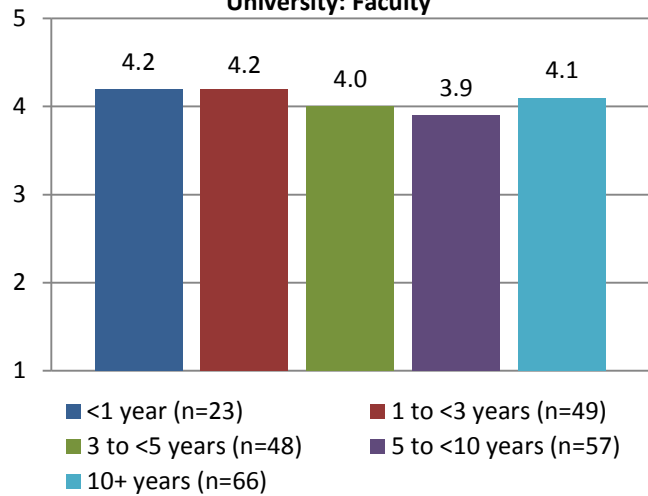
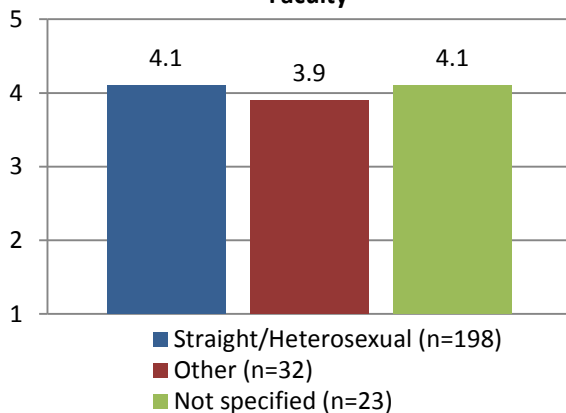
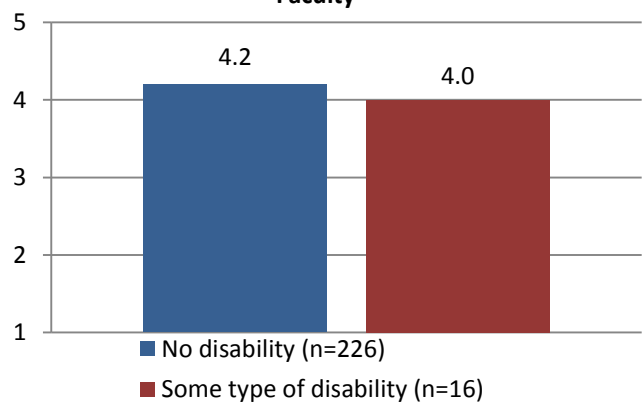
Figure 22. Mean Scores on Professional Relationships, by Gender: Faculty**Figure 23. Mean Scores on Professional Relationships, by Race/Ethnicity: Faculty****Figure 24. Mean Scores on Professional Relationships, by Tenure Status: Faculty**

Figure 22 to 28 shows the mean scores on the professional relationships component by various demographic variables. In spite of small differences between demographic groups, three of the graphs show statistically significant differences—Figures 24, 25, and 26. Faculty who are not on a tenure track have a slightly higher mean on this component—4.2 compared to 4.0 among tenure-track faculty (Figure 24). Faculty age 50–59 have (Figure 25) the highest score on this component (4.3), while those who did not provide their age have the lowest (3.9). Faculty employed by Oakland University less than three years (Figure 26) have the highest scores (4.2), while those employed 5–10 years have the lowest (3.9).

Figure 25. Mean Scores on Professional Relationships, by Age: Faculty**Figure 26. Mean Scores on Professional Relationships, by Years Employed at the University: Faculty****Figure 27. Mean Scores on Professional Relationships, by Sexual Orientation: Faculty****Figure 28. Mean Scores on Professional Relationships, by Ability/Disability Status: Faculty**

Workload

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

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

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

	High ratings (mean rating ≥ 3.5)	Low ratings (mean rating < 3.5)
Primary		Do you feel that the work load in your current job is too low, too high, or just right? (3.3) As an employee on this campus, how difficult is it for you to balance your work and family life? (2.9)
Secondary		

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

The mean rating on the “workload” component varies significantly only by age (Figure 32). The youngest faculty members have the highest rating on workload, although the differences are small.

Figure 29. Mean Scores on Workload, by Gender:
Faculty

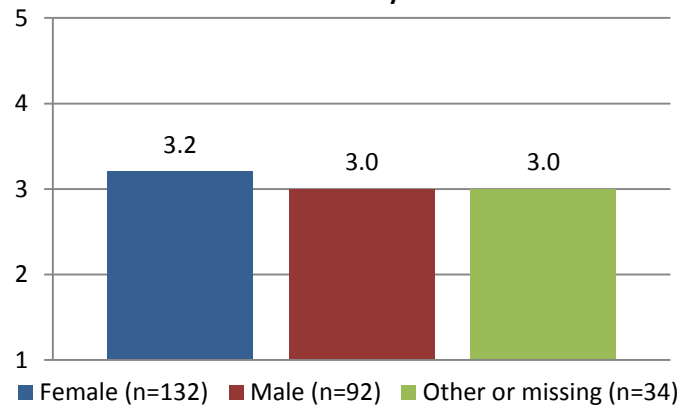


Figure 30. Mean Scores on Workload, by
Race/Ethnicity: Faculty

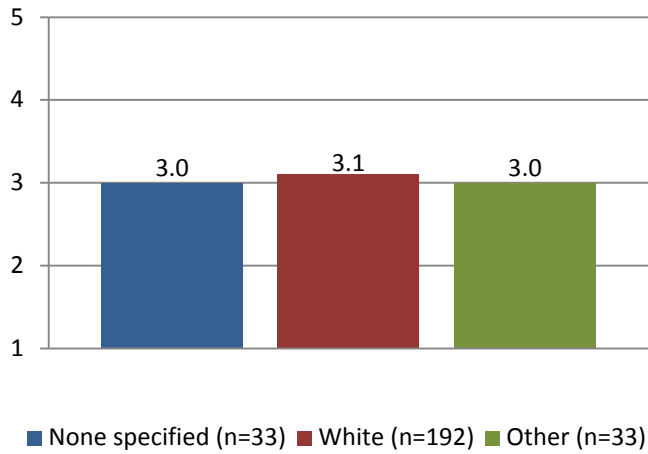


Figure 31. Mean Scores on Workload, by
Tenure Status: Faculty

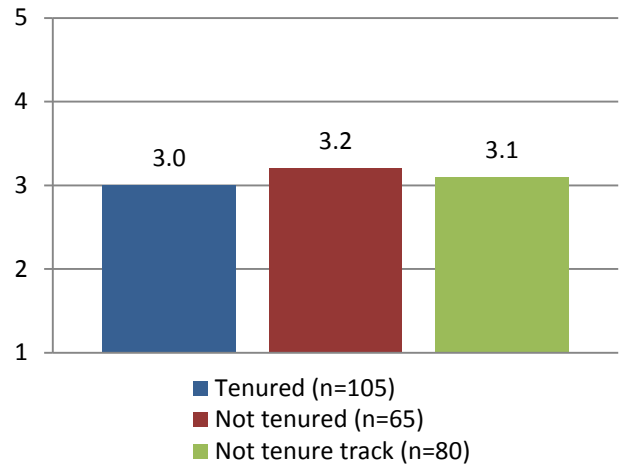


Figure 32. Mean Scores on Workload, by Age: Faculty

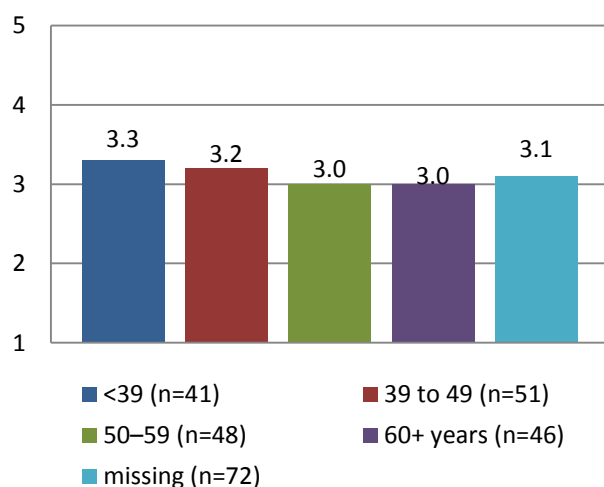


Figure 33. Mean Scores on Workload, by Years Employed at the University: Faculty

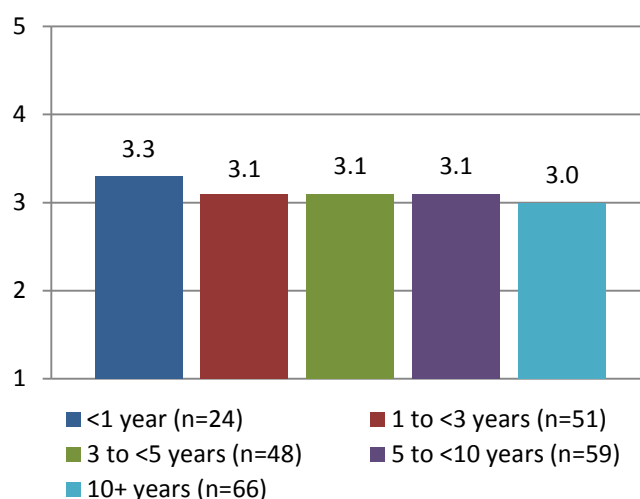


Figure 34. Mean Scores on Workload, by Sexual Orientation: Faculty

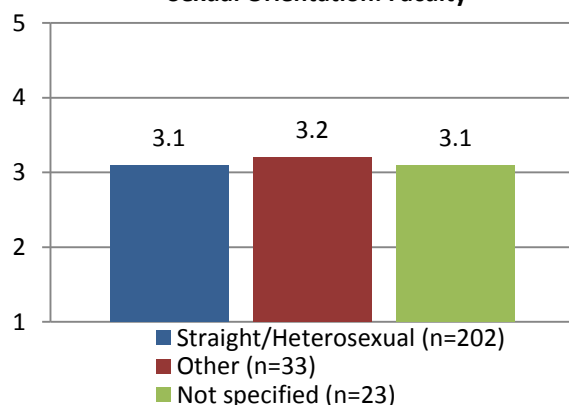
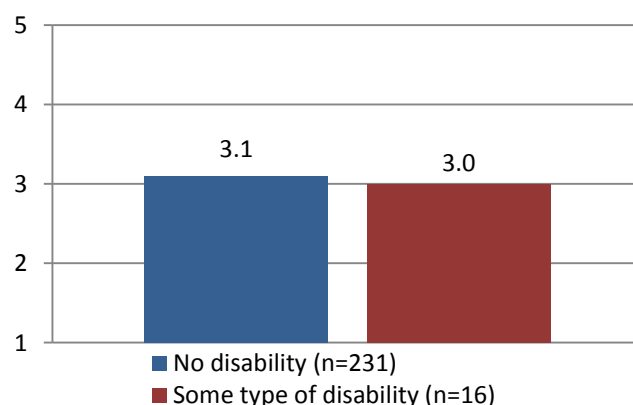


Figure 35. Mean Scores on Workload, by Ability/Disability Status: Faculty



Responses to Open-end Questions

The questionnaire included two questions inviting open-ended comments from respondents. One asked for suggestions for improving the climate and the other asked respondents to mention relevant issues of climate or demographic information that was not covered in the questionnaire. There were 128 faculty who answered the question about suggestions for improving the climate, and 43 who answered the question asking if any issues of climate or demographic information was not covered in the questionnaire. For each question, we categorized the responses into several commonly occurring themes that were evident. Tables 12 and 13 summarize these themes and the number of mentions for each. Each respondent's comments could be classified into a single theme if it mentioned only one or into multiple themes if the comment touched upon more than one. Therefore the number of mentions listed for each theme when summed up across themes will be more than the total number of respondents who completed the survey.

Table 12. Suggestions for improving climate

Themes	Number of mentions
Administration, Leadership	29
Diversity related issues, Tolerance	22
Workload, staff levels, teaching/research/service balance	18
Research support	17
Resources (financial and other)	16
Faculty-administration relationship	15
Part-time faculty, Non-tenure track faculty issues	13
Salaries and pay	11
Communication	11
Valuing faculty	9
Intimidation, Fear, Harassment	8
Student quality	7
Rules, Policies and procedures	7
Recognition for work	7
Fairness, merit-based decisions	7
Leave, Family leave related issues	6
Space, Physical facilities	6
Accessibility, Accommodation	5
Collegiality, Collaboration	5
Career advancement	4
Tenure, Tenure process	3
Mentoring	3
Parking	2
Other (negative)	10
Other (positive)	10
Miscellaneous suggestions	18
None, No answer, Not applicable	4

Table 13 provides the themes and number of mentions for responses to the question on issues of climate or demographic information not covered in the questionnaire.

Table 13. Issues of climate or demographic questions not covered by the questionnaire

Themes	Number of mentions
Diversity and related issues	7
Salary and benefits	4
Valuing faculty	4
Leave, time off (for family and other reasons)	4
Work load, staffing	4
Administration	4
Student-related issues	3
Supervisor-related issues	3
No response	3
Age	2
Physical safety and security	2
Religion-related issues	2
Other	21

Summary of Results

In summary, these analyses derived an outcome variable termed “overall climate” and sought to examine factors or aspects of the climate that influence the overall climate rating. To do so, on the basis of a principal components analysis, six explanatory components were identified: Professional work environment; Professional relationships; Campus-wide diversity and fair and equitable practices; Departmental diversity practices; Physical safety; and Workload and balance. Of these explanatory variables, all but Physical safety and departmental diversity significantly influence ratings on overall climate.

Professional relationships is the only component that is significantly related to overall climate that has a mean greater than 3.5. However, its association with overall climate is too small to consider it a strength.

The two components that have a stronger association with overall climate—professional work environment and campus-wide diversity—can be considered areas for action for Oakland University among faculty in that their mean ratings are lower than 3.5 (on a scale ranging from 1 to 5 points). Ratings on professional work environment range from 3.0 to 3.5 across all demographic groups. They are lowest for faculty who have a disability and highest among older faculty and those employed the least amount of time. Ratings on campus-wide diversity range from 2.9 to 3.8. They are lowest among those in the “other” category of sexual orientation and highest among those who do not specify their gender.

Appendix A

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

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

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

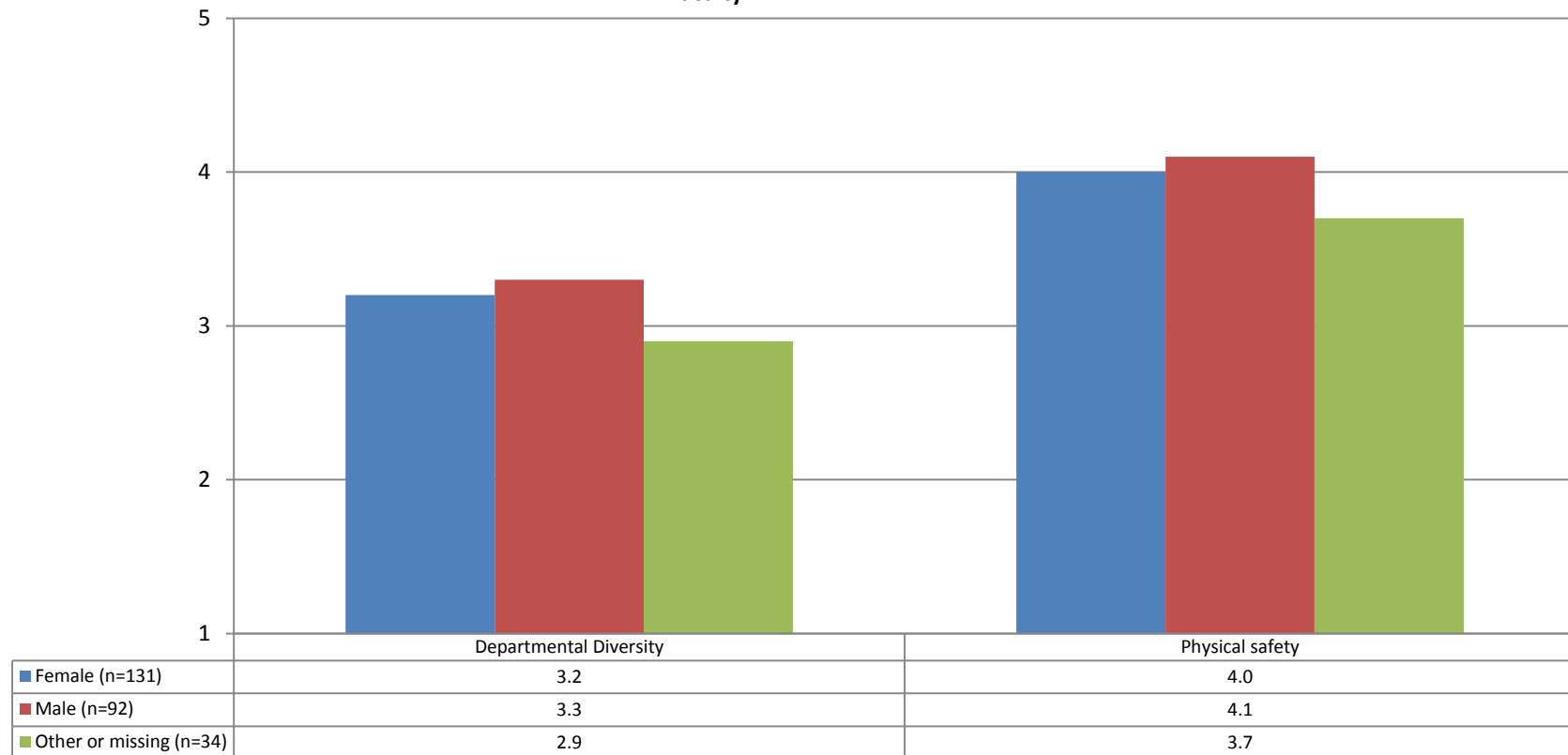


**Figure A2. Mean Scores on Components Not Significantly Related to Overall Climate, by Race/Ethnicity:
Faculty**

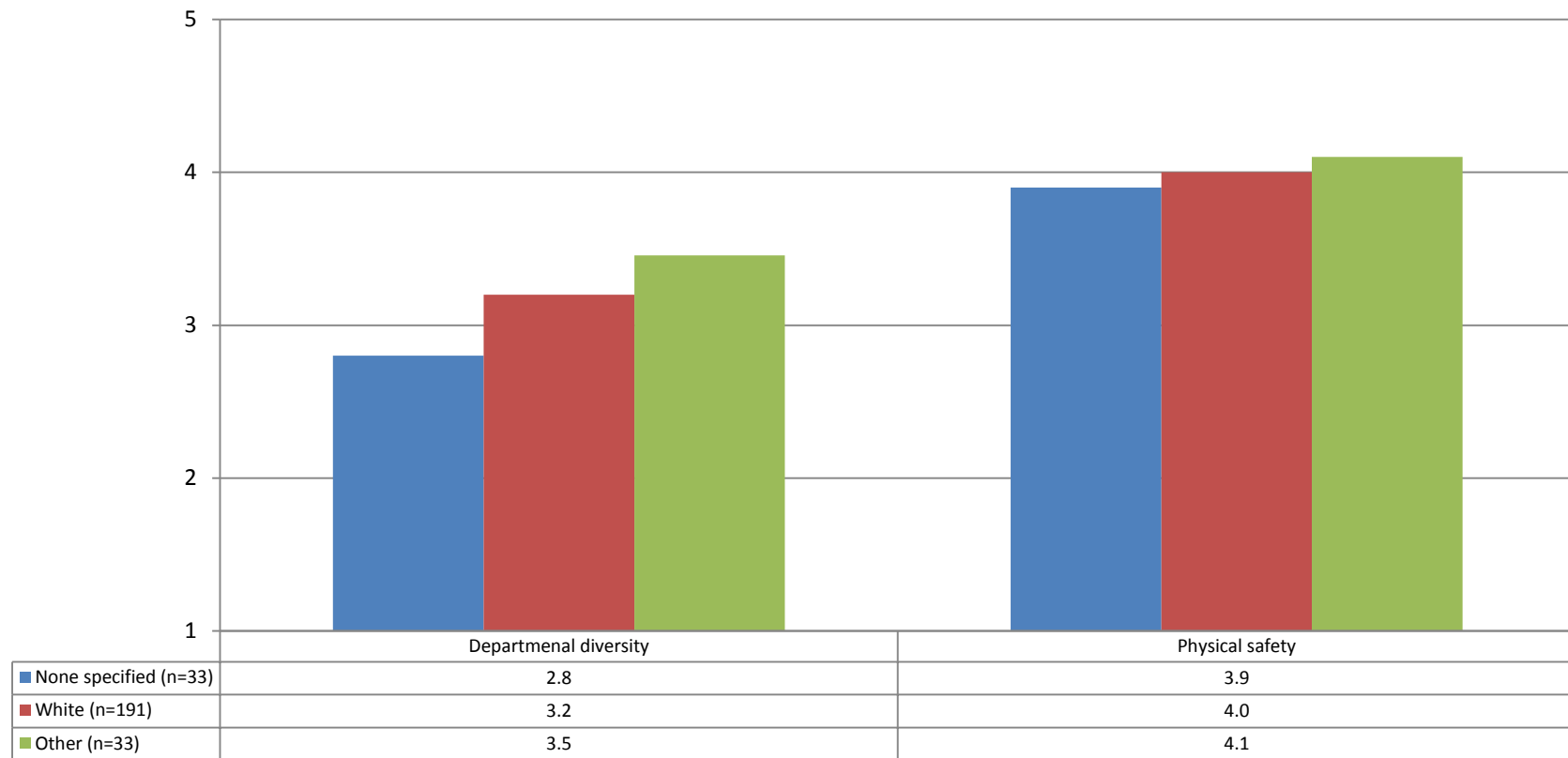


Figure A3. Mean Scores on Components Not Significantly Related to Overall Climate, by Tenure Status: Faculty

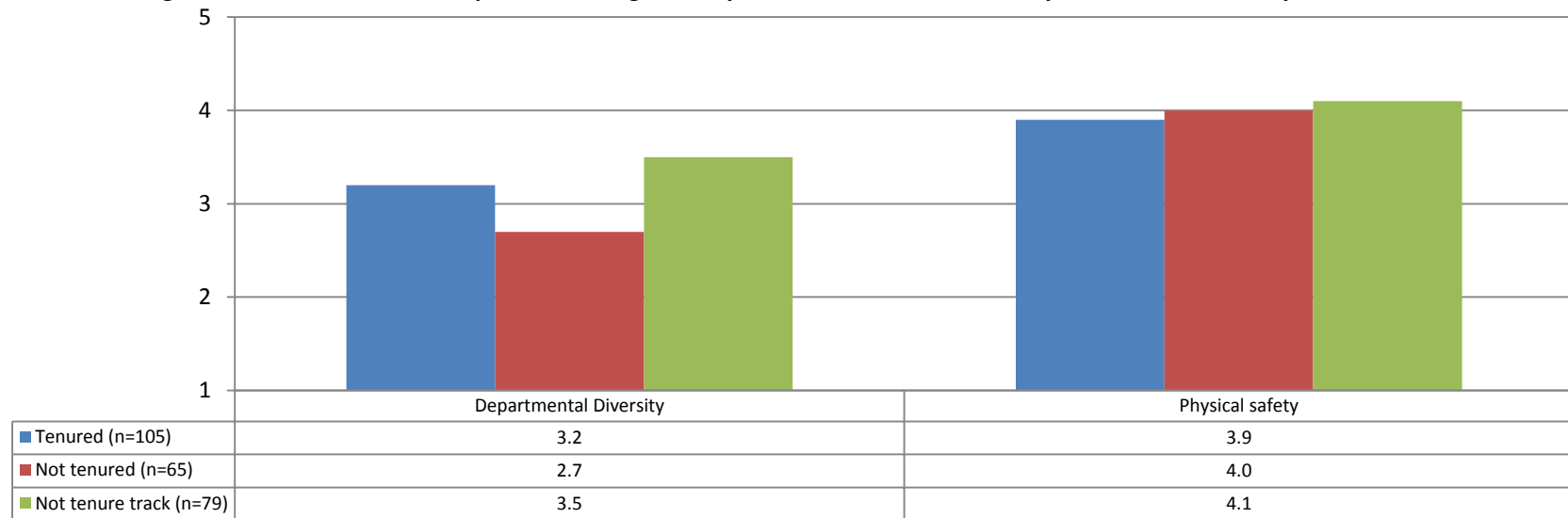


**Figure A4. Mean Scores on Components Not Significantly Related to Overall Climate, by Age:
Faculty**

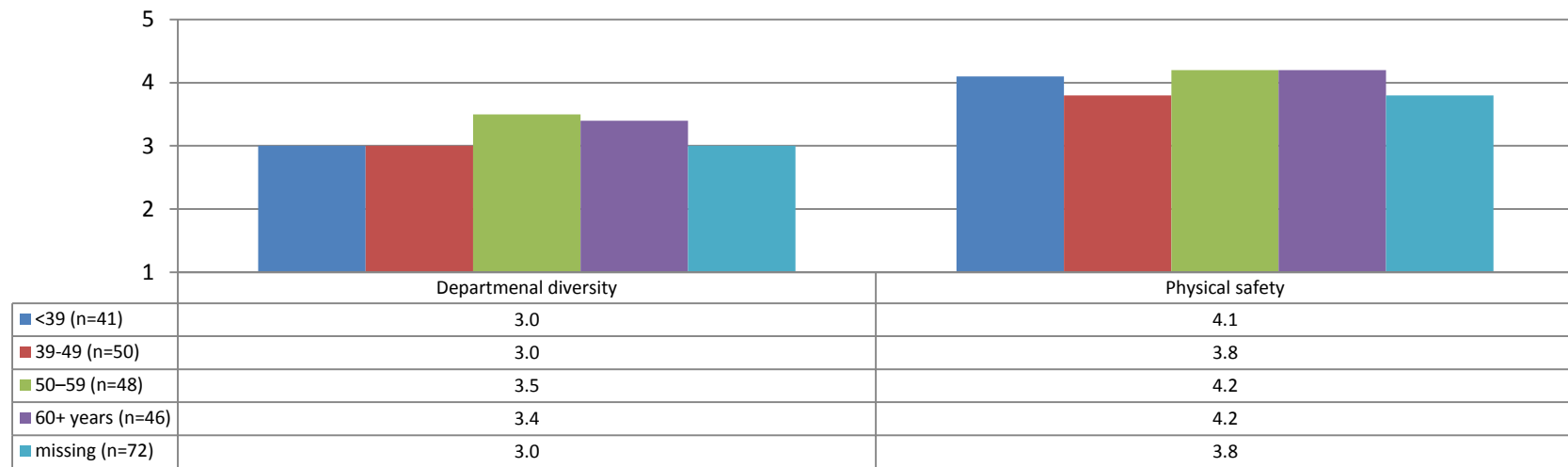


**Figure A5. Mean Scores on Components Not Significantly Related to Overall Climate,
by Years Employed at the University: Faculty**

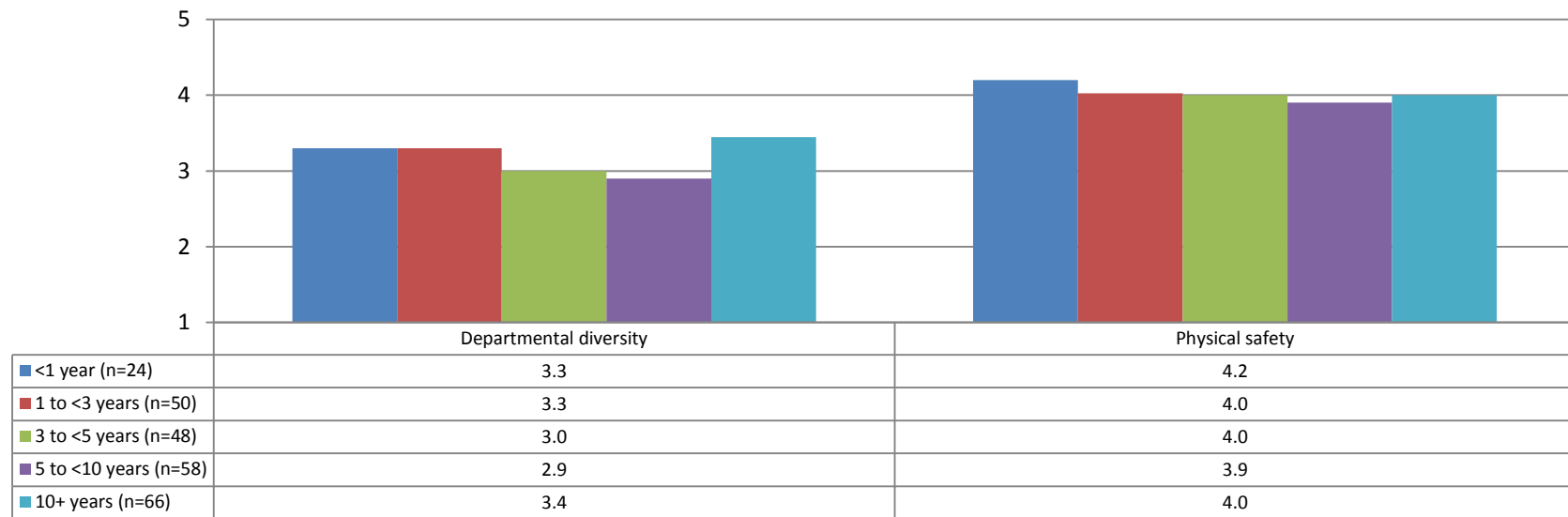


**Figure A6. Mean Scores on Components Not Significantly Related to Overall Climate, by Sexual Orientation:
Faculty**

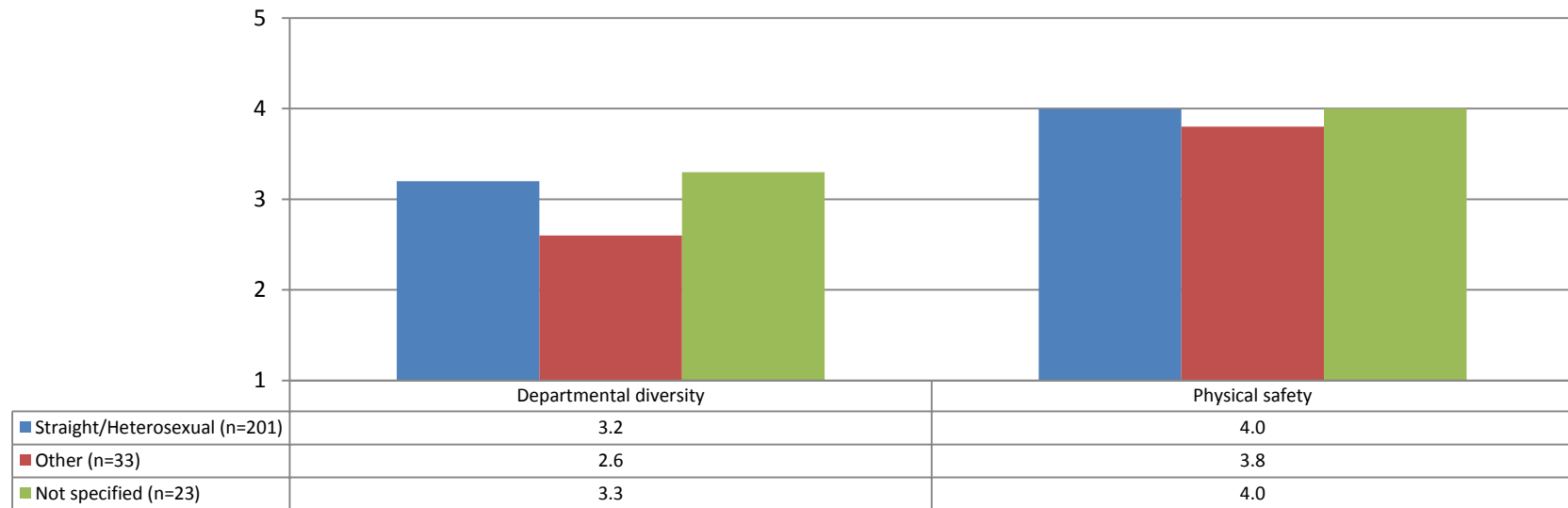
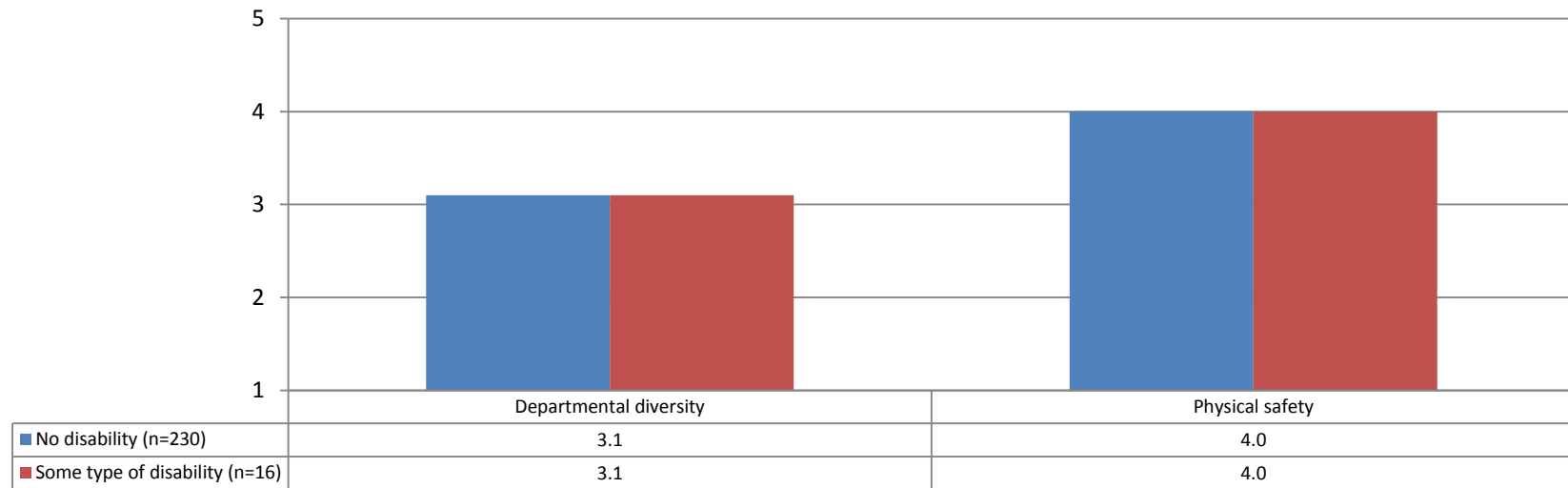


**Figure A7. Mean Scores on Components Not Significantly Related to Overall Climate,
by Ability/Disability Status: Faculty**



Appendix B

Faculty Questionnaire

Oakland University Climate Study—Faculty Questionnaire

1. So that we can direct you to the appropriate set of questions, from the list below, please select your current position(s)/role at Oakland University.

- ☐ Faculty
- ☐ Academic Professional
- ☐ Academic Administrator/Staff
- ☐ Student

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

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

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

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

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

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

2b. Overall, how would you rate the climate in your primary **department/unit**?

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

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

2c. If your department/unit is part of a school or college, overall, how would you rate the climate in your **school or college**?

- ☐ Very poor
- ☐ Poor
- ☐ Fair
- ☐ Good
- ☐ Very good
- ☐ *Not applicable*

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

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

4. How excluding or inclusive is your primary department/unit?

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

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

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

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

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

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

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

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

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

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

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

Oakland University Climate Survey: Faculty

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

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

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

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

11. You indicated that [RESPONSE FROM #10] was [NOT AT ALL/Not very] fair and equitable In the past 12 months. To which of the following factors would you attribute the treatment?

Please select all that apply.

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

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

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

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

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

- ☐ There are systems/offices
- ☐ There are no systems/offices [SKIP TO #14]

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Not at all	Not very	Moderately	Very	Extremely	Not enough information to say
Between faculty	☐	☐	☐	☐	☐	☐
Between faculty and department/unit leadership	☐	☐	☐	☐	☐	☐
Between faculty and staff	☐	☐	☐	☐	☐	☐
Between faculty and students	☐	☐	☐	☐	☐	☐
Between staff and students	☐	☐	☐	☐	☐	☐

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- ☐ Yes, there is
- ☐ No, there is not **[SKIP TO #29]**

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

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

29. How much recognition do you get for each of your following types of contribution at work?

	None at all	A little	A moderate amount	A lot	A great deal
Research	☐	☐	☐	☐	☐
Teaching	☐	☐	☐	☐	☐
Service	☐	☐	☐	☐	☐

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

40. **[ASK IF RESPONSE TO #1 = FACULTY]** Which of the following best describes your tenure status?

- ☐ Tenure track, tenured
- ☐ Tenure track, not tenured
- ☐ Not tenure track

41. **[ASK IF RESPONSE TO #1 = FACULTY]** Which of the following best describes your academic status?

- ☐ Full time faculty, not in School of Medicine
- ☐ School of Medicine faculty
- ☐ Part-time faculty
- ☐ Special lecturers
- ☐ Academic Research, Visiting Faculty
- ☐ Continuing Education Instructor

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

[LIST MENU]

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

[LIST MENU]

44. For how many total years have you worked at the University?

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

45. For how many years have you been working in your current position at the University?

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

46. What is your appointment period?

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

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

[TEXT BOX]

48. In what year were you born?

49. What is the highest level of education you have completed?

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

50. Please indicate your sex.

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

51. Which of the following best describes you?

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

52. What is your citizenship status?

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

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

- ☐ Have dependent children
- ☐ Do not have dependent children [SKIP TO #54]

53a. How many of your dependent children are...

Under the age of 18?

18 years or older?

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

- ☐ Have
- ☐ Do not have [SKIP TO #57]

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

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

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

- ☐ Have requested
- ☐ Have not requested

57. Are you Hispanic/Latino, or are you not? (CLICK HERE FOR A DEFINITION OF “Hispanic/Latino”]

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

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

58. Which of the following racial groups best describes you? (PLEASE SELECT ALL THAT APPLY.) (CLICK HERE FOR A DEFINITION OF RACE CATEGORIES.)

- ☐ American Indian or Alaskan Native [PROGRAMMING NOTE: DISPLAY “: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment” AS DEFINITION.]
- ☐ Asian [PROGRAMMING NOTE: DISPLAY “A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam” AS DEFINITION.]
- ☐ Black or African American [PROGRAMMING NOTE: DISPLAY “A person having origins in any of the Black racial groups of Africa” AS DEFINITION.]
- ☐ Native Hawaiian or Other Pacific Islander [PROGRAMMING NOTE: DISPLAY “A person having origins in any of the original persons of Hawaii, Guam, Samoa or other Pacific Islands” AS DEFINITION.]
- ☐ White [PROGRAMMING NOTE: DISPLAY “A person having origins in any of the original peoples of Europe, North Africa, or the Middle East” AS DEFINITION.]

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

Appendix C

Text of E-mail Invitation

To the Oakland University community,

All students, faculty and staff are invited to participate in a 2013 study to assess Oakland University's culture. The survey will measure perceptions of climate including inclusiveness, diversity, friendliness, cooperation, professionalism, recognition, respect, accessibility, support and opportunities for career advancement and academic success here on campus.

To protect the confidentiality and anonymity of your responses, the Survey Research Laboratory (SRL) of the University of Illinois has been selected to administer the survey. Sowmya Anand and Linda Owens of the Survey Research Laboratory at the University of Illinois (IRB Protocol # 13636) are the surveyors. Should you have questions, please feel free to contact Sowmya Anand at (217) 333-2219.

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

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

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

Sincerely

Gary D. Russi
President

--

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

Appendix D

Tables of Individual Items: All Faculty

Tables for Outcome Variable "Overall Climate"

	Faculty
n=	258
Overall, how would you rate the climate on the campus where you are primarily located?	
Very poor	9
	3.5%
Poor	21
	8.1%
Fair	76
	29.5%
Good	111
	43.0%
Very good	41
	15.9%
Mean	3.60

	Faculty
n=	257
Overall, how would you rate the climate in your primary department or unit?	
Very poor	15
	5.8%
Poor	27
	10.5%
Fair	61
	23.7%
Good	79
	30.7%
Very good	75
	29.2%
Mean	3.67

	Faculty
n=	232
If your department/unit is part of a school or college, overall, how would you rate the climate in your school or college?	
Very poor	11
	4.7%
Poor	24
	10.3%
Fair	83
	35.8%
Good	82
	35.3%
Very good	32
	13.8%
Mean	3.43

		Faculty
n=		257
Overall, how strongly would you recommend Oakland University to others as a good place to work?	Not at all strongly	19 7.4%
	Not very strongly	28 10.9%
	Moderately strongly	92 35.8%
	Very strongly	78 30.4%
	Extremely strongly	40 15.6%
	Mean	3.36

		Faculty
n=		258
How satisfied are you, in general, with your job at the University?	Not at all satisfied	10 3.9%
	Not very satisfied	27 10.5%
	Moderately satisfied	75 29.1%
	Very satisfied	103 39.9%
	Extremely satisfied	43 16.7%
	Mean	3.55

Tables for "Professional Work Environment" Component

		Faculty
n=		257
How much recognition do you get for your contributions at work? Service	None at all	39 15.2%
	A little	85 33.1%
	A moderate amount	76 29.6%
	A lot	43 16.7%
	A great deal	14 5.4%
	Mean	2.64

	Faculty
n=	256
How much recognition do you get for your contributions at work?	
None at all	33 12.9%
A little	69 27.0%
A moderate amount	81 31.6%
A lot	56 21.9%
A great deal	17 6.6%
Mean	2.82

	Faculty
n=	258
Overall, how isolated do you feel at this University?	
Extremely isolated	9 3.5%
Very isolated	37 14.3%
Moderately isolated	92 35.7%
Not very isolated	86 33.3%
Not at all isolated	34 13.2%
Mean	3.38

	Faculty
n=	256
How much of a say do you have in shaping your work environment?	
None at all	30 11.7%
A little bit	58 22.7%
A moderate amount	83 32.4%
A lot	59 23.0%
A great deal	26 10.2%
Mean	2.97

		Faculty
n=		258
How comfortable do you feel expressing your personal identity in your immediate work environment?	Not at all comfortable	14
		5.4%
	Not very comfortable	38
		14.7%
	Moderately comfortable	73
		28.3%
	Very comfortable	86
		33.3%
	Extremely comfortable	47
		18.2%
Mean		3.44

		Faculty
n=		258
How committed is your department/unit head or chair to creating a positive work environment for you?	Not at all committed	23
		8.9%
	Not very committed	27
		10.5%
	Moderately committed	61
		23.6%
	Very committed	84
		32.6%
	Extremely committed	63
		24.4%
Mean		3.53

		Faculty
n=		253
How excluding or inclusive is your primary department/unit?	Extremely excluding	15
		5.9%
	Somewhat excluding	51
		20.2%
	Neither inclusive nor excluding	40
		15.8%
	Somewhat inclusive	71
		28.1%
	Extremely inclusive	76
		30.0%
Mean		3.56

	Faculty
n=	257
To what extent do you feel your colleagues/coworkers treat you with respect?	
Not at all	9 3.5%
To a slight extent	20 7.8%
To a moderate extent	54 21.0%
To a large extent	102 39.7%
To a great extent	72 28.0%
Mean	3.81

	Faculty
n=	256
In the past 12 months, how often have you personally experienced excluding, intimidating, offensive, and/or hostile conduct from members of this University?	
Extremely often	9 3.5%
Very often	14 5.5%
Moderately often	42 16.4%
Not very often	89 34.8%
Never	102 39.8%
Mean	4.02

	Faculty
n=	253
How much recognition do you get for your contributions at work? Research	
None at all	48 19.0%
A little	60 23.7%
A moderate amount	85 33.6%
A lot	44 17.4%
A great deal	16 6.3%
Mean	2.68

		Faculty
n=		251
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty and department/unit leadership	Not at all courteous and professional	15 6.0%
	Not very courteous and professional	27 10.8%
	Moderately courteous and professional	54 21.5%
	Very courteous and professional	92 36.7%
	Extremely courteous and professional	63 25.1%
	Mean	3.64

		Faculty
n=		257
How satisfied are you, in general, with your opportunities for career advancement within the University?	Not at all satisfied	31 12.1%
	Not very satisfied	56 21.8%
	Moderately satisfied	104 40.5%
	Very satisfied	53 20.6%
	Extremely satisfied	13 5.1%
	Mean	2.85

		Faculty
n=		255
If you experience treatment that is not fair and equitable, how confident are you that you can file a complaint or grievance without fear of negative consequences to you?	Not at all confident	61 23.9%
	Not very confident	57 22.4%
	Moderately confident	74 29.0%
	Very confident	44 17.3%
	Extremely confident	19 7.5%
	Mean	2.62

		Faculty
n=		210
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Promotion decisions	Not at all fair and equitable	15 7.1%
	Not very fair and equitable	40 19.0%
	Moderately fair and equitable	53 25.2%
	Very fair and equitable	60 28.6%
	Extremely fair and equitable	42 20.0%
	Mean	3.35

		Faculty
n=		257
To what extent does your current work environment provide opportunities for you to learn and grow?	Not at all	16 6.2%
	To a slight extent	40 15.6%
	To a moderate extent	94 36.6%
	To a large extent	75 29.2%
	To a great extent	32 12.5%
	Mean	3.26

		Faculty
n=		240
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? Your department/unit leadership - i.e., your Department /Program Director or Supervisor	Extremely detrimental	15 6.3%
	Quite detrimental	18 7.5%
	Neither beneficial nor detrimental	57 23.8%
	Quite beneficial	89 37.1%
	Extremely beneficial	61 25.4%
	Mean	3.68

		Faculty
n=		257
How much access do you have to accurate and timely information about the institutional policies and procedures you need to do your job well?	Not at all	11 4.3%
	A little	28 10.9%
	Some	87 33.9%
	A lot	96 37.4%
	A great deal	35 13.6%
Mean		3.45

Tables for "Professional Relationships" Component

		Faculty
n=		248
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty and students	Not very courteous and professional	10 4.0%
	Moderately courteous and professional	39 15.7%
	Very courteous and professional	119 48.0%
	Extremely courteous and professional	80 32.3%
Mean		4.08

		Faculty
n=		249
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty and staff	Not at all courteous and professional	6 2.4%
	Not very courteous and professional	10 4.0%
	Moderately courteous and professional	50 20.1%
	Very courteous and professional	106 42.6%
	Extremely courteous and professional	77 30.9%
Mean		3.96

		Faculty
n=		224
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and students	Not at all courteous and professional	2 .9%
	Not very courteous and professional	8 3.6%
	Moderately courteous and professional	47 21.0%
	Very courteous and professional	91 40.6%
	Extremely courteous and professional	76 33.9%
	Mean	4.03

		Faculty
n=		255
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty	Not at all courteous and professional	5 2.0%
	Not very courteous and professional	15 5.9%
	Moderately courteous and professional	63 24.7%
	Very courteous and professional	106 41.6%
	Extremely courteous and professional	66 25.9%
	Mean	3.84

		Faculty
n=		256
In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity?	Extremely often	5 2.0%
	Very often	10 3.9%
	Moderately often	29 11.3%
	Not very often	102 39.8%
	Never	110 43.0%
	Mean	4.18

		Faculty
n=		229
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Recruitment policies and practices	Not at all fair and equitable	10 4.4%
	Not very fair and equitable	35 15.3%
	Moderately fair and equitable	49 21.4%
	Very fair and equitable	71 31.0%
	Extremely fair and equitable	64 27.9%
Mean		3.63

		Faculty
n=		258
How would you rate the overall quality of the relationship between you and students at the University?	Poor	2 .8%
	Fair	17 6.6%
	Good	78 30.2%
	Very good	161 62.4%
Mean		4.54

Tables for "Campus-wide Diversity & Fair and Equitable Practices" Component

		Faculty
n=		200
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? The University leadership - i.e., the President and the Board of Trustees	Extremely detrimental	16 8.0%
	Quite detrimental	37 18.5%
	Neither beneficial nor detrimental	62 31.0%
	Quite beneficial	62 31.0%
	Extremely beneficial	23 11.5%
Mean		3.20

		Faculty
n=		202
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? Campus leadership - i.e., Vice Presidents/Provosts and Deans	Extremely detrimental	11 5.4%
	Quite detrimental	31 15.3%
	Neither beneficial nor detrimental	68 33.7%
	Quite beneficial	69 34.2%
	Extremely beneficial	23 11.4%
	Mean	3.31

		Faculty
n=		252
How committed is the University and its leadership to promoting practices that help recruit a diverse student body?	Not at all committed	11 4.4%
	Not very committed	38 15.1%
	Moderately committed	100 39.7%
	Very committed	85 33.7%
	Extremely committed	18 7.1%
	Mean	3.24

		Faculty
n=		210
Overall, how well does your campus meet the needs of those with disabilities?	Not well at all	9 4.3%
	Not very well	37 17.6%
	Moderately well	71 33.8%
	Very well	73 34.8%
	Extremely well	20 9.5%
	Mean	3.28

		Faculty
n=		249
How committed is the University community at large to helping to retain a diverse student body?	Not at all committed	11 4.4%
	Not very committed	42 16.9%
	Moderately committed	111 44.6%
	Very committed	65 26.1%
	Extremely committed	20 8.0%
	Mean	3.16

		Faculty
n=		238
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Allocation of space/equipment or other resources	Not at all fair and equitable	27 11.3%
	Not very fair and equitable	45 18.9%
	Moderately fair and equitable	75 31.5%
	Very fair and equitable	58 24.4%
	Extremely fair and equitable	33 13.9%
	Mean	3.11

		Faculty
n=		255
To what extent do you believe you have the tools and resources to do your job well?	Not at all	5 2.0%
	To a slight extent	30 11.8%
	To a moderate extent	83 32.5%
	To a large extent	103 40.4%
	To a great extent	34 13.3%
	Mean	3.51

		Faculty
n=		243
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Access to departmental support staff	Not at all fair and equitable	16 6.6%
	Not very fair and equitable	14 5.8%
	Moderately fair and equitable	68 28.0%
	Very fair and equitable	83 34.2%
	Extremely fair and equitable	62 25.5%
	Mean	3.66

Tables for "Departmental Diversity" Component

		Faculty
n=		255
Overall, how satisfied are you with the diversity in your primary department/unit?	Not at all satisfied	19 7.5%
	Not very satisfied	44 17.3%
	Moderately satisfied	78 30.6%
	Very satisfied	81 31.8%
	Extremely satisfied	33 12.9%
	Mean	3.25

		Faculty
n=		253
How effective is your department in recruiting a diverse faculty and staff?	Not at all effective	25 9.9%
	Not very effective	47 18.6%
	Moderately effective	73 28.9%
	Very effective	84 33.2%
	Extremely effective	24 9.5%
	Mean	3.14

		Faculty
n=		255
How effective is your department in retaining a diverse faculty and staff?	Not at all effective	32 12.5%
	Not very effective	35 13.7%
	Moderately effective	91 35.7%
	Very effective	78 30.6%
	Extremely effective	19 7.5%
Mean		3.07

Tables for "Physical Safety" Component

		Faculty
n=		250
Overall, how would you rate the physical safety of your campus?	Not safe at all	1 .4%
	Not very safe	5 2.0%
	Moderately safe	58 23.2%
	Very safe	124 49.6%
	Extremely safe	62 24.8%
Mean		3.96

		Faculty
n=		253
Overall, how would you rate the physical safety of the areas close to campus?	Not very safe	2 .8%
	Moderately safe	64 25.3%
	Very safe	127 50.2%
	Extremely safe	60 23.7%
Mean		3.97

	Faculty
n=	254
How would you rate the physical safety of your immediate work environment?	
Not safe at all	1
	.4%
Not very safe	9
	3.5%
Moderately safe	53
	20.9%
Very safe	105
	41.3%
Extremely safe	86
	33.9%
Mean	4.05

Tables for "Workload" Component

	Faculty
n=	257
As an employee on this campus, how difficult is it for you to balance your work and family life?	
Not at all difficult	16
	6.2%
Not very difficult	82
	31.9%
Moderately difficult	88
	34.2%
Very difficult	47
	18.3%
Extremely difficult	24
	9.3%
Mean	2.93

	Faculty
n=	258
Do you feel that the workload in your current job is too low, too high, or just right?	
Too low	3
	1.2%
Somewhat low	6
	2.3%
Just right	84
	32.6%
Somewhat high	118
	45.7%
Too high	47
	18.2%
Mean	3.78

Appendix E

Tables of Individual Items: By Gender

Tables for Outcome Variable "Overall Climate"

		Gender		
		Female	Male	Other/missing
n=		132	92	34
Overall, how would you rate the climate on the campus where you are primarily located?	Very poor	6 4.5%	2 2.2%	1 2.9%
	Poor	5 3.8%	10 10.9%	6 17.6%
	Fair	41 31.1%	20 21.7%	15 44.1%
	Good	53 40.2%	49 53.3%	9 26.5%
	Very good	27 20.5%	11 12.0%	3 8.8%
	Mean	3.68	3.62	3.21

		Gender		
		Female	Male	Other/missing
n=		132	92	33
Overall, how would you rate the climate in your primary department or unit?	Very poor	9 6.8%	3 3.3%	3 9.1%
	Poor	14 10.6%	9 9.8%	4 12.1%
	Fair	31 23.5%	22 23.9%	8 24.2%
	Good	35 26.5%	32 34.8%	12 36.4%
	Very good	43 32.6%	26 28.3%	6 18.2%
	Mean	3.67	3.75	3.42

		Gender		
		Female	Male	Other/missing
n=		117	85	30
If your department/unit is part of a school or college, overall, how would you rate the climate in your school or college?	Very poor	5 4.3%	3 3.5%	3 10.0%
	Poor	10 8.5%	9 10.6%	5 16.7%
	Fair	40 34.2%	29 34.1%	14 46.7%
	Good	41 35.0%	35 41.2%	6 20.0%
	Very good	21 17.9%	9 10.6%	2 6.7%
	Mean	3.54	3.45	2.97

		Gender		
		Female	Male	Other/missing
n=		131	92	34
Overall, how strongly would you recommend Oakland University to others as a good place to work?	Not at all strongly	8 6.1%	8 8.7%	3 8.8%
	Not very strongly	11 8.4%	9 9.8%	8 23.5%
	Moderately strongly	47 35.9%	33 35.9%	12 35.3%
	Very strongly	44 33.6%	26 28.3%	8 23.5%
	Extremely strongly	21 16.0%	16 17.4%	3 8.8%
	Mean	3.45	3.36	3.00

		Gender		
		Female	Male	Other/missing
n=		132	92	34
How satisfied are you, in general, with your job at the University?	Not at all satisfied	4 3.0%	4 4.3%	2 5.9%
	Not very satisfied	10 7.6%	8 8.7%	9 26.5%
	Moderately satisfied	38 28.8%	30 32.6%	7 20.6%
	Very satisfied	53 40.2%	36 39.1%	14 41.2%
	Extremely satisfied	27 20.5%	14 15.2%	2 5.9%
	Mean	3.67	3.52	3.15

Tables for "Professional Work Environment" Component

		Gender		
		Female	Male	Other/missing
n=		131	92	34
How much recognition do you get for your contributions at work? Service	None at all	22 16.8%	12 13.0%	5 14.7%
	A little	43 32.8%	28 30.4%	14 41.2%
	A moderate amount	38 29.0%	29 31.5%	9 26.5%
	A lot	22 16.8%	16 17.4%	5 14.7%
	A great deal	6 4.6%	7 7.6%	1 2.9%
	Mean	2.60	2.76	2.50

		Gender		
		Female	Male	Other/missing
n=		131	92	33
How much recognition do you get for your contributions at work?	None at all	19	9	5
		14.5%	9.8%	15.2%
	A little	34	24	11
		26.0%	26.1%	33.3%
Teaching	A moderate amount	41	33	7
		31.3%	35.9%	21.2%
	A lot	26	22	8
		19.8%	23.9%	24.2%
	A great deal	11	4	2
		8.4%	4.3%	6.1%
Mean		2.82	2.87	2.73

		Gender		
		Female	Male	Other/missing
n=		132	92	34
Overall, how isolated do you feel at this University?	Extremely isolated	6	3	0
		4.5%	3.3%	0.0%
	Very isolated	15	18	4
		11.4%	19.6%	11.8%
	Moderately isolated	50	24	18
		37.9%	26.1%	52.9%
	Not very isolated	47	33	6
		35.6%	35.9%	17.6%
	Not at all isolated	14	14	6
		10.6%	15.2%	17.6%
Mean		3.36	3.40	3.41

		Gender		
		Female	Male	Other/missing
n=		130	92	34
How much of a say do you have in shaping your work environment?	None at all	14	9	7
		10.8%	9.8%	20.6%
	A little bit	28	23	7
		21.5%	25.0%	20.6%
	A moderate amount	45	28	10
		34.6%	30.4%	29.4%
	A lot	27	25	7
		20.8%	27.2%	20.6%
	A great deal	16	7	3
		12.3%	7.6%	8.8%
Mean		3.02	2.98	2.76

		Gender		
		Female	Male	Other/missing
n=		132	92	34
How comfortable do you feel expressing your personal identity in your immediate work environment?	Not at all comfortable	6 4.5%	4 4.3%	4 11.8%
	Not very comfortable	20 15.2%	12 13.0%	6 17.6%
	Moderately comfortable	38 28.8%	22 23.9%	13 38.2%
	Very comfortable	49 37.1%	30 32.6%	7 20.6%
	Extremely comfortable	19 14.4%	24 26.1%	4 11.8%
	Mean	3.42	3.63	3.03

		Gender		
		Female	Male	Other/missing
n=		132	92	34
How committed is your department/unit head or chair to creating a positive work environment for you?	Not at all committed	13 9.8%	6 6.5%	4 11.8%
	Not very committed	11 8.3%	14 15.2%	2 5.9%
	Moderately committed	25 18.9%	26 28.3%	10 29.4%
	Very committed	44 33.3%	28 30.4%	12 35.3%
	Extremely committed	39 29.5%	18 19.6%	6 17.6%
	Mean	3.64	3.41	3.41

		Gender		
		Female	Male	Other/missing
n=		131	88	34
How excluding or inclusive is your primary department/unit?	Extremely excluding	7 5.3%	3 3.4%	5 14.7%
	Somewhat excluding	24 18.3%	18 20.5%	9 26.5%
	Neither inclusive nor excluding	22 16.8%	13 14.8%	5 14.7%
	Somewhat inclusive	39 29.8%	26 29.5%	6 17.6%
	Extremely inclusive	39 29.8%	28 31.8%	9 26.5%
	Mean	3.60	3.66	3.15

		Gender		
		Female	Male	Other/missing
n=		131	92	34
To what extent do you feel your colleagues/coworkers treat you with respect?	Not at all	5 3.8%	3 3.3%	1 2.9%
	To a slight extent	9 6.9%	4 4.3%	7 20.6%
	To a moderate extent	23 17.6%	22 23.9%	9 26.5%
	To a large extent	57 43.5%	35 38.0%	10 29.4%
	To a great extent	37 28.2%	28 30.4%	7 20.6%
	Mean	3.85	3.88	3.44

		Gender		
		Female	Male	Other/missing
n=		131	92	33
In the past 12 months, how often have you personally experienced excluding, intimidating, offensive, and/or hostile conduct from members of this University?	Extremely often	4 3.1%	3 3.3%	2 6.1%
	Very often	7 5.3%	5 5.4%	2 6.1%
	Moderately often	20 15.3%	12 13.0%	10 30.3%
	Not very often	50 38.2%	28 30.4%	11 33.3%
	Never	50 38.2%	44 47.8%	8 24.2%
	Mean	4.03	4.14	3.64

		Gender		
		Female	Male	Other/missing
n=		129	90	34
How much recognition do you get for your contributions at work? Research	None at all	26 20.2%	17 18.9%	5 14.7%
	A little	30 23.3%	19 21.1%	11 32.4%
	A moderate amount	45 34.9%	30 33.3%	10 29.4%
	A lot	21 16.3%	17 18.9%	6 17.6%
	A great deal	7 5.4%	7 7.8%	2 5.9%
	Mean	2.64	2.76	2.68

		Gender		
		Female	Male	Other/missing
n=		127	91	33
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional:	Not at all courteous and professional	10 7.9%	4 4.4%	1 3.0%
	Not very courteous and professional	9 7.1%	12 13.2%	6 18.2%
	Moderately courteous and professional	28 22.0%	19 20.9%	7 21.2%
Between faculty and department/unit leadership	Very courteous and professional	49 38.6%	31 34.1%	12 36.4%
	Extremely courteous and professional	31 24.4%	25 27.5%	7 21.2%
Mean		3.65	3.67	3.55

		Gender		
		Female	Male	Other/missing
n=		131	92	34
How satisfied are you, in general, with your opportunities for career advancement within the University?	Not at all satisfied	15 11.5%	8 8.7%	8 23.5%
	Not very satisfied	26 19.8%	23 25.0%	7 20.6%
	Moderately satisfied	60 45.8%	33 35.9%	11 32.4%
	Very satisfied	23 17.6%	22 23.9%	8 23.5%
	Extremely satisfied	7 5.3%	6 6.5%	0 0.0%
Mean		2.85	2.95	2.56

		Gender		
		Female	Male	Other/missing
n=		132	91	32
If you experience treatment that is not fair and equitable, how confident are you that you can file a complaint or grievance without fear of negative consequences to you?	Not at all confident	31 23.5%	16 17.6%	14 43.8%
	Not very confident	28 21.2%	22 24.2%	7 21.9%
	Moderately confident	40 30.3%	30 33.0%	4 12.5%
	Very confident	23 17.4%	16 17.6%	5 15.6%
	Extremely confident	10 7.6%	7 7.7%	2 6.3%
Mean		2.64	2.74	2.19

		Gender		
		Female	Male	Other/missing
n=		104	75	31
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit?	Not at all fair and equitable	9 8.7%	4 5.3%	2 6.5%
	Not very fair and equitable	21 20.2%	11 14.7%	8 25.8%
	Moderately fair and equitable	26 25.0%	20 26.7%	7 22.6%
	Very fair and equitable	31 29.8%	21 28.0%	8 25.8%
	Extremely fair and equitable	17 16.3%	19 25.3%	6 19.4%
Mean		3.25	3.53	3.26

		Gender		
		Female	Male	Other/missing
n=		132	92	33
To what extent does your current work environment provide opportunities for you to learn and grow?	Not at all	6 4.5%	7 7.6%	3 9.1%
	To a slight extent	20 15.2%	14 15.2%	6 18.2%
	To a moderate extent	49 37.1%	32 34.8%	13 39.4%
	To a large extent	39 29.5%	27 29.3%	9 27.3%
	To a great extent	18 13.6%	12 13.0%	2 6.1%
Mean		3.33	3.25	3.03

		Gender		
		Female	Male	Other/missing
n=		123	85	32
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution?	Extremely detrimental	9 7.3%	4 4.7%	2 6.3%
	Quite detrimental	4 3.3%	11 12.9%	3 9.4%
	Neither beneficial nor detrimental	31 25.2%	21 24.7%	5 15.6%
	Quite beneficial	48 39.0%	28 32.9%	13 40.6%
	Extremely beneficial	31 25.2%	21 24.7%	9 28.1%
Mean		3.72	3.60	3.75

		Gender		
		Female	Male	Other/missing
n=		132	92	33
How much access do you have to accurate and timely information about the institutional policies and procedures you need to do your job well?	Not at all	5 3.8%	5 5.4%	1 3.0%
	A little	11 8.3%	12 13.0%	5 15.2%
	Some	43 32.6%	31 33.7%	13 39.4%
	A lot	50 37.9%	35 38.0%	11 33.3%
	A great deal	23 17.4%	9 9.8%	3 9.1%
	Mean	3.57	3.34	3.30

Tables for "Professional Relationships" Component

		Gender		
		Female	Male	Other/missing
n=		127	87	34
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional:	Not very courteous and professional	4 3.1%	4 4.6%	2 5.9%
	Moderately courteous and professional	19 15.0%	12 13.8%	8 23.5%
	Very courteous and professional	59 46.5%	43 49.4%	17 50.0%
	Extremely courteous and professional	45 35.4%	28 32.2%	7 20.6%
	Mean	4.14	4.09	3.85

		Gender		
		Female	Male	Other/missing
n=		127	88	34
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional:	Not at all courteous and professional	4 3.1%	1 1.1%	1 2.9%
	Not very courteous and professional	5 3.9%	3 3.4%	2 5.9%
	Moderately courteous and professional	24 18.9%	16 18.2%	10 29.4%
	Very courteous and professional	55 43.3%	36 40.9%	15 44.1%
	Extremely courteous and professional	39 30.7%	32 36.4%	6 17.6%
	Mean	3.94	4.08	3.68

		Gender		
		Female	Male	Other/missing
n=		120	75	29
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional:	Not at all courteous and professional	0 0.0%	1 1.3%	1 3.4%
	Not very courteous and professional	3 2.5%	3 4.0%	2 6.9%
	Moderately courteous and professional	24 20.0%	15 20.0%	8 27.6%
	Very courteous and professional	54 45.0%	29 38.7%	8 27.6%
	Extremely courteous and professional	39 32.5%	27 36.0%	10 34.5%
Mean		4.08	4.04	3.83

		Gender		
		Female	Male	Other/missing
n=		131	90	34
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional:	Not at all courteous and professional	5 3.8%	0 0.0%	0 0.0%
	Not very courteous and professional	5 3.8%	6 6.7%	4 11.8%
	Moderately courteous and professional	30 22.9%	21 23.3%	12 35.3%
	Very courteous and professional	54 41.2%	40 44.4%	12 35.3%
	Extremely courteous and professional	37 28.2%	23 25.6%	6 17.6%
Mean		3.86	3.89	3.59

		Gender		
		Female	Male	Other/missing
n=		131	91	34
In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity?	Extremely often	3 2.3%	0 0.0%	2 5.9%
	Very often	5 3.8%	4 4.4%	1 2.9%
	Moderately often	11 8.4%	11 12.1%	7 20.6%
	Not very often	50 38.2%	38 41.8%	14 41.2%
	Never	62 47.3%	38 41.8%	10 29.4%
Mean		4.24	4.21	3.85

		Gender		
		Female	Male	Other/missing
n=		119	78	32
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Recruitment policies and practices	Not at all fair and equitable	7 5.9%	1 1.3%	2 6.3%
	Not very fair and equitable	17 14.3%	15 19.2%	3 9.4%
	Moderately fair and equitable	18 15.1%	17 21.8%	14 43.8%
	Very fair and equitable	44 37.0%	22 28.2%	5 15.6%
	Extremely fair and equitable	33 27.7%	23 29.5%	8 25.0%
Mean		3.66	3.65	3.44

		Gender		
		Female	Male	Other/missing
n=		132	92	34
How would you rate the overall quality of the relationship between you and students at the University?	Poor	1 .8%	1 1.1%	0 0.0%
	Fair	6 4.5%	8 8.7%	3 8.8%
	Good	37 28.0%	27 29.3%	14 41.2%
	Very good	88 66.7%	56 60.9%	17 50.0%
Mean		4.61	4.50	4.41

Tables for "Campus-wide Diversity & Fair and Equitable Practices" Component

		Gender		
		Female	Male	Other/missing
n=		95	77	28
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? The University leadership - i.e., the President and the Board of Trustees	Extremely detrimental	9 9.5%	6 7.8%	1 3.6%
	Quite detrimental	13 13.7%	15 19.5%	9 32.1%
	Neither beneficial nor detrimental	33 34.7%	22 28.6%	7 25.0%
	Quite beneficial	29 30.5%	24 31.2%	9 32.1%
	Extremely beneficial	11 11.6%	10 13.0%	2 7.1%
Mean		3.21	3.22	3.07

		Gender		
		Female	Male	Other/missing
n=		101	73	28
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution?	Extremely detrimental	6 5.9%	3 4.1%	2 7.1%
	Quite detrimental	10 9.9%	13 17.8%	8 28.6%
	Neither beneficial nor detrimental	38 37.6%	23 31.5%	7 25.0%
	Quite beneficial	30 29.7%	30 41.1%	9 32.1%
	Extremely beneficial	17 16.8%	4 5.5%	2 7.1%
	Mean	3.42	3.26	3.04

		Gender		
		Female	Male	Other/missing
n=		130	88	34
How committed is the University and its leadership to promoting practices that help recruit a diverse student body?	Not at all committed	4 3.1%	6 6.8%	1 2.9%
	Not very committed	17 13.1%	12 13.6%	9 26.5%
	Moderately committed	57 43.8%	30 34.1%	13 38.2%
	Very committed	43 33.1%	31 35.2%	11 32.4%
	Extremely committed	9 6.9%	9 10.2%	0 0.0%
	Mean	3.28	3.28	3.00

		Gender		
		Female	Male	Other/missing
n=		102	79	29
Overall, how well does your campus meet the needs of those with disabilities?	Not well at all	5 4.9%	1 1.3%	3 10.3%
	Not very well	22 21.6%	8 10.1%	7 24.1%
	Moderately well	34 33.3%	29 36.7%	8 27.6%
	Very well	31 30.4%	33 41.8%	9 31.0%
	Extremely well	10 9.8%	8 10.1%	2 6.9%
	Mean	3.19	3.49	3.00

		Gender		
		Female	Male	Other/missing
n=		128	88	33
How committed is the University community at large to helping to retain a diverse student body?	Not at all committed	8 6.3%	2 2.3%	1 3.0%
	Not very committed	19 14.8%	12 13.6%	11 33.3%
	Moderately committed	58 45.3%	41 46.6%	12 36.4%
	Very committed	32 25.0%	24 27.3%	9 27.3%
	Extremely committed	11 8.6%	9 10.2%	0 0.0%
	Mean	3.15	3.30	2.88

		Gender		
		Female	Male	Other/missing
n=		122	83	33
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit?	Not at all fair and equitable	18 14.8%	5 6.0%	4 12.1%
	Not very fair and equitable	22 18.0%	17 20.5%	6 18.2%
	Moderately fair and equitable	37 30.3%	26 31.3%	12 36.4%
	Very fair and equitable	31 25.4%	19 22.9%	8 24.2%
	Extremely fair and equitable	14 11.5%	16 19.3%	3 9.1%
	Mean	3.01	3.29	3.00

		Gender		
		Female	Male	Other/missing
n=		130	91	34
To what extent do you believe you have the tools and resources to do your job well?	Not at all	1 .8%	2 2.2%	2 5.9%
	To a slight extent	11 8.5%	13 14.3%	6 17.6%
	To a moderate extent	50 38.5%	22 24.2%	11 32.4%
	To a large extent	52 40.0%	41 45.1%	10 29.4%
	To a great extent	16 12.3%	13 14.3%	5 14.7%
	Mean	3.55	3.55	3.29

		Gender		
		Female	Male	Other/missing
n=		124	85	34
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Access to departmental support staff	Not at all fair and equitable	10 8.1%	4 4.7%	2 5.9%
	Not very fair and equitable	4 3.2%	7 8.2%	3 8.8%
	Moderately fair and equitable	33 26.6%	23 27.1%	12 35.3%
	Very fair and equitable	44 35.5%	26 30.6%	13 38.2%
	Extremely fair and equitable	33 26.6%	25 29.4%	4 11.8%
Mean		3.69	3.72	3.41

Tables for "Departmental Diversity" Component

		Gender		
		Female	Male	Other/missing
n=		129	92	34
Overall, how satisfied are you with the diversity in your primary department/unit?	Not at all satisfied	11 8.5%	3 3.3%	5 14.7%
	Not very satisfied	24 18.6%	15 16.3%	5 14.7%
	Moderately satisfied	32 24.8%	32 34.8%	14 41.2%
	Very satisfied	48 37.2%	26 28.3%	7 20.6%
	Extremely satisfied	14 10.9%	16 17.4%	3 8.8%
Mean		3.23	3.40	2.94

		Gender		
		Female	Male	Other/missing
n=		128	91	34
How effective is your department in recruiting a diverse faculty and staff?	Not at all effective	12 9.4%	8 8.8%	5 14.7%
	Not very effective	24 18.8%	18 19.8%	5 14.7%
	Moderately effective	39 30.5%	22 24.2%	12 35.3%
	Very effective	44 34.4%	29 31.9%	11 32.4%
	Extremely effective	9 7.0%	14 15.4%	1 2.9%
Mean		3.11	3.25	2.94

		Gender		
		Female	Male	Other/missing
n=		130	91	34
How effective is your department in retaining a diverse faculty and staff?	Not at all effective	16 12.3%	9 9.9%	7 20.6%
	Not very effective	13 10.0%	16 17.6%	6 17.6%
	Moderately effective	54 41.5%	28 30.8%	9 26.5%
	Very effective	36 27.7%	30 33.0%	12 35.3%
	Extremely effective	11 8.5%	8 8.8%	0 0.0%
	Mean	3.10	3.13	2.76

Tables for "Physical Safety" Component

		Gender		
		Female	Male	Other/missing
n=		127	91	32
Overall, how would you rate the physical safety of your campus?	Not safe at all	1 .8%	0 0.0%	0 0.0%
	Not very safe	2 1.6%	1 1.1%	2 6.3%
	Moderately safe	30 23.6%	16 17.6%	12 37.5%
	Very safe	64 50.4%	46 50.5%	14 43.8%
	Extremely safe	30 23.6%	28 30.8%	4 12.5%
	Mean	3.94	4.11	3.63

		Gender		
		Female	Male	Other/missing
n=		129	91	33
Overall, how would you rate the physical safety of the areas close to campus?	Not very safe	2 1.6%	0 0.0%	0 0.0%
	Moderately safe	33 25.6%	19 20.9%	12 36.4%
	Very safe	63 48.8%	48 52.7%	16 48.5%
	Extremely safe	31 24.0%	24 26.4%	5 15.2%
	Mean	3.95	4.05	3.79

		Gender		
		Female	Male	Other/missing
n=		129	91	34
How would you rate the physical safety of your immediate work environment?	Not safe at all	1 .8%	0 0.0%	0 0.0%
	Not very safe	6 4.7%	1 1.1%	2 5.9%
	Moderately safe	27 20.9%	16 17.6%	10 29.4%
	Very safe	53 41.1%	37 40.7%	15 44.1%
	Extremely safe	42 32.6%	37 40.7%	7 20.6%
	Mean	4.00	4.21	3.79

Tables for "Workload" Component

		Gender		
		Female	Male	Other/missing
n=		131	92	34
As an employee on this campus, how difficult is it for you to balance your work and family life?	Not at all difficult	6 4.6%	9 9.8%	1 2.9%
	Not very difficult	38 29.0%	35 38.0%	9 26.5%
	Moderately difficult	47 35.9%	26 28.3%	15 44.1%
	Very difficult	22 16.8%	17 18.5%	8 23.5%
	Extremely difficult	18 13.7%	5 5.4%	1 2.9%
	Mean	3.06	2.72	2.97

		Gender		
		Female	Male	Other/missing
n=		132	92	34
Do you feel that the workload in your current job is too low, too high, or just right?	Too low/too high	24 18.2%	17 18.5%	9 26.5%
	Somewhat low/high	66 50.0%	43 46.7%	15 44.1%
	Just right	42 31.8%	32 34.8%	10 29.4%
	Mean	3.27	3.33	3.06

Appendix F

Tables of Individual Items: By Race/Ethnicity

Tables for Outcome Variable "Overall Climate"

		Race		
		None reported	White	Other
n=		33	192	33
Overall, how would you rate the climate on the campus where you are primarily located?	Very poor	1 3.0%	8 4.2%	0 0.0%
	Poor	3 9.1%	16 8.3%	2 6.1%
	Fair	11 33.3%	58 30.2%	7 21.2%
	Good	12 36.4%	82 42.7%	17 51.5%
	Very good	6 18.2%	28 14.6%	7 21.2%
	Mean	3.58	3.55	3.88

		Race		
		None reported	White	Other
n=		32	192	33
Overall, how would you rate the climate in your primary department or unit?	Very poor	4 12.5%	10 5.2%	1 3.0%
	Poor	5 15.6%	20 10.4%	2 6.1%
	Fair	5 15.6%	50 26.0%	6 18.2%
	Good	10 31.3%	57 29.7%	12 36.4%
	Very good	8 25.0%	55 28.6%	12 36.4%
	Mean	3.41	3.66	3.97

		Race		
		None reported	White	Other
n=		29	173	30
If your department/unit is part of a school or college, overall, how would you rate the climate in your school or college?	Very poor	3 10.3%	7 4.0%	1 3.3%
	Poor	7 24.1%	16 9.2%	1 3.3%
	Fair	7 24.1%	65 37.6%	11 36.7%
	Good	10 34.5%	61 35.3%	11 36.7%
	Very good	2 6.9%	24 13.9%	6 20.0%
Mean		3.03	3.46	3.67

		Race		
		None reported	White	Other
n=		33	191	33
Overall, how strongly would you recommend Oakland University to others as a good place to work?	Not at all strongly	1 3.0%	17 8.9%	1 3.0%
	Not very strongly	8 24.2%	19 9.9%	1 3.0%
	Moderately strongly	12 36.4%	64 33.5%	16 48.5%
	Very strongly	7 21.2%	59 30.9%	12 36.4%
	Extremely strongly	5 15.2%	32 16.8%	3 9.1%
Mean		3.21	3.37	3.45

		Race		
		None reported	White	Other
n=		33	192	33
How satisfied are you, in general, with your job at the University?	Not at all satisfied	1 3.0%	8 4.2%	1 3.0%
	Not very satisfied	8 24.2%	16 8.3%	3 9.1%
	Moderately satisfied	5 15.2%	58 30.2%	12 36.4%
	Very satisfied	14 42.4%	75 39.1%	14 42.4%
	Extremely satisfied	5 15.2%	35 18.2%	3 9.1%
Mean		3.42	3.59	3.45

Tables for "Professional Work Environment" Component

		Race		
		None reported	White	Other
n=		33	191	33
How much recognition do you get for your contributions at work?	None at all	5 15.2%	29 15.2%	5 15.2%
Service	A little	12 36.4%	61 31.9%	12 36.4%
	A moderate amount	10 30.3%	58 30.4%	8 24.2%
	A lot	4 12.1%	35 18.3%	4 12.1%
	A great deal	2 6.1%	8 4.2%	4 12.1%
Mean		2.58	2.64	2.70

		Race		
		None reported	White	Other
n=		32	191	33
How much recognition do you get for your contributions at work? Teaching	None at all	4 12.5%	24 12.6%	5 15.2%
	A little	9 28.1%	55 28.8%	5 15.2%
	A moderate amount	9 28.1%	58 30.4%	14 42.4%
	A lot	8 25.0%	41 21.5%	7 21.2%
	A great deal	2 6.3%	13 6.8%	2 6.1%
	Mean	2.84	2.81	2.88

		Race		
		None reported	White	Other
n=		33	192	33
Overall, how isolated do you feel at this University?	Extremely isolated	1 3.0%	6 3.1%	2 6.1%
	Very isolated	3 9.1%	27 14.1%	7 21.2%
	Moderately isolated	12 36.4%	69 35.9%	11 33.3%
	Not very isolated	12 36.4%	64 33.3%	10 30.3%
	Not at all isolated	5 15.2%	26 13.5%	3 9.1%
Mean		3.52	3.40	3.15

		Race		
		None reported	White	Other
n=		33	191	32
How much of a say do you have in shaping your work environment?	None at all	6 18.2%	20 10.5%	4 12.5%
	A little bit	5 15.2%	47 24.6%	6 18.8%
	A moderate amount	10 30.3%	58 30.4%	15 46.9%
	A lot	8 24.2%	47 24.6%	4 12.5%
	A great deal	4 12.1%	19 9.9%	3 9.4%
Mean		2.97	2.99	2.88

		Race		
		None reported	White	Other
n=		33	192	33
How comfortable do you feel expressing your personal identity in your immediate work environment?	Not at all comfortable	3 9.1%	10 5.2%	1 3.0%
	Not very comfortable	5 15.2%	25 13.0%	8 24.2%
	Moderately comfortable	12 36.4%	54 28.1%	7 21.2%
	Very comfortable	8 24.2%	68 35.4%	10 30.3%
	Extremely comfortable	5 15.2%	35 18.2%	7 21.2%
	Mean	3.21	3.48	3.42

		Race		
		None reported	White	Other
n=		33	192	33
How committed is your department/unit head or chair to creating a positive work environment for you?	Not at all committed	4 12.1%	18 9.4%	1 3.0%
	Not very committed	3 9.1%	19 9.9%	5 15.2%
	Moderately committed	10 30.3%	42 21.9%	9 27.3%
	Very committed	8 24.2%	65 33.9%	11 33.3%
	Extremely committed	8 24.2%	48 25.0%	7 21.2%
	Mean	3.39	3.55	3.55

		Race		
		None reported	White	Other
n=		33	188	32
How excluding or inclusive is your primary department/unit?	Extremely excluding	4 12.1%	10 5.3%	1 3.1%
	Somewhat excluding	9 27.3%	37 19.7%	5 15.6%
	Neither inclusive nor excluding	6 18.2%	27 14.4%	7 21.9%
	Somewhat inclusive	6 18.2%	55 29.3%	10 31.3%
	Extremely inclusive	8 24.2%	59 31.4%	9 28.1%
	Mean	3.15	3.62	3.66

		Race		
		None reported	White	Other
n=		33	191	33
To what extent do you feel your colleagues/coworkers treat you with respect?	Not at all	1 3.0%	7 3.7%	1 3.0%
	To a slight extent	5 15.2%	14 7.3%	1 3.0%
	To a moderate extent	9 27.3%	37 19.4%	8 24.2%
	To a large extent	9 27.3%	78 40.8%	15 45.5%
	To a great extent	9 27.3%	55 28.8%	8 24.2%
	Mean	3.61	3.84	3.85

		Race		
		None reported	White	Other
n=		32	191	33
In the past 12 months, how often have you personally experienced excluding, intimidating, offensive, and/or hostile conduct from members of this University?	Extremely often	1 3.1%	8 4.2%	0 0.0%
	Very often	1 3.1%	9 4.7%	4 12.1%
	Moderately often	8 25.0%	29 15.2%	5 15.2%
	Not very often	12 37.5%	66 34.6%	11 33.3%
	Never	10 31.3%	79 41.4%	13 39.4%
	Mean	3.91	4.04	4.00

		Race		
		None reported	White	Other
n=		33	187	33
How much recognition do you get for your contributions at work? Research	None at all	4 12.1%	35 18.7%	9 27.3%
	A little	6 18.2%	45 24.1%	9 27.3%
	A moderate amount	13 39.4%	60 32.1%	12 36.4%
	A lot	7 21.2%	35 18.7%	2 6.1%
	A great deal	3 9.1%	12 6.4%	1 3.0%
	Mean	2.97	2.70	2.30

		Race		
		None reported	White	Other
n=		33	186	32
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional:	Not at all courteous and professional	1 3.0%	12 6.5%	2 6.3%
	Not very courteous and professional	7 21.2%	20 10.8%	0 0.0%
	Moderately courteous and professional	6 18.2%	39 21.0%	9 28.1%
Between faculty and department/unit leadership	Very courteous and professional	13 39.4%	64 34.4%	15 46.9%
	Extremely courteous and professional	6 18.2%	51 27.4%	6 18.8%
Mean		3.48	3.66	3.72

		Race		
		None reported	White	Other
n=		33	191	33
How satisfied are you, in general, with your opportunities for career advancement within the University?	Not at all satisfied	3 9.1%	25 13.1%	3 9.1%
	Not very satisfied	7 21.2%	41 21.5%	8 24.2%
	Moderately satisfied	14 42.4%	76 39.8%	14 42.4%
	Very satisfied	7 21.2%	39 20.4%	7 21.2%
	Extremely satisfied	2 6.1%	10 5.2%	1 3.0%
Mean		2.94	2.83	2.85

		Race		
		None reported	White	Other
n=		33	189	33
If you experience treatment that is not fair and equitable, how confident are you that you can file a complaint or grievance without fear of negative consequences to you?	Not at all confident	11 33.3%	42 22.2%	8 24.2%
	Not very confident	8 24.2%	40 21.2%	9 27.3%
	Moderately confident	6 18.2%	59 31.2%	9 27.3%
	Very confident	5 15.2%	33 17.5%	6 18.2%
	Extremely confident	3 9.1%	15 7.9%	1 3.0%
Mean		2.42	2.68	2.48

		Race		
		None reported	White	Other
n=		28	158	24
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Promotion decisions	Not at all fair and equitable	2 7.1%	12 7.6%	1 4.2%
	Not very fair and equitable	9 32.1%	26 16.5%	5 20.8%
	Moderately fair and equitable	5 17.9%	39 24.7%	9 37.5%
	Very fair and equitable	7 25.0%	46 29.1%	7 29.2%
	Extremely fair and equitable	5 17.9%	35 22.2%	2 8.3%
	Mean	3.14	3.42	3.17

		Race		
		None reported	White	Other
n=		32	192	33
To what extent does your current work environment provide opportunities for you to learn and grow?	Not at all	3 9.4%	10 5.2%	3 9.1%
	To a slight extent	3 9.4%	32 16.7%	5 15.2%
	To a moderate extent	14 43.8%	66 34.4%	14 42.4%
	To a large extent	8 25.0%	59 30.7%	8 24.2%
	To a great extent	4 12.5%	25 13.0%	3 9.1%
	Mean	3.22	3.30	3.09

		Race		
		None reported	White	Other
n=		31	176	33
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? Your department/unit leadership - i.e., your Department /Program Director or Supervisor	Extremely detrimental	2 6.5%	9 5.1%	4 12.1%
	Quite detrimental	5 16.1%	12 6.8%	1 3.0%
	Neither beneficial nor detrimental	9 29.0%	43 24.4%	5 15.2%
	Quite beneficial	10 32.3%	63 35.8%	16 48.5%
	Extremely beneficial	5 16.1%	49 27.8%	7 21.2%
	Mean	3.35	3.74	3.64

		Race		
		None reported	White	Other
n=		32	192	33
How much access do you have to accurate and timely information about the institutional policies and procedures you need to do your job well?	Not at all	1 3.1%	9 4.7%	1 3.0%
	A little	3 9.4%	21 10.9%	4 12.1%
	Some	16 50.0%	58 30.2%	13 39.4%
	A lot	10 31.3%	75 39.1%	11 33.3%
	A great deal	2 6.3%	29 15.1%	4 12.1%
Mean		3.28	3.49	3.39

Tables for "Professional Relationships" Component

		Race		
		None reported	White	Other
n=		33	184	31
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional:	Not very courteous and professional	3 9.1%	6 3.3%	1 3.2%
	Moderately courteous and professional	6 18.2%	25 13.6%	8 25.8%
	Very courteous and professional	16 48.5%	88 47.8%	15 48.4%
Between faculty and students	Extremely courteous and professional	8 24.2%	65 35.3%	7 22.6%
Mean		3.88	4.15	3.90

		Race		
		None reported	White	Other
n=		33	185	31
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional:	Not at all courteous and professional	1 3.0%	5 2.7%	0 0.0%
	Not very courteous and professional	3 9.1%	7 3.8%	0 0.0%
	Moderately courteous and professional	8 24.2%	33 17.8%	9 29.0%
Between faculty and staff	Very courteous and professional	13 39.4%	81 43.8%	12 38.7%
	Extremely courteous and professional	8 24.2%	59 31.9%	10 32.3%
Mean		3.73	3.98	4.03

		Race		
		None reported	White	Other
n=		28	170	26
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and students	Not at all courteous and professional	1 3.6%	1 .6%	0 0.0%
	Not very courteous and professional	2 7.1%	5 2.9%	1 3.8%
	Moderately courteous and professional	6 21.4%	33 19.4%	8 30.8%
	Very courteous and professional	10 35.7%	68 40.0%	13 50.0%
	Extremely courteous and professional	9 32.1%	63 37.1%	4 15.4%
	Mean	3.86	4.10	3.77

		Race		
		None reported	White	Other
n=		33	191	31
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty	Not at all courteous and professional	0 0.0%	5 2.6%	0 0.0%
	Not very courteous and professional	5 15.2%	10 5.2%	0 0.0%
	Moderately courteous and professional	9 27.3%	47 24.6%	7 22.6%
	Very courteous and professional	11 33.3%	75 39.3%	20 64.5%
	Extremely courteous and professional	8 24.2%	54 28.3%	4 12.9%
	Mean	3.67	3.85	3.90

		Race		
		None reported	White	Other
n=		33	190	33
In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity?	Extremely often	1 3.0%	4 2.1%	0 0.0%
	Very often	1 3.0%	7 3.7%	2 6.1%
	Moderately often	7 21.2%	17 8.9%	5 15.2%
	Not very often	12 36.4%	74 38.9%	16 48.5%
	Never	12 36.4%	88 46.3%	10 30.3%
	Mean	4.00	4.24	4.03

		Race		
		None reported	White	Other
n=		29	172	28
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Recruitment policies and practices	Not at all fair and equitable	1 3.4%	9 5.2%	0 0.0%
	Not very fair and equitable	4 13.8%	26 15.1%	5 17.9%
	Moderately fair and equitable	14 48.3%	31 18.0%	4 14.3%
	Very fair and equitable	2 6.9%	56 32.6%	13 46.4%
	Extremely fair and equitable	8 27.6%	50 29.1%	6 21.4%
	Mean	3.41	3.65	3.71

		Race		
		None reported	White	Other
n=		33	192	33
How would you rate the overall quality of the relationship between you and students at the University?	Poor	1 3.0%	1 .5%	0 0.0%
	Fair	3 9.1%	11 5.7%	3 9.1%
	Good	11 33.3%	52 27.1%	15 45.5%
	Very good	18 54.5%	128 66.7%	15 45.5%
	Mean	4.39	4.60	4.36

Tables for "Campus-wide Diversity & Fair and Equitable Practices" Component

		Race		
		None reported	White	Other
n=		26	147	27
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? The University leadership - i.e., the President and the Board of Trustees	Extremely detrimental	0 0.0%	13 8.8%	3 11.1%
	Quite detrimental	5 19.2%	31 21.1%	1 3.7%
	Neither beneficial nor detrimental	11 42.3%	45 30.6%	6 22.2%
	Quite beneficial	9 34.6%	40 27.2%	13 48.1%
	Extremely beneficial	1 3.8%	18 12.2%	4 14.8%
	Mean	3.23	3.13	3.52

		Race		
		None reported	White	Other
n=		25	152	25
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution?	Extremely detrimental	0	8	3
		0.0%	5.3%	12.0%
	Quite detrimental	7	22	2
		28.0%	14.5%	8.0%
	Neither beneficial nor detrimental	9	53	6
		36.0%	34.9%	24.0%
Campus leadership - i.e., Vice Presidents/Provosts and Deans	Quite beneficial	8	50	11
		32.0%	32.9%	44.0%
	Extremely beneficial	1	19	3
		4.0%	12.5%	12.0%
Mean		3.12	3.33	3.36

		Race		
		None reported	White	Other
n=		32	187	33
How committed is the University and its leadership to promoting practices that help recruit a diverse student body?	Not at all committed	1	6	4
		3.1%	3.2%	12.1%
	Not very committed	6	27	5
		18.8%	14.4%	15.2%
	Moderately committed	14	74	12
		43.8%	39.6%	36.4%
	Very committed	8	67	10
		25.0%	35.8%	30.3%
	Extremely committed	3	13	2
		9.4%	7.0%	6.1%
Mean		3.19	3.29	3.03

		Race		
		None reported	White	Other
n=		27	156	27
Overall, how well does your campus meet the needs of those with disabilities?	Not well at all	3	5	1
		11.1%	3.2%	3.7%
	Not very well	5	29	3
		18.5%	18.6%	11.1%
	Moderately well	7	57	7
		25.9%	36.5%	25.9%
	Very well	9	51	13
		33.3%	32.7%	48.1%
	Extremely well	3	14	3
		11.1%	9.0%	11.1%
Mean		3.15	3.26	3.52

		Race		
		None reported	White	Other
n=		31	185	33
How committed is the University community at large to helping to retain a diverse student body?	Not at all committed	1 3.2%	6 3.2%	4 12.1%
	Not very committed	6 19.4%	28 15.1%	8 24.2%
	Moderately committed	15 48.4%	84 45.4%	12 36.4%
	Very committed	6 19.4%	53 28.6%	6 18.2%
	Extremely committed	3 9.7%	14 7.6%	3 9.1%
	Mean	3.13	3.22	2.88

		Race		
		None reported	White	Other
n=		30	179	29
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit?	Not at all fair and equitable	3 10.0%	24 13.4%	0 0.0%
	Not very fair and equitable	5 16.7%	33 18.4%	7 24.1%
	Moderately fair and equitable	12 40.0%	55 30.7%	8 27.6%
	Very fair and equitable	7 23.3%	41 22.9%	10 34.5%
	Extremely fair and equitable	3 10.0%	26 14.5%	4 13.8%
Mean		3.07	3.07	3.38

		Race		
		None reported	White	Other
n=		33	189	33
To what extent do you believe you have the tools and resources to do your job well?	Not at all	1 3.0%	4 2.1%	0 0.0%
	To a slight extent	4 12.1%	21 11.1%	5 15.2%
	To a moderate extent	13 39.4%	59 31.2%	11 33.3%
	To a large extent	11 33.3%	78 41.3%	14 42.4%
	To a great extent	4 12.1%	27 14.3%	3 9.1%
	Mean	3.39	3.54	3.45

		Race		
		None reported	White	Other
n=		33	179	31
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Access to departmental support staff	Not at all fair and equitable	3 9.1%	11 6.1%	2 6.5%
	Not very fair and equitable	2 6.1%	11 6.1%	1 3.2%
	Moderately fair and equitable	10 30.3%	53 29.6%	5 16.1%
	Very fair and equitable	12 36.4%	57 31.8%	14 45.2%
	Extremely fair and equitable	6 18.2%	47 26.3%	9 29.0%
	Mean	3.48	3.66	3.87

Tables for "Departmental Diversity" Component

		Race		
		None reported	White	Other
n=		33	190	32
Overall, how satisfied are you with the diversity in your primary department/unit?	Not at all satisfied	5 15.2%	12 6.3%	2 6.3%
	Not very satisfied	8 24.2%	30 15.8%	6 18.8%
	Moderately satisfied	10 30.3%	61 32.1%	7 21.9%
	Very satisfied	6 18.2%	62 32.6%	13 40.6%
	Extremely satisfied	4 12.1%	25 13.2%	4 12.5%
	Mean	2.88	3.31	3.34

		Race		
		None reported	White	Other
n=		31	189	33
How effective is your department in recruiting a diverse faculty and staff?	Not at all effective	5 16.1%	17 9.0%	3 9.1%
	Not very effective	7 22.6%	37 19.6%	3 9.1%
	Moderately effective	8 25.8%	55 29.1%	10 30.3%
	Very effective	11 35.5%	58 30.7%	15 45.5%
	Extremely effective	0 0.0%	22 11.6%	2 6.1%
	Mean	2.81	3.16	3.30

		Race		
		None reported	White	Other
n=		32	190	33
How effective is your department in retaining a diverse faculty and staff?	Not at all effective	6 18.8%	22 11.6%	4 12.1%
	Not very effective	7 21.9%	24 12.6%	4 12.1%
	Moderately effective	8 25.0%	70 36.8%	13 39.4%
	Very effective	10 31.3%	57 30.0%	11 33.3%
	Extremely effective	1 3.1%	17 8.9%	1 3.0%
	Mean	2.78	3.12	3.03

Tables for "Physical Safety" Component

		Race		
		None reported	White	Other
n=		33	184	33
Overall, how would you rate the physical safety of your campus?	Not safe at all	0 0.0%	1 .5%	0 0.0%
	Not very safe	1 3.0%	3 1.6%	1 3.0%
	Moderately safe	12 36.4%	41 22.3%	5 15.2%
	Very safe	12 36.4%	94 51.1%	18 54.5%
	Extremely safe	8 24.2%	45 24.5%	9 27.3%
	Mean	3.82	3.97	4.06

		Race		
		None reported	White	Other
n=		33	188	32
Overall, how would you rate the physical safety of the areas close to campus?	Not very safe	0 0.0%	2 1.1%	0 0.0%
	Moderately safe	9 27.3%	49 26.1%	6 18.8%
	Very safe	16 48.5%	95 50.5%	16 50.0%
	Extremely safe	8 24.2%	42 22.3%	10 31.3%
Mean		3.97	3.94	4.13

		Race		
		None reported	White	Other
n=		33	189	32
How would you rate the physical safety of your immediate work environment?	Not safe at all	0 0.0%	1 .5%	0 0.0%
	Not very safe	1 3.0%	6 3.2%	2 6.3%
	Moderately safe	10 30.3%	38 20.1%	5 15.6%
	Very safe	14 42.4%	76 40.2%	15 46.9%
	Extremely safe	8 24.2%	68 36.0%	10 31.3%
Mean		3.88	4.08	4.03

Tables for "Workload" Component

		Race		
		None reported	White	Other
n=		33	191	33
As an employee on this campus, how difficult is it for you to balance your work and family life?	Not at all difficult	1 3.0%	11 5.8%	4 12.1%
	Not very difficult	11 33.3%	64 33.5%	7 21.2%
	Moderately difficult	13 39.4%	61 31.9%	14 42.4%
	Very difficult	6 18.2%	36 18.8%	5 15.2%
	Extremely difficult	2 6.1%	19 9.9%	3 9.1%
Mean		2.91	2.94	2.88

		Race		
		None reported	White	Other
n=		33	192	33
Do you feel that the workload in your current job is too low, too high, or just right?	Too low/too high	8 24.2%	36 18.8%	6 18.2%
	Somewhat low/high	14 42.4%	92 47.9%	18 54.5%
	Just right	11 33.3%	64 33.3%	9 27.3%
Mean		3.18	3.29	3.18

Appendix G

Tables of Individual Items: By Tenure Status

Tables for Outcome Variable "Overall Climate"

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		105	65	80
Overall, how would you rate the climate on the campus where you are primarily located?	Very poor	5 4.8%	3 4.6%	0 0.0%
	Poor	13 12.4%	6 9.2%	2 2.5%
	Fair	38 36.2%	22 33.8%	14 17.5%
	Good	40 38.1%	28 43.1%	40 50.0%
	Very good	9 8.6%	6 9.2%	24 30.0%
	Mean	3.33	3.43	4.08

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		104	65	80
Overall, how would you rate the climate in your primary department or unit?	Very poor	7 6.7%	4 6.2%	3 3.8%
	Poor	13 12.5%	9 13.8%	4 5.0%
	Fair	29 27.9%	14 21.5%	16 20.0%
	Good	32 30.8%	21 32.3%	25 31.3%
	Very good	23 22.1%	17 26.2%	32 40.0%
	Mean	3.49	3.58	3.99

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		98	58	68
If your department/unit is part of a school or college, overall, how would you rate the climate in your school or college?	Very poor	6 6.1%	3 5.2%	1 1.5%
	Poor	15 15.3%	5 8.6%	4 5.9%
	Fair	45 45.9%	25 43.1%	11 16.2%
	Good	29 29.6%	20 34.5%	29 42.6%
	Very good	3 3.1%	5 8.6%	23 33.8%
	Mean	3.08	3.33	4.01

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		105	65	80
Overall, how strongly would you recommend Oakland University to others as a good place to work?	Not at all strongly	9 8.6%	7 10.8%	2 2.5%
	Not very strongly	20 19.0%	5 7.7%	2 2.5%
	Moderately strongly	34 32.4%	30 46.2%	27 33.8%
	Very strongly	28 26.7%	21 32.3%	28 35.0%
	Extremely strongly	14 13.3%	2 3.1%	21 26.3%
Mean		3.17	3.09	3.80

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		105	65	80
How satisfied are you, in general, with your job at the University?	Not at all satisfied	2 1.9%	6 9.2%	1 1.3%
	Not very satisfied	17 16.2%	7 10.8%	2 2.5%
	Moderately satisfied	32 30.5%	17 26.2%	26 32.5%
	Very satisfied	41 39.0%	30 46.2%	28 35.0%
	Extremely satisfied	13 12.4%	5 7.7%	23 28.8%
Mean		3.44	3.32	3.88

Tables for "Professional Work Environment" Component

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		105	65	79
How much recognition do you get for your contributions at work? Service	None at all	17 16.2%	8 12.3%	12 15.2%
	A little	40 38.1%	23 35.4%	21 26.6%
	A moderate amount	21 20.0%	24 36.9%	28 35.4%
	A lot	21 20.0%	8 12.3%	14 17.7%
	A great deal	6 5.7%	2 3.1%	4 5.1%
Mean		2.61	2.58	2.71

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		104	65	79
How much recognition do you get for your contributions at work?	None at all	14	11	7
		13.5%	16.9%	8.9%
	A little	32	18	17
		30.8%	27.7%	21.5%
	A moderate amount	34	19	26
		32.7%	29.2%	32.9%
	A lot	20	16	19
		19.2%	24.6%	24.1%
Teaching	A great deal	4	1	10
		3.8%	1.5%	12.7%
Mean		2.69	2.66	3.10

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		105	65	80
Overall, how isolated do you feel at this University?	Extremely isolated	1	3	4
		1.0%	4.6%	5.0%
	Very isolated	19	7	10
		18.1%	10.8%	12.5%
	Moderately isolated	30	32	26
		28.6%	49.2%	32.5%
	Not very isolated	37	20	28
		35.2%	30.8%	35.0%
	Not at all isolated	18	3	12
		17.1%	4.6%	15.0%
Mean		3.50	3.20	3.43

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		105	64	79
How much of a say do you have in shaping your work environment?	None at all	11	9	10
		10.5%	14.1%	12.7%
	A little bit	22	13	22
		21.0%	20.3%	27.8%
	A moderate amount	38	18	24
		36.2%	28.1%	30.4%
	A lot	25	19	13
		23.8%	29.7%	16.5%
	A great deal	9	5	10
		8.6%	7.8%	12.7%
Mean		2.99	2.97	2.89

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		105	65	80
How comfortable do you feel expressing your personal identity in your immediate work environment?	Not at all comfortable	3 2.9%	6 9.2%	3 3.8%
	Not very comfortable	15 14.3%	12 18.5%	10 12.5%
	Moderately comfortable	28 26.7%	21 32.3%	22 27.5%
	Very comfortable	36 34.3%	19 29.2%	30 37.5%
	Extremely comfortable	23 21.9%	7 10.8%	15 18.8%
	Mean	3.58	3.14	3.55

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		105	65	80
How committed is your department/unit head or chair to creating a positive work environment for you?	Not at all committed	12 11.4%	8 12.3%	2 2.5%
	Not very committed	14 13.3%	5 7.7%	7 8.8%
	Moderately committed	28 26.7%	12 18.5%	19 23.8%
	Very committed	32 30.5%	21 32.3%	29 36.3%
	Extremely committed	19 18.1%	19 29.2%	23 28.8%
	Mean	3.30	3.58	3.80

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		103	64	78
How excluding or inclusive is your primary department/unit?	Extremely excluding	2 1.9%	6 9.4%	4 5.1%
	Somewhat excluding	19 18.4%	14 21.9%	16 20.5%
	Neither inclusive nor excluding	20 19.4%	9 14.1%	11 14.1%
	Somewhat inclusive	30 29.1%	16 25.0%	23 29.5%
	Extremely inclusive	32 31.1%	19 29.7%	24 30.8%
	Mean	3.69	3.44	3.60

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		105	65	79
To what extent do you feel your colleagues/coworkers treat you with respect?	Not at all	2 1.9%	4 6.2%	2 2.5%
	To a slight extent	9 8.6%	7 10.8%	2 2.5%
	To a moderate extent	29 27.6%	11 16.9%	13 16.5%
	To a large extent	39 37.1%	27 41.5%	36 45.6%
	To a great extent	26 24.8%	16 24.6%	26 32.9%
	Mean	3.74	3.68	4.04

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		104	65	79
In the past 12 months, how often have you personally experienced excluding, intimidating, offensive, and/or hostile conduct from members of this University?	Extremely often	2 1.9%	5 7.7%	1 1.3%
	Very often	7 6.7%	1 1.5%	4 5.1%
	Moderately often	20 19.2%	10 15.4%	11 13.9%
	Not very often	46 44.2%	28 43.1%	15 19.0%
	Never	29 27.9%	21 32.3%	48 60.8%
	Mean	3.89	3.91	4.33

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		104	65	76
How much recognition do you get for your contributions at work? Research	None at all	9 8.7%	10 15.4%	28 36.8%
	A little	31 29.8%	9 13.8%	17 22.4%
	A moderate amount	37 35.6%	27 41.5%	20 26.3%
	A lot	16 15.4%	17 26.2%	9 11.8%
	A great deal	11 10.6%	2 3.1%	2 2.6%
	Mean	2.89	2.88	2.21

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		104	65	74
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional:	Not at all courteous and professional	3 2.9%	7 10.8%	4 5.4%
	Not very courteous and professional	17 16.3%	6 9.2%	2 2.7%
	Moderately courteous and professional	29 27.9%	11 16.9%	12 16.2%
	Very courteous and professional	35 33.7%	29 44.6%	27 36.5%
	Extremely courteous and professional	20 19.2%	12 18.5%	29 39.2%
	Mean	3.50	3.51	4.01

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		105	65	79
How satisfied are you, in general, with your opportunities for career advancement within the University?	Not at all satisfied	9 8.6%	8 12.3%	12 15.2%
	Not very satisfied	26 24.8%	8 12.3%	21 26.6%
	Moderately satisfied	42 40.0%	28 43.1%	32 40.5%
	Very satisfied	22 21.0%	19 29.2%	10 12.7%
	Extremely satisfied	6 5.7%	2 3.1%	4 5.1%
	Mean	2.90	2.98	2.66

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		104	65	78
If you experience treatment that is not fair and equitable, how confident are you that you can file a complaint or grievance without fear of negative consequences to you?	Not at all confident	27 26.0%	20 30.8%	12 15.4%
	Not very confident	24 23.1%	19 29.2%	12 15.4%
	Moderately confident	25 24.0%	18 27.7%	29 37.2%
	Very confident	19 18.3%	8 12.3%	16 20.5%
	Extremely confident	9 8.7%	0 0.0%	9 11.5%
	Mean	2.61	2.22	2.97

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		100	55	50
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit?	Not at all fair and equitable	3 3.0%	7 12.7%	4 8.0%
	Not very fair and equitable	21 21.0%	6 10.9%	11 22.0%
	Moderately fair and equitable	23 23.0%	20 36.4%	10 20.0%
	Very fair and equitable	28 28.0%	17 30.9%	14 28.0%
	Extremely fair and equitable	25 25.0%	5 9.1%	11 22.0%
Mean		3.51	3.13	3.34

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		105	65	80
To what extent does your current work environment provide opportunities for you to learn and grow?	Not at all	7 6.7%	6 9.2%	2 2.5%
	To a slight extent	17 16.2%	12 18.5%	11 13.8%
	To a moderate extent	39 37.1%	24 36.9%	28 35.0%
	To a large extent	33 31.4%	17 26.2%	23 28.8%
	To a great extent	9 8.6%	6 9.2%	16 20.0%
Mean		3.19	3.08	3.50

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		100	62	70
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution?	Extremely detrimental	3 3.0%	8 12.9%	3 4.3%
	Quite detrimental	8 8.0%	5 8.1%	4 5.7%
	Neither beneficial nor detrimental	29 29.0%	10 16.1%	16 22.9%
	Quite beneficial	36 36.0%	29 46.8%	23 32.9%
	Extremely beneficial	24 24.0%	10 16.1%	24 34.3%
Mean		3.70	3.45	3.87

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		105	65	80
How much access do you have to accurate and timely information about the institutional policies and procedures you need to do your job well?	Not at all	3 2.9%	4 6.2%	3 3.8%
	A little	16 15.2%	10 15.4%	2 2.5%
	Some	42 40.0%	22 33.8%	21 26.3%
	A lot	33 31.4%	23 35.4%	39 48.8%
	A great deal	11 10.5%	6 9.2%	15 18.8%
	Mean	3.31	3.26	3.76

Tables for "Professional Relationships" Component

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		101	63	76
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty and students	Not very courteous and professional	4 4.0%	3 4.8%	2 2.6%
	Moderately courteous and professional	19 18.8%	11 17.5%	8 10.5%
	Very courteous and professional	48 47.5%	32 50.8%	37 48.7%
	Extremely courteous and professional	30 29.7%	17 27.0%	29 38.2%
	Mean	4.03	4.00	4.22

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		102	63	76
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty and staff	Not at all courteous and professional	1 1.0%	3 4.8%	1 1.3%
	Not very courteous and professional	6 5.9%	3 4.8%	1 1.3%
	Moderately courteous and professional	25 24.5%	11 17.5%	12 15.8%
	Very courteous and professional	44 43.1%	30 47.6%	30 39.5%
	Extremely courteous and professional	26 25.5%	16 25.4%	32 42.1%
	Mean	3.86	3.84	4.20

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		97	56	65
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional:	Not at all courteous and professional	1 1.0%	1 1.8%	0 0.0%
	Not very courteous and professional	6 6.2%	1 1.8%	1 1.5%
	Moderately courteous and professional	22 22.7%	13 23.2%	11 16.9%
Between staff and students	Very courteous and professional	38 39.2%	25 44.6%	27 41.5%
	Extremely courteous and professional	30 30.9%	16 28.6%	26 40.0%
Mean		3.93	3.96	4.20

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		105	65	77
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional:	Not at all courteous and professional	0 0.0%	3 4.6%	1 1.3%
	Not very courteous and professional	9 8.6%	4 6.2%	1 1.3%
	Moderately courteous and professional	33 31.4%	16 24.6%	12 15.6%
Between faculty	Very courteous and professional	44 41.9%	25 38.5%	35 45.5%
	Extremely courteous and professional	19 18.1%	17 26.2%	28 36.4%
Mean		3.70	3.75	4.14

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		104	65	79
In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity?	Extremely often	1 1.0%	3 4.6%	0 0.0%
	Very often	6 5.8%	1 1.5%	3 3.8%
	Moderately often	14 13.5%	9 13.8%	6 7.6%
	Not very often	46 44.2%	27 41.5%	26 32.9%
	Never	37 35.6%	25 38.5%	44 55.7%
Mean		4.08	4.08	4.41

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		97	61	67
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit?	Not at all fair and equitable	2 2.1%	6 9.8%	1 1.5%
	Not very fair and equitable	15 15.5%	7 11.5%	12 17.9%
	Moderately fair and equitable	26 26.8%	14 23.0%	9 13.4%
	Very fair and equitable	26 26.8%	23 37.7%	21 31.3%
	Extremely fair and equitable	28 28.9%	11 18.0%	24 35.8%
Mean		3.65	3.43	3.82

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		105	65	80
How would you rate the overall quality of the relationship between you and students at the University?	Poor	1 1.0%	0 0.0%	1 1.3%
	Fair	8 7.6%	6 9.2%	2 2.5%
	Good	34 32.4%	16 24.6%	25 31.3%
	Very good	62 59.0%	43 66.2%	52 65.0%
Mean		4.50	4.57	4.60

Tables for "Campus-wide Diversity & Fair and Equitable Practices" Component

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		94	41	59
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? The University leadership - i.e., the President and the Board of Trustees	Extremely detrimental	6 6.4%	7 17.1%	2 3.4%
	Quite detrimental	21 22.3%	10 24.4%	5 8.5%
	Neither beneficial nor detrimental	34 36.2%	14 34.1%	14 23.7%
	Quite beneficial	24 25.5%	9 22.0%	25 42.4%
	Extremely beneficial	9 9.6%	1 2.4%	13 22.0%
Mean		3.10	2.68	3.71

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		94	45	57
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution?	Extremely detrimental	3 3.2%	5 11.1%	2 3.5%
	Quite detrimental	24 25.5%	6 13.3%	1 1.8%
	Neither beneficial nor detrimental	33 35.1%	18 40.0%	16 28.1%
	Quite beneficial	26 27.7%	13 28.9%	26 45.6%
	Extremely beneficial	8 8.5%	3 6.7%	12 21.1%
	Mean	3.13	3.07	3.79

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		104	63	77
How committed is the University and its leadership to promoting practices that help recruit a diverse student body?	Not at all committed	4 3.8%	4 6.3%	2 2.6%
	Not very committed	18 17.3%	12 19.0%	6 7.8%
	Moderately committed	43 41.3%	33 52.4%	22 28.6%
	Very committed	31 29.8%	13 20.6%	39 50.6%
	Extremely committed	8 7.7%	1 1.6%	8 10.4%
	Mean	3.20	2.92	3.58

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		93	47	64
Overall, how well does your campus meet the needs of those with disabilities?	Not well at all	4 4.3%	4 8.5%	0 0.0%
	Not very well	20 21.5%	11 23.4%	6 9.4%
	Moderately well	37 39.8%	13 27.7%	19 29.7%
	Very well	29 31.2%	17 36.2%	26 40.6%
	Extremely well	3 3.2%	2 4.3%	13 20.3%
	Mean	3.08	3.04	3.72

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		104	63	75
How committed is the University community at large to helping to retain a diverse student body?	Not at all committed	4 3.8%	5 7.9%	1 1.3%
	Not very committed	19 18.3%	15 23.8%	5 6.7%
	Moderately committed	47 45.2%	28 44.4%	34 45.3%
	Very committed	27 26.0%	12 19.0%	26 34.7%
	Extremely committed	7 6.7%	3 4.8%	9 12.0%
	Mean	3.13	2.89	3.49

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		101	59	71
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit?	Not at all fair and equitable	12 11.9%	9 15.3%	5 7.0%
	Not very fair and equitable	16 15.8%	12 20.3%	14 19.7%
	Moderately fair and equitable	32 31.7%	23 39.0%	18 25.4%
	Very fair and equitable	27 26.7%	11 18.6%	20 28.2%
	Extremely fair and equitable	14 13.9%	4 6.8%	14 19.7%
	Mean	3.15	2.81	3.34

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		104	65	78
To what extent do you believe you have the tools and resources to do your job well?	Not at all	2 1.9%	2 3.1%	0 0.0%
	To a slight extent	19 18.3%	8 12.3%	2 2.6%
	To a moderate extent	36 34.6%	29 44.6%	15 19.2%
	To a large extent	36 34.6%	22 33.8%	44 56.4%
	To a great extent	11 10.6%	4 6.2%	17 21.8%
	Mean	3.34	3.28	3.97

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		101	61	73
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Access to departmental support staff	Not at all fair and equitable	7 6.9%	6 9.8%	3 4.1%
	Not very fair and equitable	7 6.9%	3 4.9%	3 4.1%
	Moderately fair and equitable	30 29.7%	19 31.1%	16 21.9%
	Very fair and equitable	38 37.6%	22 36.1%	20 27.4%
	Extremely fair and equitable	19 18.8%	11 18.0%	31 42.5%
	Mean	3.54	3.48	4.00

Tables for "Departmental Diversity" Component

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		104	65	78
Overall, how satisfied are you with the diversity in your primary department/unit?	Not at all satisfied	3 2.9%	12 18.5%	3 3.8%
	Not very satisfied	20 19.2%	16 24.6%	7 9.0%
	Moderately satisfied	34 32.7%	22 33.8%	20 25.6%
	Very satisfied	38 36.5%	9 13.8%	32 41.0%
	Extremely satisfied	9 8.7%	6 9.2%	16 20.5%
	Mean	3.29	2.71	3.65

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		105	64	77
How effective is your department in recruiting a diverse faculty and staff?	Not at all effective	9 8.6%	10 15.6%	5 6.5%
	Not very effective	20 19.0%	20 31.3%	7 9.1%
	Moderately effective	31 29.5%	18 28.1%	22 28.6%
	Very effective	34 32.4%	14 21.9%	32 41.6%
	Extremely effective	11 10.5%	2 3.1%	11 14.3%
	Mean	3.17	2.66	3.48

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		105	64	78
How effective is your department in retaining a diverse faculty and staff?	Not at all effective	13 12.4%	11 17.2%	5 6.4%
	Not very effective	16 15.2%	12 18.8%	7 9.0%
	Moderately effective	30 28.6%	28 43.8%	31 39.7%
	Very effective	41 39.0%	9 14.1%	26 33.3%
	Extremely effective	5 4.8%	4 6.3%	9 11.5%
	Mean	3.09	2.73	3.35

Tables for "Physical Safety" Component

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		103	63	76
Overall, how would you rate the physical safety of your campus?	Not safe at all	0 0.0%	1 1.6%	0 0.0%
	Not very safe	1 1.0%	1 1.6%	3 3.9%
	Moderately safe	29 28.2%	11 17.5%	14 18.4%
	Very safe	58 56.3%	34 54.0%	32 42.1%
	Extremely safe	15 14.6%	16 25.4%	27 35.5%
	Mean	3.84	4.00	4.09

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		104	65	76
Overall, how would you rate the physical safety of the areas close to campus?	Not very safe	1 1.0%	0 0.0%	1 1.3%
	Moderately safe	31 29.8%	10 15.4%	19 25.0%
	Very safe	56 53.8%	38 58.5%	32 42.1%
	Extremely safe	16 15.4%	17 26.2%	24 31.6%
	Mean	3.84	4.11	4.04

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		105	64	77
How would you rate the physical safety of your immediate work environment?	Not safe at all	0 0.0%	1 1.6%	0 0.0%
	Not very safe	4 3.8%	3 4.7%	1 1.3%
	Moderately safe	26 24.8%	12 18.8%	12 15.6%
	Very safe	49 46.7%	27 42.2%	29 37.7%
	Extremely safe	26 24.8%	21 32.8%	35 45.5%
	Mean	3.92	4.00	4.27

Tables for "Workload" Component

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		105	65	79
As an employee on this campus, how difficult is it for you to balance your work and family life?	Not at all difficult	4 3.8%	1 1.5%	11 13.9%
	Not very difficult	26 24.8%	18 27.7%	35 44.3%
	Moderately difficult	38 36.2%	23 35.4%	25 31.6%
	Very difficult	27 25.7%	12 18.5%	7 8.9%
	Extremely difficult	10 9.5%	11 16.9%	1 1.3%
	Mean	3.12	3.22	2.39

		Which of the following best describes your tenure status?		
		Tenure track, tenured	Tenure track, not tenured	Not tenure track
n=		105	65	80
Do you feel that the workload in your current job is too low, too high, or just right?	Too low/too high	28 26.7%	13 20.0%	7 8.8%
	Somewhat low/high	51 48.6%	31 47.7%	37 46.3%
	Just right	26 24.8%	21 32.3%	36 45.0%
	Mean	2.96	3.25	3.73

Appendix H

Tables of Individual Items: By Age

Tables for Outcome Variable "Overall Climate"

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		72	41	51	48	46
Overall, how would you rate the climate on the campus where you are primarily located?	Very poor	3 4.2%	1 2.4%	3 5.9%	1 2.1%	1 2.2%
	Poor	9 12.5%	3 7.3%	3 5.9%	2 4.2%	4 8.7%
	Fair	27 37.5%	11 26.8%	16 31.4%	10 20.8%	12 26.1%
	Good	24 33.3%	23 56.1%	22 43.1%	26 54.2%	16 34.8%
	Very good	9 12.5%	3 7.3%	7 13.7%	9 18.8%	13 28.3%
	Mean	3.38	3.59	3.53	3.83	3.78

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		71	41	51	48	46
Overall, how would you rate the climate in your primary department or unit?	Very poor	5 7.0%	1 2.4%	5 9.8%	2 4.2%	2 4.3%
	Poor	10 14.1%	3 7.3%	8 15.7%	3 6.3%	3 6.5%
	Fair	14 19.7%	9 22.0%	14 27.5%	8 16.7%	16 34.8%
	Good	28 39.4%	16 39.0%	11 21.6%	18 37.5%	6 13.0%
	Very good	14 19.7%	12 29.3%	13 25.5%	17 35.4%	19 41.3%
	Mean	3.51	3.85	3.37	3.94	3.80

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		66	34	48	42	42
If your department/unit is part of a school or college, overall, how would you rate the climate in your school or college?	Very poor	4 6.1%	1 2.9%	3 6.3%	2 4.8%	1 2.4%
	Poor	14 21.2%	0 0.0%	4 8.3%	1 2.4%	5 11.9%
	Fair	22 33.3%	12 35.3%	22 45.8%	11 26.2%	16 38.1%
	Good	21 31.8%	17 50.0%	14 29.2%	19 45.2%	11 26.2%
	Very good	5 7.6%	4 11.8%	5 10.4%	9 21.4%	9 21.4%
	Mean	3.14	3.68	3.29	3.76	3.52

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		72	41	51	48	45
Overall, how strongly would you recommend Oakland University to others as a good place to work?	Not at all strongly	7 9.7%	1 2.4%	6 11.8%	2 4.2%	3 6.7%
	Not very strongly	13 18.1%	3 7.3%	6 11.8%	2 4.2%	4 8.9%
	Moderately strongly	30 41.7%	18 43.9%	15 29.4%	16 33.3%	13 28.9%
	Very strongly	15 20.8%	16 39.0%	21 41.2%	14 29.2%	12 26.7%
	Extremely strongly	7 9.7%	3 7.3%	3 5.9%	14 29.2%	13 28.9%
	Mean	3.03	3.41	3.18	3.75	3.62

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		72	41	51	48	46
How satisfied are you, in general, with your job at the University?	Not at all satisfied	2 2.8%	0 0.0%	5 9.8%	1 2.1%	2 4.3%
	Not very satisfied	13 18.1%	3 7.3%	6 11.8%	3 6.3%	2 4.3%
	Moderately satisfied	21 29.2%	15 36.6%	16 31.4%	12 25.0%	11 23.9%
	Very satisfied	29 40.3%	18 43.9%	17 33.3%	18 37.5%	21 45.7%
	Extremely satisfied	7 9.7%	5 12.2%	7 13.7%	14 29.2%	10 21.7%
	Mean	3.36	3.61	3.29	3.85	3.76

Tables for "Professional Work Environment" Component

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		72	41	51	47	46
How much recognition do you get for your contributions at work? Service	None at all	13 18.1%	5 12.2%	9 17.6%	4 8.5%	8 17.4%
	A little	23 31.9%	10 24.4%	20 39.2%	16 34.0%	16 34.8%
	A moderate amount	21 29.2%	16 39.0%	14 27.5%	15 31.9%	10 21.7%
	A lot	11 15.3%	10 24.4%	6 11.8%	8 17.0%	8 17.4%
	A great deal	4 5.6%	0 0.0%	2 3.9%	4 8.5%	4 8.7%
	Mean	2.58	2.76	2.45	2.83	2.65

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		71	41	51	47	46
How much recognition do you get for your contributions at work?	None at all	10	7	8	6	2
		14.1%	17.1%	15.7%	12.8%	4.3%
	A little	22	5	21	8	13
		31.0%	12.2%	41.2%	17.0%	28.3%
	A moderate amount	20	13	14	17	17
		28.2%	31.7%	27.5%	36.2%	37.0%
	A lot	16	14	7	9	10
		22.5%	34.1%	13.7%	19.1%	21.7%
		3	2	1	7	4
		4.2%	4.9%	2.0%	14.9%	8.7%
Mean		2.72	2.98	2.45	3.06	3.02

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		72	41	51	48	46
Overall, how isolated do you feel at this University?	Extremely isolated	2	0	4	2	1
		2.8%	0.0%	7.8%	4.2%	2.2%
	Very isolated	12	5	9	5	6
		16.7%	12.2%	17.6%	10.4%	13.0%
	Moderately isolated	30	19	18	15	10
		41.7%	46.3%	35.3%	31.3%	21.7%
	Not very isolated	21	15	18	18	14
		29.2%	36.6%	35.3%	37.5%	30.4%
		7	2	2	8	15
		9.7%	4.9%	3.9%	16.7%	32.6%
Mean		3.26	3.34	3.10	3.52	3.78

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		72	40	51	48	45
How much of a say do you have in shaping your work environment?	None at all	13	4	7	3	3
		18.1%	10.0%	13.7%	6.3%	6.7%
	A little bit	9	10	16	12	11
		12.5%	25.0%	31.4%	25.0%	24.4%
	A moderate amount	26	9	16	16	16
		36.1%	22.5%	31.4%	33.3%	35.6%
	A lot	17	14	11	6	11
		23.6%	35.0%	21.6%	12.5%	24.4%
		7	3	1	11	4
		9.7%	7.5%	2.0%	22.9%	8.9%
Mean		2.94	3.05	2.67	3.21	3.04

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		72	41	51	48	46
How comfortable do you feel expressing your personal identity in your immediate work environment?	Not at all comfortable	6 8.3%	0 0.0%	4 7.8%	2 4.2%	2 4.3%
	Not very comfortable	13 18.1%	8 19.5%	9 17.6%	4 8.3%	4 8.7%
	Moderately comfortable	23 31.9%	10 24.4%	16 31.4%	16 33.3%	8 17.4%
	Very comfortable	19 26.4%	17 41.5%	17 33.3%	17 35.4%	16 34.8%
	Extremely comfortable	11 15.3%	6 14.6%	5 9.8%	9 18.8%	16 34.8%
	Mean	3.22	3.51	3.20	3.56	3.87

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		72	41	51	48	46
How committed is your department/unit head or chair to creating a positive work environment for you?	Not at all committed	9 12.5%	2 4.9%	6 11.8%	2 4.2%	4 8.7%
	Not very committed	9 12.5%	5 12.2%	3 5.9%	3 6.3%	7 15.2%
	Moderately committed	17 23.6%	4 9.8%	17 33.3%	14 29.2%	9 19.6%
	Very committed	21 29.2%	15 36.6%	17 33.3%	15 31.3%	16 34.8%
	Extremely committed	16 22.2%	15 36.6%	8 15.7%	14 29.2%	10 21.7%
	Mean	3.36	3.88	3.35	3.75	3.46

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		71	41	50	47	44
How excluding or inclusive is your primary department/unit?	Extremely excluding	7 9.9%	2 4.9%	2 4.0%	1 2.1%	3 6.8%
	Somewhat excluding	17 23.9%	8 19.5%	12 24.0%	10 21.3%	4 9.1%
	Neither inclusive nor excluding	7 9.9%	8 19.5%	8 16.0%	9 19.1%	8 18.2%
	Somewhat inclusive	20 28.2%	10 24.4%	16 32.0%	14 29.8%	11 25.0%
	Extremely inclusive	20 28.2%	13 31.7%	12 24.0%	13 27.7%	18 40.9%
	Mean	3.41	3.59	3.48	3.60	3.84

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		72	41	51	48	45
To what extent do you feel your colleagues/coworkers treat you with respect?	Not at all	5 6.9%	0 0.0%	2 3.9%	1 2.1%	1 2.2%
	To a slight extent	10 13.9%	1 2.4%	4 7.8%	2 4.2%	3 6.7%
	To a moderate extent	18 25.0%	7 17.1%	13 25.5%	10 20.8%	6 13.3%
	To a large extent	24 33.3%	21 51.2%	21 41.2%	20 41.7%	16 35.6%
	To a great extent	15 20.8%	12 29.3%	11 21.6%	15 31.3%	19 42.2%
	Mean	3.47	4.07	3.69	3.96	4.09

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		71	41	51	48	45
In the past 12 months, how often have you personally experienced excluding, intimidating, offensive, and/or hostile conduct from members of this University?	Extremely often	3 4.2%	0 0.0%	3 5.9%	1 2.1%	2 4.4%
	Very often	6 8.5%	1 2.4%	2 3.9%	2 4.2%	3 6.7%
	Moderately often	13 18.3%	9 22.0%	13 25.5%	6 12.5%	1 2.2%
	Not very often	27 38.0%	13 31.7%	17 33.3%	12 25.0%	20 44.4%
	Never	22 31.0%	18 43.9%	16 31.4%	27 56.3%	19 42.2%
	Mean	3.83	4.17	3.80	4.29	4.13

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		70	41	51	45	46
How much recognition do you get for your contributions at work? Research	None at all	14 20.0%	5 12.2%	12 23.5%	8 17.8%	9 19.6%
	A little	16 22.9%	8 19.5%	14 27.5%	13 28.9%	9 19.6%
	A moderate amount	24 34.3%	17 41.5%	12 23.5%	15 33.3%	17 37.0%
	A lot	13 18.6%	10 24.4%	10 19.6%	4 8.9%	7 15.2%
	A great deal	3 4.3%	1 2.4%	3 5.9%	5 11.1%	4 8.7%
	Mean	2.64	2.85	2.57	2.67	2.74

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		71	39	50	47	44
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty and department/unit leadership	Not at all courteous and	6 8.5%	2 5.1%	3 6.0%	1 2.1%	3 6.8%
	Not very courteous and	12 16.9%	4 10.3%	6 12.0%	2 4.3%	3 6.8%
	Moderately courteous and	14 19.7%	7 17.9%	13 26.0%	11 23.4%	9 20.5%
	Very courteous and professional	23 32.4%	15 38.5%	20 40.0%	19 40.4%	15 34.1%
	Extremely courteous and	16 22.5%	11 28.2%	8 16.0%	14 29.8%	14 31.8%
	Mean	3.44	3.74	3.48	3.91	3.77

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		72	41	51	48	45
How satisfied are you, in general, with your opportunities for career advancement within the University?	Not at all satisfied	8 11.1%	2 4.9%	11 21.6%	6 12.5%	4 8.9%
	Not very satisfied	20 27.8%	6 14.6%	8 15.7%	11 22.9%	11 24.4%
	Moderately satisfied	30 41.7%	24 58.5%	19 37.3%	16 33.3%	15 33.3%
	Very satisfied	13 18.1%	9 22.0%	11 21.6%	12 25.0%	8 17.8%
	Extremely satisfied	1 1.4%	0 0.0%	2 3.9%	3 6.3%	7 15.6%
	Mean	2.71	2.98	2.71	2.90	3.07

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		71	41	51	46	46
If you experience treatment that is not fair and equitable, how confident are you that you can file a complaint or grievance without fear of negative consequences to you?	Not at all confident	24 33.8%	8 19.5%	12 23.5%	8 17.4%	9 19.6%
	Not very confident	12 16.9%	13 31.7%	12 23.5%	8 17.4%	12 26.1%
	Moderately confident	21 29.6%	11 26.8%	15 29.4%	15 32.6%	12 26.1%
	Very confident	11 15.5%	7 17.1%	9 17.6%	10 21.7%	7 15.2%
	Extremely confident	3 4.2%	2 4.9%	3 5.9%	5 10.9%	6 13.0%
	Mean	2.39	2.56	2.59	2.91	2.76

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		63	29	43	37	38
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit?	Not at all fair and equitable	5 7.9%	0 0.0%	5 11.6%	3 8.1%	2 5.3%
	Not very fair and equitable	19 30.2%	6 20.7%	6 14.0%	3 8.1%	6 15.8%
	Moderately fair and equitable	13 20.6%	11 37.9%	10 23.3%	11 29.7%	8 21.1%
	Very fair and equitable	17 27.0%	8 27.6%	15 34.9%	8 21.6%	12 31.6%
	Extremely fair and equitable	9 14.3%	4 13.8%	7 16.3%	12 32.4%	10 26.3%
	Mean	3.10	3.34	3.30	3.62	3.58

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		71	41	51	48	46
To what extent does your current work environment provide opportunities for you to learn and grow?	Not at all	6 8.5%	1 2.4%	5 9.8%	1 2.1%	3 6.5%
	To a slight extent	11 15.5%	10 24.4%	7 13.7%	7 14.6%	5 10.9%
	To a moderate extent	33 46.5%	14 34.1%	20 39.2%	12 25.0%	15 32.6%
	To a large extent	16 22.5%	12 29.3%	13 25.5%	20 41.7%	14 30.4%
	To a great extent	5 7.0%	4 9.8%	6 11.8%	8 16.7%	9 19.6%
Mean		3.04	3.20	3.16	3.56	3.46

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		67	38	49	42	44
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution?	Extremely detrimental	4 6.0%	3 7.9%	5 10.2%	1 2.4%	2 4.5%
	Quite detrimental	10 14.9%	3 7.9%	2 4.1%	2 4.8%	1 2.3%
	Neither beneficial nor	15 22.4%	7 18.4%	13 26.5%	9 21.4%	13 29.5%
	Quite beneficial	23 34.3%	15 39.5%	17 34.7%	19 45.2%	15 34.1%
	Extremely beneficial	15 22.4%	10 26.3%	12 24.5%	11 26.2%	13 29.5%
Mean		3.52	3.68	3.59	3.88	3.82

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		71	41	51	48	46
How much access do you have to accurate and timely information about the institutional policies and procedures you need to do your job well?	Not at all	5 7.0%	1 2.4%	3 5.9%	1 2.1%	1 2.2%
	A little	7 9.9%	5 12.2%	8 15.7%	5 10.4%	3 6.5%
	Some	26 36.6%	13 31.7%	19 37.3%	15 31.3%	14 30.4%
	A lot	28 39.4%	17 41.5%	15 29.4%	17 35.4%	19 41.3%
	A great deal	5 7.0%	5 12.2%	6 11.8%	10 20.8%	9 19.6%
	Mean	3.30	3.49	3.25	3.63	3.70

Tables for "Professional Relationships" Component

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		72	38	47	46	45
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty and students	Not very courteous and	5 6.9%	1 2.6%	2 4.3%	1 2.2%	1 2.2%
	Moderately courteous and	13 18.1%	6 15.8%	8 17.0%	8 17.4%	4 8.9%
	Very courteous and professional	34 47.2%	22 57.9%	24 51.1%	18 39.1%	21 46.7%
	Extremely courteous and	20 27.8%	9 23.7%	13 27.7%	19 41.3%	19 42.2%
	Mean	3.96	4.03	4.02	4.20	4.29

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		72	38	48	46	45
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty and staff	Not at all courteous and	2 2.8%	0 0.0%	2 4.2%	0 0.0%	2 4.4%
	Not very courteous and	7 9.7%	2 5.3%	1 2.1%	0 0.0%	0 0.0%
	Moderately courteous and	18 25.0%	8 21.1%	9 18.8%	6 13.0%	9 20.0%
	Very courteous and professional	25 34.7%	20 52.6%	24 50.0%	21 45.7%	16 35.6%
	Extremely courteous and	20 27.8%	8 21.1%	12 25.0%	19 41.3%	18 40.0%
	Mean	3.75	3.89	3.90	4.28	4.07

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		64	33	47	38	42
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and students	Not at all courteous and	2 3.1%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
	Not very courteous and	7 10.9%	1 3.0%	0 0.0%	0 0.0%	0 0.0%
	Moderately courteous and	11 17.2%	7 21.2%	12 25.5%	11 28.9%	6 14.3%
	Very courteous and professional	22 34.4%	15 45.5%	24 51.1%	12 31.6%	18 42.9%
	Extremely courteous and	22 34.4%	10 30.3%	11 23.4%	15 39.5%	18 42.9%
	Mean	3.86	4.03	3.98	4.11	4.29

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		72	39	50	48	46
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty	Not at all courteous and	1 1.4%	0 0.0%	2 4.0%	0 0.0%	2 4.3%
	Not very courteous and	8 11.1%	2 5.1%	4 8.0%	0 0.0%	1 2.2%
	Moderately courteous and	18 25.0%	11 28.2%	14 28.0%	13 27.1%	7 15.2%
	Very courteous and professional	28 38.9%	17 43.6%	22 44.0%	18 37.5%	21 45.7%
	Extremely courteous and	17 23.6%	9 23.1%	8 16.0%	17 35.4%	15 32.6%
	Mean	3.72	3.85	3.60	4.08	4.00

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		71	41	51	48	45
In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity?	Extremely often	2 2.8%	0 0.0%	2 3.9%	0 0.0%	1 2.2%
	Very often	3 4.2%	2 4.9%	1 2.0%	2 4.2%	2 4.4%
	Moderately often	13 18.3%	6 14.6%	5 9.8%	3 6.3%	2 4.4%
	Not very often	31 43.7%	17 41.5%	20 39.2%	16 33.3%	18 40.0%
	Never	22 31.0%	16 39.0%	23 45.1%	27 56.3%	22 48.9%
	Mean	3.96	4.15	4.20	4.42	4.29

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		63	36	47	41	42
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit?	Not at all fair and equitable	4 6.3%	1 2.8%	3 6.4%	0 0.0%	2 4.8%
	Not very fair and equitable	10 15.9%	5 13.9%	11 23.4%	4 9.8%	5 11.9%
	Moderately fair and equitable	20 31.7%	6 16.7%	8 17.0%	7 17.1%	8 19.0%
	Very fair and equitable	13 20.6%	16 44.4%	15 31.9%	13 31.7%	14 33.3%
	Extremely fair and equitable	16 25.4%	8 22.2%	10 21.3%	17 41.5%	13 31.0%
	Mean	3.43	3.69	3.38	4.05	3.74

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		72	41	51	48	46
How would you rate the overall quality of the relationship between you and students at the University?	Poor	0 0.0%	0 0.0%	2 3.9%	0 0.0%	0 0.0%
	Fair	7 9.7%	4 9.8%	2 3.9%	1 2.1%	3 6.5%
	Good	24 33.3%	9 22.0%	17 33.3%	14 29.2%	14 30.4%
	Very good	41 56.9%	28 68.3%	30 58.8%	33 68.8%	29 63.0%
	Mean	4.47	4.59	4.47	4.67	4.57

Tables for "Campus-wide Diversity & Fair and Equitable Practices" Component

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		57	25	43	34	41
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? The University leadership - i.e., the President and the Board of Trustees	Extremely detrimental	4 7.0%	4 16.0%	5 11.6%	1 2.9%	2 4.9%
	Quite detrimental	17 29.8%	2 8.0%	8 18.6%	3 8.8%	7 17.1%
	Neither beneficial nor	17 29.8%	11 44.0%	14 32.6%	10 29.4%	10 24.4%
	Quite beneficial	15 26.3%	7 28.0%	12 27.9%	14 41.2%	14 34.1%
	Extremely beneficial	4 7.0%	1 4.0%	4 9.3%	6 17.6%	8 19.5%
	Mean	2.96	2.96	3.05	3.62	3.46

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		58	28	44	34	38
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution?	Extremely detrimental	3 5.2%	3 10.7%	4 9.1%	0 0.0%	1 2.6%
	Quite detrimental	12 20.7%	2 7.1%	8 18.2%	3 8.8%	6 15.8%
	Neither beneficial nor	22 37.9%	12 42.9%	13 29.5%	9 26.5%	12 31.6%
	Quite beneficial	17 29.3%	8 28.6%	15 34.1%	18 52.9%	11 28.9%
	Extremely beneficial	4 6.9%	3 10.7%	4 9.1%	4 11.8%	8 21.1%
	Mean	3.12	3.21	3.16	3.68	3.50
	Campus leadership - i.e., Vice Presidents/Provosts and Deans					

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		70	40	49	47	46
How committed is the University and its leadership to promoting practices that help recruit a diverse student body?	Not at all committed	4 5.7%	1 2.5%	3 6.1%	3 6.4%	0 0.0%
	Not very committed	16 22.9%	6 15.0%	6 12.2%	4 8.5%	6 13.0%
	Moderately committed	27 38.6%	19 47.5%	21 42.9%	16 34.0%	17 37.0%
	Very committed	19 27.1%	13 32.5%	17 34.7%	16 34.0%	20 43.5%
	Extremely committed	4 5.7%	1 2.5%	2 4.1%	8 17.0%	3 6.5%
	Mean	3.04	3.18	3.18	3.47	3.43
	Campus leadership - i.e., Vice Presidents/Provosts and Deans					

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		59	29	43	38	41
Overall, how well does your campus meet the needs of those with disabilities?	Not well at all	5 8.5%	1 3.4%	2 4.7%	0 0.0%	1 2.4%
	Not very well	14 23.7%	5 17.2%	11 25.6%	3 7.9%	4 9.8%
	Moderately well	18 30.5%	11 37.9%	13 30.2%	15 39.5%	14 34.1%
	Very well	16 27.1%	11 37.9%	13 30.2%	17 44.7%	16 39.0%
	Extremely well	6 10.2%	1 3.4%	4 9.3%	3 7.9%	6 14.6%
	Mean	3.07	3.21	3.14	3.53	3.54
	Campus leadership - i.e., Vice Presidents/Provosts and Deans					

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		68	41	49	45	46
How committed is the University community at large to helping to retain a diverse student body?	Not at all committed	4 5.9%	2 4.9%	3 6.1%	2 4.4%	0 0.0%
	Not very committed	14 20.6%	7 17.1%	9 18.4%	6 13.3%	6 13.0%
	Moderately committed	30 44.1%	19 46.3%	22 44.9%	17 37.8%	23 50.0%
	Very committed	17 25.0%	10 24.4%	12 24.5%	11 24.4%	15 32.6%
	Extremely committed	3 4.4%	3 7.3%	3 6.1%	9 20.0%	2 4.3%
	Mean	3.01	3.12	3.06	3.42	3.28

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		67	36	48	44	43
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit?	Not at all fair and equitable	8 11.9%	5 13.9%	7 14.6%	2 4.5%	5 11.6%
	Not very fair and equitable	14 20.9%	10 27.8%	7 14.6%	9 20.5%	5 11.6%
	Moderately fair and equitable	25 37.3%	14 38.9%	14 29.2%	6 13.6%	16 37.2%
	Very fair and equitable	14 20.9%	6 16.7%	13 27.1%	16 36.4%	9 20.9%
	Extremely fair and equitable	6 9.0%	1 2.8%	7 14.6%	11 25.0%	8 18.6%
Mean		2.94	2.67	3.13	3.57	3.23

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		71	41	51	48	44
To what extent do you believe you have the tools and resources to do your job well?	Not at all	2 2.8%	0 0.0%	2 3.9%	1 2.1%	0 0.0%
	To a slight extent	7 9.9%	6 14.6%	8 15.7%	5 10.4%	4 9.1%
	To a moderate extent	30 42.3%	12 29.3%	13 25.5%	16 33.3%	12 27.3%
	To a large extent	22 31.0%	19 46.3%	24 47.1%	19 39.6%	19 43.2%
	To a great extent	10 14.1%	4 9.8%	4 7.8%	7 14.6%	9 20.5%
	Mean	3.44	3.51	3.39	3.54	3.75

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		69	39	47	44	44
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Access to departmental support staff	Not at all fair and equitable	7 10.1%	3 7.7%	3 6.4%	0 0.0%	3 6.8%
	Not very fair and equitable	6 8.7%	1 2.6%	3 6.4%	3 6.8%	1 2.3%
	Moderately fair and equitable	25 36.2%	8 20.5%	15 31.9%	9 20.5%	11 25.0%
	Very fair and equitable	18 26.1%	15 38.5%	17 36.2%	18 40.9%	15 34.1%
	Extremely fair and equitable	13 18.8%	12 30.8%	9 19.1%	14 31.8%	14 31.8%
	Mean	3.35	3.82	3.55	3.98	3.82

Tables for "Departmental Diversity" Component

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		72	41	49	48	45
Overall, how satisfied are you with the diversity in your primary department/unit?	Not at all satisfied	9 12.5%	3 7.3%	4 8.2%	2 4.2%	1 2.2%
	Not very satisfied	17 23.6%	8 19.5%	11 22.4%	3 6.3%	5 11.1%
	Moderately satisfied	19 26.4%	18 43.9%	15 30.6%	13 27.1%	13 28.9%
	Very satisfied	18 25.0%	8 19.5%	13 26.5%	22 45.8%	20 44.4%
	Extremely satisfied	9 12.5%	4 9.8%	6 12.2%	8 16.7%	6 13.3%
	Mean	3.01	3.05	3.12	3.65	3.56

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		69	41	50	48	45
How effective is your department in recruiting a diverse faculty and staff?	Not at all effective	7 10.1%	6 14.6%	7 14.0%	3 6.3%	2 4.4%
	Not very effective	18 26.1%	9 22.0%	11 22.0%	2 4.2%	7 15.6%
	Moderately effective	18 26.1%	13 31.7%	12 24.0%	16 33.3%	14 31.1%
	Very effective	19 27.5%	10 24.4%	16 32.0%	21 43.8%	18 40.0%
	Extremely effective	7 10.1%	3 7.3%	4 8.0%	6 12.5%	4 8.9%
	Mean	3.01	2.88	2.98	3.52	3.33

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		70	41	50	48	46
How effective is your department in retaining a diverse faculty and staff?	Not at all effective	13 18.6%	4 9.8%	8 16.0%	3 6.3%	4 8.7%
	Not very effective	14 20.0%	5 12.2%	8 16.0%	3 6.3%	5 10.9%
	Moderately effective	18 25.7%	20 48.8%	17 34.0%	20 41.7%	16 34.8%
	Very effective	20 28.6%	7 17.1%	16 32.0%	19 39.6%	16 34.8%
	Extremely effective	5 7.1%	5 12.2%	1 2.0%	3 6.3%	5 10.9%
	Mean	2.86	3.10	2.88	3.33	3.28

Tables for "Physical Safety" Component

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		69	41	49	46	45
Overall, how would you rate the physical safety of your campus?	Not safe at all	0 0.0%	1 2.4%	0 0.0%	0 0.0%	0 0.0%
	Not very safe	3 4.3%	0 0.0%	1 2.0%	0 0.0%	1 2.2%
	Moderately safe	27 39.1%	7 17.1%	16 32.7%	4 8.7%	4 8.9%
	Very safe	24 34.8%	22 53.7%	25 51.0%	28 60.9%	25 55.6%
	Extremely safe	15 21.7%	11 26.8%	7 14.3%	14 30.4%	15 33.3%
	Mean	3.74	4.02	3.78	4.22	4.20

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		70	40	49	48	46
Overall, how would you rate the physical safety of the areas close to campus?	Not very safe	1 1.4%	0 0.0%	1 2.0%	0 0.0%	0 0.0%
	Moderately safe	26 37.1%	7 17.5%	16 32.7%	9 18.8%	6 13.0%
	Very safe	30 42.9%	20 50.0%	25 51.0%	24 50.0%	28 60.9%
	Extremely safe	13 18.6%	13 32.5%	7 14.3%	15 31.3%	12 26.1%
	Mean	3.79	4.15	3.78	4.13	4.13

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		72	40	49	48	45
How would you rate the physical safety of your immediate work environment?	Not safe at all	0 0.0%	1 2.5%	0 0.0%	0 0.0%	0 0.0%
	Not very safe	3 4.2%	1 2.5%	5 10.2%	0 0.0%	0 0.0%
	Moderately safe	25 34.7%	7 17.5%	10 20.4%	4 8.3%	7 15.6%
	Very safe	26 36.1%	17 42.5%	19 38.8%	23 47.9%	20 44.4%
	Extremely safe	18 25.0%	14 35.0%	15 30.6%	21 43.8%	18 40.0%
	Mean	3.82	4.05	3.90	4.35	4.24

Tables for "Workload" Component

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		71	41	51	48	46
As an employee on this campus, how difficult is it for you to balance your work and family life?	Not at all difficult	1 1.4%	1 2.4%	1 2.0%	10 20.8%	3 6.5%
	Not very difficult	18 25.4%	14 34.1%	15 29.4%	16 33.3%	19 41.3%
	Moderately difficult	25 35.2%	15 36.6%	19 37.3%	15 31.3%	14 30.4%
	Very difficult	19 26.8%	6 14.6%	10 19.6%	5 10.4%	7 15.2%
	Extremely difficult	8 11.3%	5 12.2%	6 11.8%	2 4.2%	3 6.5%
	Mean	3.21	3.00	3.10	2.44	2.74

		Age				
		Missing	Less than 39 years old	39 to 49 years old	50 to 59 years old	60 or older
n=		72	41	51	48	46
Do you feel that the workload in your current job is too low, too high, or just right?	Too low/too high	20 27.8%	6 14.6%	8 15.7%	7 14.6%	9 19.6%
	Somewhat low/high	34 47.2%	15 36.6%	29 56.9%	22 45.8%	24 52.2%
	Just right	18 25.0%	20 48.8%	14 27.5%	19 39.6%	13 28.3%
	Mean	2.94	3.68	3.24	3.50	3.17

Appendix I

Tables of Individual Items: By Years Employed

Tables for Outcome Variable "Overall Climate"

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		24	51	48	59	66
Overall, how would you rate the climate on the campus where you are primarily located?	Very poor	0 0.0%	1 2.0%	1 2.1%	4 6.8%	2 3.0%
	Poor	0 0.0%	2 3.9%	6 12.5%	6 10.2%	7 10.6%
	Fair	7 29.2%	9 17.6%	16 33.3%	21 35.6%	19 28.8%
	Good	11 45.8%	28 54.9%	21 43.8%	24 40.7%	24 36.4%
	Very good	6 25.0%	11 21.6%	4 8.3%	4 6.8%	14 21.2%
	Mean	3.96	3.90	3.44	3.31	3.62

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		24	51	48	59	65
Overall, how would you rate the climate in your primary department or unit?	Very poor	0 0.0%	2 3.9%	2 4.2%	7 11.9%	3 4.6%
	Poor	1 4.2%	4 7.8%	8 16.7%	7 11.9%	6 9.2%
	Fair	1 4.2%	7 13.7%	16 33.3%	15 25.4%	18 27.7%
	Good	13 54.2%	19 37.3%	12 25.0%	14 23.7%	19 29.2%
	Very good	9 37.5%	19 37.3%	10 20.8%	16 27.1%	19 29.2%
	Mean	4.25	3.96	3.42	3.42	3.69

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		19	43	44	56	61
If your department/unit is part of a school or college, overall, how would you rate the climate in your school or college?	Very poor	0 0.0%	1 2.3%	2 4.5%	6 10.7%	1 1.6%
	Poor	2 10.5%	3 7.0%	6 13.6%	6 10.7%	7 11.5%
	Fair	5 26.3%	12 27.9%	19 43.2%	19 33.9%	24 39.3%
	Good	10 52.6%	16 37.2%	11 25.0%	20 35.7%	22 36.1%
	Very good	2 10.5%	11 25.6%	6 13.6%	5 8.9%	7 11.5%
	Mean	3.63	3.77	3.30	3.21	3.44

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		24	51	48	59	65
Overall, how strongly would you recommend Oakland University to others as a good place to work?	Not at all strongly	0	2	4	6	7
		0.0%	3.9%	8.3%	10.2%	10.8%
	Not very strongly	0	2	5	10	9
		0.0%	3.9%	10.4%	16.9%	13.8%
	Moderately strongly	9	17	22	21	17
		37.5%	33.3%	45.8%	35.6%	26.2%
	Very strongly	12	19	12	19	16
		50.0%	37.3%	25.0%	32.2%	24.6%
	Extremely strongly	3	11	5	3	16
		12.5%	21.6%	10.4%	5.1%	24.6%
Mean		3.75	3.69	3.19	3.05	3.38

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		24	51	48	59	66
How satisfied are you, in general, with your job at the University?	Not at all satisfied	0	1	2	6	1
		0.0%	2.0%	4.2%	10.2%	1.5%
	Not very satisfied	1	1	6	7	9
		4.2%	2.0%	12.5%	11.9%	13.6%
	Moderately satisfied	6	11	19	19	17
		25.0%	21.6%	39.6%	32.2%	25.8%
	Very satisfied	11	26	16	23	24
		45.8%	51.0%	33.3%	39.0%	36.4%
	Extremely satisfied	6	12	5	4	15
		25.0%	23.5%	10.4%	6.8%	22.7%
Mean		3.92	3.92	3.33	3.20	3.65

Tables for "Professional Work Environment" Component

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		24	51	48	58	66
How much recognition do you get for your contributions at work?	None at all	2	5	5	12	14
		8.3%	9.8%	10.4%	20.7%	21.2%
Service	A little	7	15	20	18	21
		29.2%	29.4%	41.7%	31.0%	31.8%
	A moderate amount	9	19	14	17	13
		37.5%	37.3%	29.2%	29.3%	19.7%
	A lot	6	10	6	8	13
		25.0%	19.6%	12.5%	13.8%	19.7%
	A great deal	0	2	3	3	5
		0.0%	3.9%	6.3%	5.2%	7.6%
Mean		2.79	2.78	2.63	2.52	2.61

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		24	51	47	58	66
How much recognition do you get for your contributions at work?	None at all	1 4.2%	4 7.8%	9 19.1%	13 22.4%	5 7.6%
Teaching	A little	3 12.5%	13 25.5%	15 31.9%	11 19.0%	23 34.8%
	A moderate amount	11 45.8%	15 29.4%	12 25.5%	20 34.5%	19 28.8%
	A lot	8 33.3%	17 33.3%	7 14.9%	13 22.4%	11 16.7%
	A great deal	1 4.2%	2 3.9%	4 8.5%	1 1.7%	8 12.1%
Mean		3.21	3.00	2.62	2.62	2.91

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		24	51	48	59	66
Overall, how isolated do you feel at this University?	Extremely isolated	0 0.0%	2 3.9%	1 2.1%	5 8.5%	1 1.5%
	Very isolated	1 4.2%	6 11.8%	8 16.7%	10 16.9%	10 15.2%
	Moderately isolated	8 33.3%	17 33.3%	23 47.9%	16 27.1%	21 31.8%
	Not very isolated	14 58.3%	20 39.2%	10 20.8%	23 39.0%	18 27.3%
	Not at all isolated	1 4.2%	6 11.8%	6 12.5%	5 8.5%	16 24.2%
Mean		3.63	3.43	3.25	3.22	3.58

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		23	51	48	59	65
How much of a say do you have in shaping your work environment?	None at all	1 4.3%	3 5.9%	6 12.5%	11 18.6%	8 12.3%
	A little bit	5 21.7%	8 15.7%	17 35.4%	12 20.3%	15 23.1%
	A moderate amount	7 30.4%	18 35.3%	11 22.9%	19 32.2%	23 35.4%
	A lot	8 34.8%	12 23.5%	13 27.1%	14 23.7%	11 16.9%
	A great deal	2 8.7%	10 19.6%	1 2.1%	3 5.1%	8 12.3%
Mean		3.22	3.35	2.71	2.76	2.94

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		24	51	48	59	66
How comfortable do you feel expressing your personal identity in your immediate work environment?	Not at all comfortable	0	1	2	5	3
		0.0%	2.0%	4.2%	8.5%	4.5%
	Not very comfortable	3	5	11	11	6
		12.5%	9.8%	22.9%	18.6%	9.1%
	Moderately comfortable	6	13	17	19	15
		25.0%	25.5%	35.4%	32.2%	22.7%
	Very comfortable	13	19	13	17	23
		54.2%	37.3%	27.1%	28.8%	34.8%
	Extremely comfortable	2	13	5	7	19
		8.3%	25.5%	10.4%	11.9%	28.8%
Mean		3.58	3.75	3.17	3.17	3.74

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		24	51	48	59	66
How committed is your department/unit head or chair to creating a positive work environment for you?	Not at all committed	0	4	5	8	6
		0.0%	7.8%	10.4%	13.6%	9.1%
	Not very committed	1	0	7	6	11
		4.2%	0.0%	14.6%	10.2%	16.7%
	Moderately committed	5	11	11	15	16
		20.8%	21.6%	22.9%	25.4%	24.2%
	Very committed	8	17	15	25	16
		33.3%	33.3%	31.3%	42.4%	24.2%
	Extremely committed	10	19	10	5	17
		41.7%	37.3%	20.8%	8.5%	25.8%
Mean		4.13	3.92	3.38	3.22	3.41

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		24	51	45	58	65
How excluding or inclusive is your primary department/unit?	Extremely excluding	0	3	3	5	2
		0.0%	5.9%	6.7%	8.6%	3.1%
	Somewhat excluding	4	6	14	16	9
		16.7%	11.8%	31.1%	27.6%	13.8%
	Neither inclusive nor excluding	2	8	7	9	10
		8.3%	15.7%	15.6%	15.5%	15.4%
	Somewhat inclusive	10	15	11	15	19
		41.7%	29.4%	24.4%	25.9%	29.2%
	Extremely inclusive	8	19	10	13	25
		33.3%	37.3%	22.2%	22.4%	38.5%
Mean		3.92	3.80	3.24	3.26	3.86

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		24	51	48	59	65
To what extent do you feel your colleagues/coworkers treat you with respect?	Not at all	0 0.0%	1 2.0%	1 2.1%	4 6.8%	3 4.6%
	To a slight extent	1 4.2%	1 2.0%	5 10.4%	7 11.9%	2 3.1%
	To a moderate extent	2 8.3%	12 23.5%	9 18.8%	16 27.1%	13 20.0%
	To a large extent	14 58.3%	16 31.4%	23 47.9%	23 39.0%	23 35.4%
	To a great extent	7 29.2%	21 41.2%	10 20.8%	9 15.3%	24 36.9%
	Mean	4.13	4.08	3.75	3.44	3.97

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		24	51	48	58	65
In the past 12 months, how often have you personally experienced excluding, intimidating, offensive, and/or hostile conduct from members of this University?	Extremely often	0 0.0%	1 2.0%	2 4.2%	3 5.2%	2 3.1%
	Very often	0 0.0%	1 2.0%	3 6.3%	4 6.9%	5 7.7%
	Moderately often	3 12.5%	8 15.7%	9 18.8%	11 19.0%	8 12.3%
	Not very often	9 37.5%	16 31.4%	17 35.4%	19 32.8%	25 38.5%
	Never	12 50.0%	25 49.0%	17 35.4%	21 36.2%	25 38.5%
	Mean	4.38	4.24	3.92	3.88	4.02

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		24	51	47	56	65
How much recognition do you get for your contributions at work? Research	None at all	3 12.5%	12 23.5%	8 17.0%	13 23.2%	12 18.5%
	A little	7 29.2%	8 15.7%	7 14.9%	12 21.4%	22 33.8%
	A moderate amount	9 37.5%	17 33.3%	18 38.3%	19 33.9%	19 29.2%
	A lot	5 20.8%	12 23.5%	10 21.3%	8 14.3%	8 12.3%
	A great deal	0 0.0%	2 3.9%	4 8.5%	4 7.1%	4 6.2%
	Mean	2.67	2.69	2.89	2.61	2.54

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		23	49	47	58	64
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional:	Not at all courteous and professional	0	3	3	5	4
		0.0%	6.1%	6.4%	8.6%	6.3%
	Not very courteous and professional	0	2	7	7	7
		0.0%	4.1%	14.9%	12.1%	10.9%
	Moderately courteous and professional	6	4	9	18	14
		26.1%	8.2%	19.1%	31.0%	21.9%
Between faculty and department/unit leadership	Very courteous and professional	12	23	19	13	24
		52.2%	46.9%	40.4%	22.4%	37.5%
	Extremely courteous and professional	5	17	9	15	15
		21.7%	34.7%	19.1%	25.9%	23.4%
Mean		3.96	4.00	3.51	3.45	3.61

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		24	51	48	59	65
How satisfied are you, in general, with your opportunities for career advancement within the University?	Not at all satisfied	0	5	7	11	7
		0.0%	9.8%	14.6%	18.6%	10.8%
	Not very satisfied	2	7	11	14	19
		8.3%	13.7%	22.9%	23.7%	29.2%
	Moderately satisfied	13	24	19	25	18
		54.2%	47.1%	39.6%	42.4%	27.7%
	Very satisfied	8	13	9	7	16
		33.3%	25.5%	18.8%	11.9%	24.6%
	Extremely satisfied	1	2	2	2	5
		4.2%	3.9%	4.2%	3.4%	7.7%
Mean		3.33	3.00	2.75	2.58	2.89

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		24	50	48	58	65
If you experience treatment that is not fair and equitable, how confident are you that you can file a complaint or grievance without fear of negative consequences to you?	Not at all confident	3	6	14	16	19
		12.5%	12.0%	29.2%	27.6%	29.2%
	Not very confident	7	10	9	14	14
		29.2%	20.0%	18.8%	24.1%	21.5%
	Moderately confident	8	21	16	14	11
		33.3%	42.0%	33.3%	24.1%	16.9%
	Very confident	4	8	5	14	13
		16.7%	16.0%	10.4%	24.1%	20.0%
	Extremely confident	2	5	4	0	8
		8.3%	10.0%	8.3%	0.0%	12.3%
Mean		2.79	2.92	2.50	2.45	2.65

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		18	29	42	54	60
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit?	Not at all fair and equitable	0	2	5	4	3
		0.0%	6.9%	11.9%	7.4%	5.0%
	Not very fair and equitable	0	6	8	10	14
		0.0%	20.7%	19.0%	18.5%	23.3%
	Moderately fair and equitable	8	7	12	15	9
		44.4%	24.1%	28.6%	27.8%	15.0%
Promotion decisions	Very fair and equitable	10	6	11	16	15
		55.6%	20.7%	26.2%	29.6%	25.0%
	Extremely fair and equitable	0	8	6	9	19
		0.0%	27.6%	14.3%	16.7%	31.7%
Mean		3.56	3.41	3.12	3.30	3.55

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		24	51	48	59	66
To what extent does your current work environment provide opportunities for you to learn and grow?	Not at all	0	2	3	5	6
		0.0%	3.9%	6.3%	8.5%	9.1%
	To a slight extent	3	8	7	12	8
		12.5%	15.7%	14.6%	20.3%	12.1%
	To a moderate extent	11	16	19	24	20
		45.8%	31.4%	39.6%	40.7%	30.3%
	To a large extent	9	15	14	14	20
		37.5%	29.4%	29.2%	23.7%	30.3%
	To a great extent	1	10	5	4	12
		4.2%	19.6%	10.4%	6.8%	18.2%
Mean		3.33	3.45	3.23	3.00	3.36

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		22	47	43	57	61
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution?	Extremely detrimental	1	5	3	4	1
		4.5%	10.6%	7.0%	7.0%	1.6%
	Quite detrimental	0	0	5	7	5
		0.0%	0.0%	11.6%	12.3%	8.2%
	Neither beneficial nor detrimental	4	6	10	18	16
		18.2%	12.8%	23.3%	31.6%	26.2%
Your department/unit leadership - i.e., your Department /Program Director or Supervisor	Quite beneficial	11	22	16	17	20
		50.0%	46.8%	37.2%	29.8%	32.8%
	Extremely beneficial	6	14	9	11	19
		27.3%	29.8%	20.9%	19.3%	31.1%
Mean		3.95	3.85	3.53	3.42	3.84

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		24	51	48	59	66
How much access do you have to accurate and timely information about the institutional policies and procedures you need to do your job well?	Not at all	0	4	1	4	2
		0.0%	7.8%	2.1%	6.8%	3.0%
	A little	2	4	5	8	9
		8.3%	7.8%	10.4%	13.6%	13.6%
	Some	8	16	17	20	19
		33.3%	31.4%	35.4%	33.9%	28.8%
	A lot	14	18	20	20	23
		58.3%	35.3%	41.7%	33.9%	34.8%
	A great deal	0	9	5	7	13
		0.0%	17.6%	10.4%	11.9%	19.7%
Mean		3.50	3.47	3.48	3.31	3.55

Tables for "Professional Relationships" Component

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		23	47	48	55	65
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional:	Not very courteous and professional	0	2	0	5	1
		0.0%	4.3%	0.0%	9.1%	1.5%
	Moderately courteous and	5	4	9	12	7
		21.7%	8.5%	18.8%	21.8%	10.8%
	Very courteous and professional	13	20	25	28	29
		56.5%	42.6%	52.1%	50.9%	44.6%
Between faculty and students	Extremely courteous and	5	21	14	10	28
		21.7%	44.7%	29.2%	18.2%	43.1%
Mean		4.00	4.28	4.10	3.78	4.29

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		23	47	48	56	65
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional:	Not at all courteous and professional	0	1	1	2	2
		0.0%	2.1%	2.1%	3.6%	3.1%
	Not very courteous and professional	1	2	2	3	1
		4.3%	4.3%	4.2%	5.4%	1.5%
	Moderately courteous and	4	7	11	14	11
		17.4%	14.9%	22.9%	25.0%	16.9%
Between faculty and staff	Very courteous and professional	10	13	25	24	30
		43.5%	27.7%	52.1%	42.9%	46.2%
	Extremely courteous and	8	24	9	13	21
		34.8%	51.1%	18.8%	23.2%	32.3%
Mean		4.09	4.21	3.81	3.77	4.03

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		18	44	40	50	64
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and students	Not at all courteous and professional	0	0	1	0	1
		0.0%	0.0%	2.5%	0.0%	1.6%
	Not very courteous and professional	0	3	1	0	3
		0.0%	6.8%	2.5%	0.0%	4.7%
	Moderately courteous and professional	4	6	5	17	13
		22.2%	13.6%	12.5%	34.0%	20.3%
	Very courteous and professional	7	16	22	22	21
		38.9%	36.4%	55.0%	44.0%	32.8%
	Extremely courteous and professional	7	19	11	11	26
		38.9%	43.2%	27.5%	22.0%	40.6%
	Mean	4.17	4.16	4.03	3.88	4.06

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		24	50	47	58	66
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty	Not at all courteous and professional	0	1	0	3	1
		0.0%	2.0%	0.0%	5.2%	1.5%
	Not very courteous and professional	0	2	3	3	4
		0.0%	4.0%	6.4%	5.2%	6.1%
	Moderately courteous and professional	7	7	14	21	12
		29.2%	14.0%	29.8%	36.2%	18.2%
	Very courteous and professional	11	21	22	19	30
		45.8%	42.0%	46.8%	32.8%	45.5%
	Extremely courteous and professional	6	19	8	12	19
		25.0%	38.0%	17.0%	20.7%	28.8%
	Mean	3.96	4.10	3.74	3.59	3.94

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		24	51	48	59	64
In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity?	Extremely often	0	1	1	2	0
		0.0%	2.0%	2.1%	3.4%	0.0%
	Very often	1	3	0	4	2
		4.2%	5.9%	0.0%	6.8%	3.1%
	Moderately often	3	5	6	9	6
		12.5%	9.8%	12.5%	15.3%	9.4%
	Not very often	8	17	18	25	29
		33.3%	33.3%	37.5%	42.4%	45.3%
	Never	12	25	23	19	27
		50.0%	49.0%	47.9%	32.2%	42.2%
	Mean	4.29	4.22	4.29	3.93	4.27

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		22	40	46	52	62
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Recruitment policies and practices	Not at all fair and equitable	0 0.0%	1 2.5%	3 6.5%	4 7.7%	1 1.6%
	Not very fair and equitable	0 0.0%	6 15.0%	7 15.2%	7 13.5%	13 21.0%
	Moderately fair and equitable	4 18.2%	5 12.5%	10 21.7%	13 25.0%	14 22.6%
	Very fair and equitable	12 54.5%	13 32.5%	17 37.0%	14 26.9%	14 22.6%
	Extremely fair and equitable	6 27.3%	15 37.5%	9 19.6%	14 26.9%	20 32.3%
	Mean	4.09	3.88	3.48	3.52	3.63

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		24	51	48	59	66
How would you rate the overall quality of the relationship between you and students at the University?	Poor	0 0.0%	0 0.0%	1 2.1%	1 1.7%	0 0.0%
	Fair	2 8.3%	3 5.9%	3 6.3%	2 3.4%	5 7.6%
	Good	8 33.3%	12 23.5%	13 27.1%	22 37.3%	18 27.3%
	Very good	14 58.3%	36 70.6%	31 64.6%	34 57.6%	43 65.2%
	Mean	4.50	4.65	4.54	4.51	4.58

Tables for "Campus-wide Diversity & Fair and Equitable Practices" Component

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		14	34	35	54	57
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? The University leadership - i.e., the President and the Board of Trustees	Extremely detrimental	1 7.1%	3 8.8%	2 5.7%	7 13.0%	3 5.3%
	Quite detrimental	1 7.1%	3 8.8%	8 22.9%	11 20.4%	12 21.1%
	Neither beneficial nor detrimental	7 50.0%	12 35.3%	9 25.7%	19 35.2%	14 24.6%
	Quite beneficial	5 35.7%	11 32.4%	13 37.1%	13 24.1%	17 29.8%
	Extremely beneficial	0 0.0%	5 14.7%	3 8.6%	4 7.4%	11 19.3%
	Mean	3.14	3.35	3.20	2.93	3.37

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		16	38	35	51	56
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution?	Extremely detrimental	1 6.3%	3 7.9%	1 2.9%	6 11.8%	0 0.0%
	Quite detrimental	2 12.5%	1 2.6%	6 17.1%	11 21.6%	10 17.9%
	Neither beneficial nor detrimental	5 31.3%	12 31.6%	11 31.4%	16 31.4%	20 35.7%
	Quite beneficial	6 37.5%	15 39.5%	14 40.0%	15 29.4%	18 32.1%
	Extremely beneficial	2 12.5%	7 18.4%	3 8.6%	3 5.9%	8 14.3%
	Mean	3.38	3.58	3.34	2.96	3.43

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		24	49	48	55	66
How committed is the University and its leadership to promoting practices that help recruit a diverse student body?	Not at all committed	1 4.2%	4 8.2%	2 4.2%	2 3.6%	2 3.0%
	Not very committed	4 16.7%	3 6.1%	8 16.7%	8 14.5%	13 19.7%
	Moderately committed	11 45.8%	21 42.9%	15 31.3%	28 50.9%	19 28.8%
	Very committed	7 29.2%	19 38.8%	19 39.6%	14 25.5%	25 37.9%
	Extremely committed	1 4.2%	2 4.1%	4 8.3%	3 5.5%	7 10.6%
	Mean	3.13	3.24	3.31	3.15	3.33

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		18	37	39	48	61
Overall, how well does your campus meet the needs of those with disabilities?	Not well at all	2 11.1%	1 2.7%	3 7.7%	1 2.1%	2 3.3%
	Not very well	4 22.2%	3 8.1%	6 15.4%	12 25.0%	9 14.8%
	Moderately well	5 27.8%	12 32.4%	9 23.1%	21 43.8%	23 37.7%
	Very well	7 38.9%	16 43.2%	14 35.9%	13 27.1%	22 36.1%
	Extremely well	0 0.0%	5 13.5%	7 17.9%	1 2.1%	5 8.2%
	Mean	2.94	3.57	3.41	3.02	3.31

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		23	48	47	56	66
How committed is the University community at large to helping to retain a diverse student body?	Not at all committed	1 4.3%	4 8.3%	2 4.3%	2 3.6%	2 3.0%
	Not very committed	5 21.7%	5 10.4%	7 14.9%	12 21.4%	10 15.2%
	Moderately committed	12 52.2%	23 47.9%	21 44.7%	28 50.0%	22 33.3%
	Very committed	2 8.7%	12 25.0%	14 29.8%	12 21.4%	25 37.9%
	Extremely committed	3 13.0%	4 8.3%	3 6.4%	2 3.6%	7 10.6%
	Mean	3.04	3.15	3.19	3.00	3.38

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		22	43	42	57	65
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit?	Not at all fair and equitable	2 9.1%	3 7.0%	5 11.9%	5 8.8%	11 16.9%
	Not very fair and equitable	6 27.3%	4 9.3%	9 21.4%	14 24.6%	10 15.4%
	Moderately fair and equitable	4 18.2%	16 37.2%	14 33.3%	18 31.6%	18 27.7%
	Very fair and equitable	9 40.9%	11 25.6%	8 19.0%	13 22.8%	17 26.2%
	Extremely fair and equitable	1 4.5%	9 20.9%	6 14.3%	7 12.3%	9 13.8%
	Mean	3.05	3.44	3.02	3.05	3.05

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		24	50	48	59	64
To what extent do you believe you have the tools and resources to do your job well?	Not at all	0 0.0%	1 2.0%	2 4.2%	1 1.7%	1 1.6%
	To a slight extent	1 4.2%	5 10.0%	6 12.5%	8 13.6%	10 15.6%
	To a moderate extent	11 45.8%	14 28.0%	14 29.2%	17 28.8%	19 29.7%
	To a large extent	7 29.2%	23 46.0%	23 47.9%	28 47.5%	21 32.8%
	To a great extent	5 20.8%	7 14.0%	3 6.3%	5 8.5%	13 20.3%
	Mean	3.67	3.60	3.40	3.47	3.55

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		22	47	43	58	63
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Access to departmental support staff	Not at all fair and equitable	0	5	2	3	5
		0.0%	10.6%	4.7%	5.2%	7.9%
	Not very fair and equitable	1	0	4	4	4
		4.5%	0.0%	9.3%	6.9%	6.3%
	Moderately fair and equitable	4	8	14	23	16
		18.2%	17.0%	32.6%	39.7%	25.4%
	Very fair and equitable	9	15	12	20	23
		40.9%	31.9%	27.9%	34.5%	36.5%
	Extremely fair and equitable	8	19	11	8	15
		36.4%	40.4%	25.6%	13.8%	23.8%
Mean		4.09	3.91	3.60	3.45	3.62

Tables for "Departmental Diversity" Component

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		24	51	48	58	64
Overall, how satisfied are you with the diversity in your primary department/unit?	Not at all satisfied	3	5	3	7	1
		12.5%	9.8%	6.3%	12.1%	1.6%
	Not very satisfied	2	7	12	10	8
		8.3%	13.7%	25.0%	17.2%	12.5%
	Moderately satisfied	7	17	19	17	15
		29.2%	33.3%	39.6%	29.3%	23.4%
	Very satisfied	7	15	9	21	28
		29.2%	29.4%	18.8%	36.2%	43.8%
	Extremely satisfied	5	7	5	3	12
		20.8%	13.7%	10.4%	5.2%	18.8%
Mean		3.38	3.24	3.02	3.05	3.66

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		24	49	48	58	65
How effective is your department in recruiting a diverse faculty and staff?	Not at all effective	1	7	4	10	2
		4.2%	14.3%	8.3%	17.2%	3.1%
	Not very effective	5	2	10	12	14
		20.8%	4.1%	20.8%	20.7%	21.5%
	Moderately effective	8	13	15	19	15
		33.3%	26.5%	31.3%	32.8%	23.1%
	Very effective	8	22	15	16	22
		33.3%	44.9%	31.3%	27.6%	33.8%
	Extremely effective	2	5	4	1	12
		8.3%	10.2%	8.3%	1.7%	18.5%
Mean		3.21	3.33	3.10	2.76	3.43

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		24	49	48	58	66
How effective is your department in retaining a diverse faculty and staff?	Not at all effective	1 4.2%	6 12.2%	4 8.3%	14 24.1%	5 7.6%
	Not very effective	3 12.5%	2 4.1%	12 25.0%	7 12.1%	9 13.6%
	Moderately effective	14 58.3%	16 32.7%	16 33.3%	18 31.0%	23 34.8%
	Very effective	3 12.5%	22 44.9%	12 25.0%	18 31.0%	22 33.3%
	Extremely effective	3 12.5%	3 6.1%	4 8.3%	1 1.7%	7 10.6%
	Mean	3.17	3.29	3.00	2.74	3.26

Tables for "Physical Safety" Component

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		24	48	47	57	65
Overall, how would you rate the physical safety of your campus?	Not safe at all	0 0.0%	0 0.0%	1 2.1%	0 0.0%	0 0.0%
	Not very safe	0 0.0%	0 0.0%	1 2.1%	2 3.5%	2 3.1%
	Moderately safe	6 25.0%	11 22.9%	11 23.4%	12 21.1%	14 21.5%
	Very safe	10 41.7%	23 47.9%	21 44.7%	37 64.9%	30 46.2%
	Extremely safe	8 33.3%	14 29.2%	13 27.7%	6 10.5%	19 29.2%
	Mean	4.08	4.06	3.94	3.82	4.02

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		24	49	47	57	66
Overall, how would you rate the physical safety of the areas close to campus?	Not very safe	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 3.0%
	Moderately safe	4 16.7%	11 22.4%	14 29.8%	14 24.6%	17 25.8%
	Very safe	10 41.7%	28 57.1%	21 44.7%	34 59.6%	30 45.5%
	Extremely safe	10 41.7%	10 20.4%	12 25.5%	9 15.8%	17 25.8%
	Mean	4.25	3.98	3.96	3.91	3.94

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		24	49	48	58	65
How would you rate the physical safety of your immediate work environment?	Not safe at all	0 0.0%	0 0.0%	1 2.1%	0 0.0%	0 0.0%
	Not very safe	1 4.2%	2 4.1%	1 2.1%	4 6.9%	1 1.5%
	Moderately safe	5 20.8%	10 20.4%	10 20.8%	13 22.4%	12 18.5%
	Very safe	7 29.2%	19 38.8%	22 45.8%	25 43.1%	27 41.5%
	Extremely safe	11 45.8%	18 36.7%	14 29.2%	16 27.6%	25 38.5%
	Mean	4.17	4.08	3.98	3.91	4.17

Tables for "Workload" Component

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		24	50	48	59	66
As an employee on this campus, how difficult is it for you to balance your work and family life?	Not at all difficult	0 0.0%	6 12.0%	2 4.2%	2 3.4%	6 9.1%
	Not very difficult	9 37.5%	15 30.0%	18 37.5%	15 25.4%	22 33.3%
	Moderately difficult	8 33.3%	18 36.0%	15 31.3%	25 42.4%	19 28.8%
	Very difficult	5 20.8%	8 16.0%	5 10.4%	13 22.0%	13 19.7%
	Extremely difficult	2 8.3%	3 6.0%	8 16.7%	4 6.8%	6 9.1%
	Mean	3.00	2.74	2.98	3.03	2.86

		Years employed at current position				
		< 1 year	1 to <3 years	3 to <5 years	5 to <10 years	10+ years
n=		24	51	48	59	66
Do you feel that the workload in your current job is too low, too high, or just right?	Too low/too high	2 8.3%	8 15.7%	13 27.1%	11 18.6%	12 18.2%
	Somewhat low/high	13 54.2%	24 47.1%	17 35.4%	30 50.8%	36 54.5%
	Just right	9 37.5%	19 37.3%	18 37.5%	18 30.5%	18 27.3%
	Mean	3.58	3.43	3.21	3.24	3.18

Appendix J

Tables of Individual Items: By Sexual Orientation

Tables for Outcome Variable "Overall Climate"

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		202	33	23
Overall, how would you rate the climate on the campus where you are primarily located?	Very poor	9 4.5%	0 0.0%	0 0.0%
	Poor	11 5.4%	9 27.3%	1 4.3%
	Fair	54 26.7%	11 33.3%	11 47.8%
	Good	91 45.0%	12 36.4%	8 34.8%
	Very good	37 18.3%	1 3.0%	3 13.0%
	Mean	3.67	3.15	3.57

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		202	33	22
Overall, how would you rate the climate in your primary department or unit?	Very poor	13 6.4%	1 3.0%	1 4.5%
	Poor	20 9.9%	4 12.1%	3 13.6%
	Fair	46 22.8%	12 36.4%	3 13.6%
	Good	60 29.7%	9 27.3%	10 45.5%
	Very good	63 31.2%	7 21.2%	5 22.7%
	Mean	3.69	3.52	3.68

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		184	29	19
If your department/unit is part of a school or college, overall, how would you rate the climate in your school or college?	Very poor	9 4.9%	0 0.0%	2 10.5%
	Poor	16 8.7%	5 17.2%	3 15.8%
	Fair	62 33.7%	13 44.8%	8 42.1%
	Good	69 37.5%	9 31.0%	4 21.1%
	Very good	28 15.2%	2 6.9%	2 10.5%
	Mean	3.49	3.28	3.05

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		201	33	23
Overall, how strongly would you recommend Oakland University to others as a good place to work?	Not at all strongly	15 7.5%	4 12.1%	0 0.0%
	Not very strongly	20 10.0%	3 9.1%	5 21.7%
	Moderately strongly	70 34.8%	15 45.5%	7 30.4%
	Very strongly	60 29.9%	10 30.3%	8 34.8%
	Extremely strongly	36 17.9%	1 3.0%	3 13.0%
	Mean	3.41	3.03	3.39

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		202	33	23
How satisfied are you, in general, with your job at the University?	Not at all satisfied	8 4.0%	1 3.0%	1 4.3%
	Not very satisfied	18 8.9%	5 15.2%	4 17.4%
	Moderately satisfied	60 29.7%	11 33.3%	4 17.4%
	Very satisfied	79 39.1%	12 36.4%	12 52.2%
	Extremely satisfied	37 18.3%	4 12.1%	2 8.7%
	Mean	3.59	3.39	3.43

Tables for "Professional Work Environment" Component

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		201	33	23
How much recognition do you get for your contributions at work? Service	None at all	33 16.4%	4 12.1%	2 8.7%
	A little	59 29.4%	16 48.5%	10 43.5%
	A moderate amount	61 30.3%	7 21.2%	8 34.8%
	A lot	36 17.9%	4 12.1%	3 13.0%
	A great deal	12 6.0%	2 6.1%	0 0.0%
	Mean	2.68	2.52	2.52

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		201	33	22
How much recognition do you get for your contributions at work? Teaching	None at all	27	4	2
		13.4%	12.1%	9.1%
	A little	50	12	7
		24.9%	36.4%	31.8%
	A moderate amount	62	11	8
		30.8%	33.3%	36.4%
	A lot	45	6	5
		22.4%	18.2%	22.7%
	A great deal	17	0	0
		8.5%	0.0%	0.0%
Mean		2.88	2.58	2.73

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		202	33	23
Overall, how isolated do you feel at this University?	Extremely isolated	8	1	0
		4.0%	3.0%	0.0%
	Very isolated	25	10	2
		12.4%	30.3%	8.7%
	Moderately isolated	69	13	10
		34.2%	39.4%	43.5%
	Not very isolated	75	6	5
		37.1%	18.2%	21.7%
	Not at all isolated	25	3	6
		12.4%	9.1%	26.1%
Mean		3.42	3.00	3.65

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		201	32	23
How much of a say do you have in shaping your work environment?	None at all	25	2	3
		12.4%	6.3%	13.0%
	A little bit	46	8	4
		22.9%	25.0%	17.4%
	A moderate amount	68	7	8
		33.8%	21.9%	34.8%
	A lot	41	13	5
		20.4%	40.6%	21.7%
	A great deal	21	2	3
		10.4%	6.3%	13.0%
Mean		2.94	3.16	3.04

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		202	33	23
How comfortable do you feel expressing your personal identity in your immediate work environment?	Not at all comfortable	11 5.4%	1 3.0%	2 8.7%
	Not very comfortable	25 12.4%	10 30.3%	3 13.0%
	Moderately comfortable	53 26.2%	13 39.4%	7 30.4%
	Very comfortable	75 37.1%	4 12.1%	7 30.4%
	Extremely comfortable	38 18.8%	5 15.2%	4 17.4%
	Mean	3.51	3.06	3.35

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		202	33	23
How committed is your department/unit head or chair to creating a positive work environment for you?	Not at all committed	17 8.4%	4 12.1%	2 8.7%
	Not very committed	23 11.4%	3 9.1%	1 4.3%
	Moderately committed	49 24.3%	5 15.2%	7 30.4%
	Very committed	62 30.7%	13 39.4%	9 39.1%
	Extremely committed	51 25.2%	8 24.2%	4 17.4%
Mean		3.53	3.55	3.52

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		198	32	23
How excluding or inclusive is your primary department/unit?	Extremely excluding	10 5.1%	2 6.3%	3 13.0%
	Somewhat excluding	40 20.2%	8 25.0%	3 13.0%
	Neither inclusive nor excluding	30 15.2%	4 12.5%	6 26.1%
	Somewhat inclusive	51 25.8%	14 43.8%	6 26.1%
	Extremely inclusive	67 33.8%	4 12.5%	5 21.7%
	Mean	3.63	3.31	3.30

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		201	33	23
To what extent do you feel your colleagues/coworkers treat you with respect?	Not at all	8 4.0%	1 3.0%	0 0.0%
	To a slight extent	12 6.0%	5 15.2%	3 13.0%
	To a moderate extent	40 19.9%	8 24.2%	6 26.1%
	To a large extent	82 40.8%	14 42.4%	6 26.1%
	To a great extent	59 29.4%	5 15.2%	8 34.8%
	Mean	3.86	3.52	3.83

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		200	33	23
In the past 12 months, how often have you personally experienced excluding, intimidating, offensive, and/or hostile conduct from members of this University?	Extremely often	8 4.0%	1 3.0%	0 0.0%
	Very often	9 4.5%	4 12.1%	1 4.3%
	Moderately often	31 15.5%	6 18.2%	5 21.7%
	Not very often	67 33.5%	14 42.4%	8 34.8%
	Never	85 42.5%	8 24.2%	9 39.1%
	Mean	4.06	3.73	4.09

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		197	33	23
How much recognition do you get for your contributions at work? Research	None at all	39 19.8%	7 21.2%	2 8.7%
	A little	46 23.4%	9 27.3%	5 21.7%
	A moderate amount	64 32.5%	10 30.3%	11 47.8%
	A lot	35 17.8%	5 15.2%	4 17.4%
	A great deal	13 6.6%	2 6.1%	1 4.3%
	Mean	2.68	2.58	2.87

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		197	32	22
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional:	Not at all courteous and professional	13 6.6%	2 6.3%	0 0.0%
	Not very courteous and professional	22 11.2%	3 9.4%	2 9.1%
	Moderately courteous and professional	43 21.8%	6 18.8%	5 22.7%
Between faculty and department/unit leadership	Very courteous and professional	70 35.5%	13 40.6%	9 40.9%
	Extremely courteous and professional	49 24.9%	8 25.0%	6 27.3%
Mean		3.61	3.69	3.86

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		201	33	23
How satisfied are you, in general, with your opportunities for career advancement within the University?	Not at all satisfied	22 10.9%	6 18.2%	3 13.0%
	Not very satisfied	47 23.4%	5 15.2%	4 17.4%
	Moderately satisfied	80 39.8%	13 39.4%	11 47.8%
	Very satisfied	40 19.9%	8 24.2%	5 21.7%
	Extremely satisfied	12 6.0%	1 3.0%	0 0.0%
Mean		2.87	2.79	2.78

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		200	33	22
If you experience treatment that is not fair and equitable, how confident are you that you can file a complaint or grievance without fear of negative consequences to you?	Not at all confident	47 23.5%	8 24.2%	6 27.3%
	Not very confident	41 20.5%	9 27.3%	7 31.8%
	Moderately confident	63 31.5%	9 27.3%	2 9.1%
	Very confident	36 18.0%	4 12.1%	4 18.2%
	Extremely confident	13 6.5%	3 9.1%	3 13.6%
Mean		2.64	2.55	2.59

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		161	30	19
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit?	Not at all fair and equitable	13 8.1%	2 6.7%	0 0.0%
	Not very fair and equitable	28 17.4%	7 23.3%	5 26.3%
	Moderately fair and equitable	42 26.1%	8 26.7%	3 15.8%
	Very fair and equitable	45 28.0%	10 33.3%	5 26.3%
	Extremely fair and equitable	33 20.5%	3 10.0%	6 31.6%
Mean		3.35	3.17	3.63

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		202	33	22
To what extent does your current work environment provide opportunities for you to learn and grow?	Not at all	11 5.4%	4 12.1%	1 4.5%
	To a slight extent	32 15.8%	6 18.2%	2 9.1%
	To a moderate extent	71 35.1%	12 36.4%	11 50.0%
	To a large extent	63 31.2%	7 21.2%	5 22.7%
	To a great extent	25 12.4%	4 12.1%	3 13.6%
Mean		3.29	3.03	3.32

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		186	33	21
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution?	Extremely detrimental	11 5.9%	4 12.1%	0 0.0%
	Quite detrimental	14 7.5%	3 9.1%	1 4.8%
	Neither beneficial nor detrimental	47 25.3%	3 9.1%	7 33.3%
	Quite beneficial	66 35.5%	13 39.4%	10 47.6%
	Extremely beneficial	48 25.8%	10 30.3%	3 14.3%
Mean		3.68	3.67	3.71

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		202	33	22
How much access do you have to accurate and timely information about the institutional policies and procedures you need to do your job well?	Not at all	8 4.0%	3 9.1%	0 0.0%
	A little	22 10.9%	5 15.2%	1 4.5%
	Some	62 30.7%	12 36.4%	13 59.1%
	A lot	80 39.6%	11 33.3%	5 22.7%
	A great deal	30 14.9%	2 6.1%	3 13.6%
	Mean	3.50	3.12	3.45

Tables for "Professional Relationships" Component

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		194	31	23
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional:	Not very courteous and professional	9 4.6%	1 3.2%	0 0.0%
	Moderately courteous and professional	28 14.4%	7 22.6%	4 17.4%
	Very courteous and professional	92 47.4%	15 48.4%	12 52.2%
	Extremely courteous and professional	65 33.5%	8 25.8%	7 30.4%
	Mean	4.10	3.97	4.13

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		195	31	23
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional:	Not at all courteous and professional	5 2.6%	1 3.2%	0 0.0%
	Not very courteous and professional	8 4.1%	1 3.2%	1 4.3%
	Moderately courteous and professional	36 18.5%	9 29.0%	5 21.7%
	Very courteous and professional	85 43.6%	10 32.3%	11 47.8%
	Extremely courteous and professional	61 31.3%	10 32.3%	6 26.1%
	Mean	3.97	3.87	3.96

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		177	28	19
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and students	Not at all courteous and professional	1 .6%	1 3.6%	0 0.0%
	Not very courteous and professional	7 4.0%	1 3.6%	0 0.0%
	Moderately courteous and professional	35 19.8%	8 28.6%	4 21.1%
	Very courteous and professional	74 41.8%	11 39.3%	6 31.6%
	Extremely courteous and professional	60 33.9%	7 25.0%	9 47.4%
	Mean	4.05	3.79	4.26

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		200	32	23
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty	Not at all courteous and professional	5 2.5%	0 0.0%	0 0.0%
	Not very courteous and professional	10 5.0%	3 9.4%	2 8.7%
	Moderately courteous and professional	50 25.0%	8 25.0%	5 21.7%
	Very courteous and professional	82 41.0%	14 43.8%	10 43.5%
	Extremely courteous and professional	53 26.5%	7 21.9%	6 26.1%
	Mean	3.84	3.78	3.87

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		200	33	23
In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity?	Extremely often	4 2.0%	1 3.0%	0 0.0%
	Very often	4 2.0%	5 15.2%	1 4.3%
	Moderately often	20 10.0%	6 18.2%	3 13.0%
	Not very often	80 40.0%	15 45.5%	7 30.4%
	Never	92 46.0%	6 18.2%	12 52.2%
	Mean	4.26	3.61	4.30

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		180	30	19
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Recruitment policies and practices	Not at all fair and equitable	9 5.0%	1 3.3%	0 0.0%
	Not very fair and equitable	27 15.0%	6 20.0%	2 10.5%
	Moderately fair and equitable	36 20.0%	6 20.0%	7 36.8%
	Very fair and equitable	60 33.3%	7 23.3%	4 21.1%
	Extremely fair and equitable	48 26.7%	10 33.3%	6 31.6%
Mean		3.62	3.63	3.74

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		202	33	23
How would you rate the overall quality of the relationship between you and students at the University?	Poor	2 1.0%	0 0.0%	0 0.0%
	Fair	14 6.9%	2 6.1%	1 4.3%
	Good	55 27.2%	14 42.4%	9 39.1%
	Very good	131 64.9%	17 51.5%	13 56.5%
Mean		4.56	4.45	4.52

Tables for "Campus-wide Diversity & Fair and Equitable Practices" Component

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		155	25	20
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? The University leadership - i.e., the President and the Board of Trustees	Extremely detrimental	11 7.1%	5 20.0%	0 0.0%
	Quite detrimental	25 16.1%	9 36.0%	3 15.0%
	Neither beneficial nor detrimental	47 30.3%	6 24.0%	9 45.0%
	Quite beneficial	51 32.9%	4 16.0%	7 35.0%
	Extremely beneficial	21 13.5%	1 4.0%	1 5.0%
Mean		3.30	2.48	3.30

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		156	26	20
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution?	Extremely detrimental	6 3.8%	5 19.2%	0 0.0%
	Quite detrimental	20 12.8%	8 30.8%	3 15.0%
	Neither beneficial nor detrimental	54 34.6%	6 23.1%	8 40.0%
	Quite beneficial	56 35.9%	6 23.1%	7 35.0%
	Extremely beneficial	20 12.8%	1 3.8%	2 10.0%
	Mean	3.41	2.62	3.40

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		197	33	22
How committed is the University and its leadership to promoting practices that help recruit a diverse student body?	Not at all committed	8 4.1%	3 9.1%	0 0.0%
	Not very committed	25 12.7%	10 30.3%	3 13.6%
	Moderately committed	77 39.1%	12 36.4%	11 50.0%
	Very committed	70 35.5%	7 21.2%	8 36.4%
	Extremely committed	17 8.6%	1 3.0%	0 0.0%
	Mean	3.32	2.79	3.23

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		164	26	20
Overall, how well does your campus meet the needs of those with disabilities?	Not well at all	5 3.0%	3 11.5%	1 5.0%
	Not very well	27 16.5%	6 23.1%	4 20.0%
	Moderately well	54 32.9%	11 42.3%	6 30.0%
	Very well	60 36.6%	5 19.2%	8 40.0%
	Extremely well	18 11.0%	1 3.8%	1 5.0%
	Mean	3.36	2.81	3.20

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		195	33	21
How committed is the University community at large to helping to retain a diverse student body?	Not at all committed	9 4.6%	2 6.1%	0 0.0%
	Not very committed	25 12.8%	15 45.5%	2 9.5%
	Moderately committed	91 46.7%	8 24.2%	12 57.1%
	Very committed	52 26.7%	6 18.2%	7 33.3%
	Extremely committed	18 9.2%	2 6.1%	0 0.0%
	Mean	3.23	2.73	3.24

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		189	29	20
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Allocation of space/equipment or other resources	Not at all fair and equitable	22 11.6%	4 13.8%	1 5.0%
	Not very fair and equitable	30 15.9%	11 37.9%	4 20.0%
	Moderately fair and equitable	64 33.9%	3 10.3%	8 40.0%
	Very fair and equitable	46 24.3%	7 24.1%	5 25.0%
	Extremely fair and equitable	27 14.3%	4 13.8%	2 10.0%
	Mean	3.14	2.86	3.15

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		199	33	23
To what extent do you believe you have the tools and resources to do your job well?	Not at all	3 1.5%	2 6.1%	0 0.0%
	To a slight extent	22 11.1%	6 18.2%	2 8.7%
	To a moderate extent	64 32.2%	10 30.3%	9 39.1%
	To a large extent	85 42.7%	10 30.3%	8 34.8%
	To a great extent	25 12.6%	5 15.2%	4 17.4%
	Mean	3.54	3.30	3.61

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		191	30	22
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Access to departmental support staff	Not at all fair and equitable	13 6.8%	3 10.0%	0 0.0%
	Not very fair and equitable	8 4.2%	5 16.7%	1 4.5%
	Moderately fair and equitable	52 27.2%	7 23.3%	9 40.9%
	Very fair and equitable	65 34.0%	10 33.3%	8 36.4%
	Extremely fair and equitable	53 27.7%	5 16.7%	4 18.2%
Mean		3.72	3.30	3.68

Tables for "Departmental Diversity" Component

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		199	33	23
Overall, how satisfied are you with the diversity in your primary department/unit?	Not at all satisfied	9 4.5%	9 27.3%	1 4.3%
	Not very satisfied	35 17.6%	8 24.2%	1 4.3%
	Moderately satisfied	58 29.1%	7 21.2%	13 56.5%
	Very satisfied	70 35.2%	6 18.2%	5 21.7%
	Extremely satisfied	27 13.6%	3 9.1%	3 13.0%
Mean		3.36	2.58	3.35

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		198	33	22
How effective is your department in recruiting a diverse faculty and staff?	Not at all effective	16 8.1%	7 21.2%	2 9.1%
	Not very effective	37 18.7%	9 27.3%	1 4.5%
	Moderately effective	56 28.3%	9 27.3%	8 36.4%
	Very effective	67 33.8%	6 18.2%	11 50.0%
	Extremely effective	22 11.1%	2 6.1%	0 0.0%
Mean		3.21	2.61	3.27

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		200	33	22
How effective is your department in retaining a diverse faculty and staff?	Not at all effective	24 12.0%	6 18.2%	2 9.1%
	Not very effective	24 12.0%	9 27.3%	2 9.1%
	Moderately effective	73 36.5%	11 33.3%	7 31.8%
	Very effective	61 30.5%	6 18.2%	11 50.0%
	Extremely effective	18 9.0%	1 3.0%	0 0.0%
	Mean	3.13	2.61	3.23

Tables for "Physical Safety" Component

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		195	32	23
Overall, how would you rate the physical safety of your campus?	Not safe at all	1 .5%	0 0.0%	0 0.0%
	Not very safe	3 1.5%	2 6.3%	0 0.0%
	Moderately safe	42 21.5%	11 34.4%	5 21.7%
	Very safe	97 49.7%	14 43.8%	13 56.5%
	Extremely safe	52 26.7%	5 15.6%	5 21.7%
	Mean	4.01	3.69	4.00

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		198	32	23
Overall, how would you rate the physical safety of the areas close to campus?	Not very safe	2 1.0%	0 0.0%	0 0.0%
	Moderately safe	47 23.7%	12 37.5%	5 21.7%
	Very safe	100 50.5%	14 43.8%	13 56.5%
	Extremely safe	49 24.7%	6 18.8%	5 21.7%
Mean		3.99	3.81	4.00

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		198	33	23
How would you rate the physical safety of your immediate work environment?	Not safe at all	1 .5%	0 0.0%	0 0.0%
	Not very safe	6 3.0%	3 9.1%	0 0.0%
	Moderately safe	41 20.7%	7 21.2%	5 21.7%
	Very safe	81 40.9%	13 39.4%	11 47.8%
	Extremely safe	69 34.8%	10 30.3%	7 30.4%
	Mean	4.07	3.91	4.09

Tables for "Workload" Component

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		201	33	23
As an employee on this campus, how difficult is it for you to balance your work and family life?	Not at all difficult	13 6.5%	2 6.1%	1 4.3%
	Not very difficult	69 34.3%	7 21.2%	6 26.1%
	Moderately difficult	58 28.9%	15 45.5%	15 65.2%
	Very difficult	40 19.9%	6 18.2%	1 4.3%
	Extremely difficult	21 10.4%	3 9.1%	0 0.0%
	Mean	2.94	3.03	2.70

		Sexual Orientation		
		Heterosexual	Other	Missing
n=		202	33	23
Do you feel that the workload in your current job is too low, too high, or just right?	Too low/too high	41 20.3%	5 15.2%	4 17.4%
	Somewhat low/high	98 48.5%	17 51.5%	9 39.1%
	Just right	63 31.2%	11 33.3%	10 43.5%
Mean		3.22	3.36	3.52

Appendix K

Tables of Individual Items: By Ability/Disability Status

Tables for Outcome Variable "Overall Climate"

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	231
Overall, how would you rate the climate on the campus where you are primarily located?	Very poor	0 0.0%	9 3.9%
	Poor	0 0.0%	21 9.1%
	Fair	8 50.0%	64 27.7%
	Good	5 31.3%	103 44.6%
	Very good	3 18.8%	34 14.7%
	Mean	3.69	3.57

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	231
Overall, how would you rate the climate in your primary department or unit?	Very poor	0 0.0%	15 6.5%
	Poor	3 18.8%	23 10.0%
	Fair	6 37.5%	54 23.4%
	Good	4 25.0%	72 31.2%
	Very good	3 18.8%	67 29.0%
	Mean	3.44	3.66

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		15	210
If your department/unit is part of a school or college, overall, how would you rate the climate in your school or college?	Very poor	1 6.7%	10 4.8%
	Poor	1 6.7%	23 11.0%
	Fair	6 40.0%	73 34.8%
	Good	5 33.3%	75 35.7%
	Very good	2 13.3%	29 13.8%
	Mean	3.40	3.43

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	230
Overall, how strongly would you recommend Oakland University to others as a good place to work?	Not at all strongly	1 6.3%	18 7.8%
	Not very strongly	3 18.8%	24 10.4%
	Moderately strongly	7 43.8%	81 35.2%
	Very strongly	4 25.0%	72 31.3%
	Extremely strongly	1 6.3%	35 15.2%
	Mean	3.06	3.36

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	231
How satisfied are you, in general, with your job at the University?	Not at all satisfied	1 6.3%	8 3.5%
	Not very satisfied	4 25.0%	22 9.5%
	Moderately satisfied	6 37.5%	69 29.9%
	Very satisfied	4 25.0%	93 40.3%
	Extremely satisfied	1 6.3%	39 16.9%
	Mean	3.00	3.58

Tables for "Professional Work Environment" Component

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	230
How much recognition do you get for your contributions at work? Service	None at all	0 0.0%	39 17.0%
	A little	8 50.0%	73 31.7%
	A moderate amount	6 37.5%	66 28.7%
	A lot	2 12.5%	38 16.5%
	A great deal	0 0.0%	14 6.1%
	Mean	2.63	2.63

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		15	230
How much recognition do you get for your contributions at work? Teaching	None at all	3 20.0%	30 13.0%
	A little	5 33.3%	62 27.0%
	A moderate amount	4 26.7%	73 31.7%
	A lot	2 13.3%	50 21.7%
	A great deal	1 6.7%	15 6.5%
	Mean	2.53	2.82

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	231
Overall, how isolated do you feel at this University?	Extremely isolated	0 0.0%	9 3.9%
	Very isolated	2 12.5%	35 15.2%
	Moderately isolated	9 56.3%	78 33.8%
	Not very isolated	4 25.0%	80 34.6%
	Not at all isolated	1 6.3%	29 12.6%
	Mean	3.25	3.37

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	229
How much of a say do you have in shaping your work environment?	None at all	2 12.5%	27 11.8%
	A little bit	6 37.5%	51 22.3%
	A moderate amount	4 25.0%	75 32.8%
	A lot	3 18.8%	54 23.6%
	A great deal	1 6.3%	22 9.6%
	Mean	2.69	2.97

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	231
How comfortable do you feel expressing your personal identity in your immediate work environment?	Not at all comfortable	1 6.3%	11 4.8%
	Not very comfortable	4 25.0%	34 14.7%
	Moderately comfortable	4 25.0%	67 29.0%
	Very comfortable	4 25.0%	77 33.3%
	Extremely comfortable	3 18.8%	42 18.2%
	Mean	3.25	3.45

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	231
How committed is your department/unit head or chair to creating a positive work environment for you?	Not at all committed	3 18.8%	20 8.7%
	Not very committed	1 6.3%	26 11.3%
	Moderately committed	3 18.8%	56 24.2%
	Very committed	7 43.8%	72 31.2%
	Extremely committed	2 12.5%	57 24.7%
	Mean	3.25	3.52

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	226
How excluding or inclusive is your primary department/unit?	Extremely excluding	0 0.0%	13 5.8%
	Somewhat excluding	10 62.5%	41 18.1%
	Neither inclusive nor excluding	1 6.3%	36 15.9%
	Somewhat inclusive	2 12.5%	67 29.6%
	Extremely inclusive	3 18.8%	69 30.5%
	Mean	2.88	3.61

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	230
To what extent do you feel your colleagues/coworkers treat you with respect?	Not at all	0 0.0%	9 3.9%
	To a slight extent	4 25.0%	15 6.5%
	To a moderate extent	4 25.0%	47 20.4%
	To a large extent	4 25.0%	95 41.3%
	To a great extent	4 25.0%	64 27.8%
Mean		3.50	3.83

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	229
In the past 12 months, how often have you personally experienced excluding, intimidating, offensive, and/or hostile conduct from members of this University?	Extremely often	1 6.3%	8 3.5%
	Very often	0 0.0%	14 6.1%
	Moderately often	7 43.8%	33 14.4%
	Not very often	3 18.8%	84 36.7%
	Never	5 31.3%	90 39.3%
Mean		3.69	4.02

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	226
How much recognition do you get for your contributions at work? Research	None at all	5 31.3%	43 19.0%
	A little	4 25.0%	56 24.8%
	A moderate amount	4 25.0%	74 32.7%
	A lot	3 18.8%	37 16.4%
	A great deal	0 0.0%	16 7.1%
Mean		2.31	2.68

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		15	225
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty and department/unit leadership	Not at all courteous and professional	1 6.7%	14 6.2%
	Not very courteous and professional	2 13.3%	25 11.1%
	Moderately courteous and professional	1 6.7%	49 21.8%
	Very courteous and professional	7 46.7%	82 36.4%
	Extremely courteous and professional	4 26.7%	55 24.4%
	Mean	3.73	3.62

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	230
How satisfied are you, in general, with your opportunities for career advancement within the University?	Not at all satisfied	2 12.5%	28 12.2%
	Not very satisfied	7 43.8%	49 21.3%
	Moderately satisfied	6 37.5%	93 40.4%
	Very satisfied	1 6.3%	47 20.4%
	Extremely satisfied	0 0.0%	13 5.7%
	Mean	2.38	2.86

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	228
If you experience treatment that is not fair and equitable, how confident are you that you can file a complaint or grievance without fear of negative consequences to you?	Not at all confident	5 31.3%	54 23.7%
	Not very confident	5 31.3%	49 21.5%
	Moderately confident	4 25.0%	70 30.7%
	Very confident	1 6.3%	39 17.1%
	Extremely confident	1 6.3%	16 7.0%
	Mean	2.25	2.62

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		14	187
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Promotion decisions	Not at all fair and equitable	1 7.1%	14 7.5%
	Not very fair and equitable	1 7.1%	38 20.3%
	Moderately fair and equitable	6 42.9%	46 24.6%
	Very fair and equitable	4 28.6%	52 27.8%
	Extremely fair and equitable	2 14.3%	37 19.8%
	Mean	3.36	3.32

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	231
To what extent does your current work environment provide opportunities for you to learn and grow?	Not at all	1 6.3%	14 6.1%
	To a slight extent	7 43.8%	32 13.9%
	To a moderate extent	5 31.3%	88 38.1%
	To a large extent	1 6.3%	69 29.9%
	To a great extent	2 12.5%	28 12.1%
	Mean	2.75	3.28

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		15	215
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? Your department/unit leadership - i.e., your Department /Program Director or Supervisor	Extremely detrimental	1 6.7%	14 6.5%
	Quite detrimental	2 13.3%	15 7.0%
	Neither beneficial nor detrimental	5 33.3%	51 23.7%
	Quite beneficial	4 26.7%	79 36.7%
	Extremely beneficial	3 20.0%	56 26.0%
	Mean	3.40	3.69

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	231
How much access do you have to accurate and timely information about the institutional policies and procedures you need to do your job well?	Not at all	0 0.0%	11 4.8%
	A little	3 18.8%	25 10.8%
	Some	6 37.5%	77 33.3%
	A lot	6 37.5%	86 37.2%
	A great deal	1 6.3%	32 13.9%
Mean		3.31	3.45

Tables for "Professional Relationships" Component

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	221
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty and students	Not very courteous and professional	0 0.0%	10 4.5%
	Moderately courteous and professional	3 18.8%	34 15.4%
	Very courteous and professional	8 50.0%	106 48.0%
	Extremely courteous and professional	5 31.3%	71 32.1%
	Mean	4.13	4.08

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	222
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty and staff	Not at all courteous and professional	0 0.0%	6 2.7%
	Not very courteous and professional	0 0.0%	10 4.5%
	Moderately courteous and professional	3 18.8%	45 20.3%
	Very courteous and professional	6 37.5%	94 42.3%
	Extremely courteous and professional	7 43.8%	67 30.2%
	Mean	4.25	3.93

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		15	201
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and students	Not at all courteous and professional	0 0.0%	2 1.0%
	Not very courteous and professional	1 6.7%	7 3.5%
	Moderately courteous and professional	3 20.0%	41 20.4%
	Very courteous and professional	5 33.3%	84 41.8%
	Extremely courteous and professional	6 40.0%	67 33.3%
	Mean	4.07	4.03

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	228
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between faculty	Not at all courteous and professional	0 0.0%	5 2.2%
	Not very courteous and professional	0 0.0%	14 6.1%
	Moderately courteous and professional	6 37.5%	55 24.1%
	Very courteous and professional	4 25.0%	98 43.0%
	Extremely courteous and professional	6 37.5%	56 24.6%
	Mean	4.00	3.82

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	229
In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity?	Extremely often	0 0.0%	5 2.2%
	Very often	0 0.0%	10 4.4%
	Moderately often	1 6.3%	27 11.8%
	Not very often	5 31.3%	94 41.0%
	Never	10 62.5%	93 40.6%
	Mean	4.56	4.14

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	203
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Recruitment policies and practices	Not at all fair and equitable	0 0.0%	10 4.9%
	Not very fair and equitable	2 12.5%	33 16.3%
	Moderately fair and equitable	4 25.0%	43 21.2%
	Very fair and equitable	4 25.0%	65 32.0%
	Extremely fair and equitable	6 37.5%	52 25.6%
	Mean	3.88	3.57

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	231
How would you rate the overall quality of the relationship between you and students at the University?	Poor	0 0.0%	2 .9%
	Fair	1 6.3%	15 6.5%
	Good	6 37.5%	69 29.9%
	Very good	9 56.3%	145 62.8%
	Mean	4.50	4.55

Tables for "Campus-wide Diversity & Fair and Equitable Practices" Component

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		13	177
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? The University leadership - i.e., the President and the Board of Trustees	Extremely detrimental	2 15.4%	14 7.9%
	Quite detrimental	0 0.0%	37 20.9%
	Neither beneficial nor detrimental	5 38.5%	53 29.9%
	Quite beneficial	5 38.5%	52 29.4%
	Extremely beneficial	1 7.7%	21 11.9%
	Mean	3.23	3.16

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		14	178
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? Campus leadership - i.e., Vice Presidents/Provosts and Deans	Extremely detrimental	0 0.0%	11 6.2%
	Quite detrimental	2 14.3%	29 16.3%
	Neither beneficial nor detrimental	4 28.6%	62 34.8%
	Quite beneficial	5 35.7%	57 32.0%
	Extremely beneficial	3 21.4%	19 10.7%
Mean		3.64	3.25

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	225
How committed is the University and its leadership to promoting practices that help recruit a diverse student body?	Not at all committed	0 0.0%	11 4.9%
	Not very committed	3 18.8%	35 15.6%
	Moderately committed	8 50.0%	87 38.7%
	Very committed	3 18.8%	77 34.2%
	Extremely committed	2 12.5%	15 6.7%
Mean		3.25	3.22

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	185
Overall, how well does your campus meet the needs of those with disabilities?	Not well at all	2 12.5%	7 3.8%
	Not very well	3 18.8%	33 17.8%
	Moderately well	8 50.0%	59 31.9%
	Very well	3 18.8%	67 36.2%
	Extremely well	0 0.0%	19 10.3%
Mean		2.75	3.31

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		15	224
How committed is the University community at large to helping to retain a diverse student body?	Not at all committed	0 0.0%	11 4.9%
	Not very committed	3 20.0%	39 17.4%
	Moderately committed	8 53.3%	99 44.2%
	Very committed	3 20.0%	57 25.4%
	Extremely committed	1 6.7%	18 8.0%
	Mean	3.13	3.14

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		15	213
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Allocation of space/equipment or other resources	Not at all fair and equitable	2 13.3%	25 11.7%
	Not very fair and equitable	3 20.0%	40 18.8%
	Moderately fair and equitable	5 33.3%	68 31.9%
	Very fair and equitable	2 13.3%	53 24.9%
	Extremely fair and equitable	3 20.0%	27 12.7%
	Mean	3.07	3.08

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	228
To what extent do you believe you have the tools and resources to do your job well?	Not at all	1 6.3%	4 1.8%
	To a slight extent	2 12.5%	27 11.8%
	To a moderate extent	6 37.5%	73 32.0%
	To a large extent	7 43.8%	92 40.4%
	To a great extent	0 0.0%	32 14.0%
	Mean	3.19	3.53

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	216
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Access to departmental support staff	Not at all fair and equitable	0 0.0%	16 7.4%
	Not very fair and equitable	1 6.3%	13 6.0%
	Moderately fair and equitable	4 25.0%	61 28.2%
	Very fair and equitable	5 31.3%	73 33.8%
	Extremely fair and equitable	6 37.5%	53 24.5%
	Mean	4.00	3.62

Tables for "Departmental Diversity" Component

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	228
Overall, how satisfied are you with the diversity in your primary department/unit?	Not at all satisfied	0 0.0%	18 7.9%
	Not very satisfied	4 25.0%	40 17.5%
	Moderately satisfied	6 37.5%	66 28.9%
	Very satisfied	3 18.8%	76 33.3%
	Extremely satisfied	3 18.8%	28 12.3%
	Mean	3.31	3.25

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	226
How effective is your department in recruiting a diverse faculty and staff?	Not at all effective	0 0.0%	24 10.6%
	Not very effective	5 31.3%	42 18.6%
	Moderately effective	6 37.5%	63 27.9%
	Very effective	3 18.8%	75 33.2%
	Extremely effective	2 12.5%	22 9.7%
	Mean	3.13	3.13

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	228
How effective is your department in retaining a diverse faculty and staff?	Not at all effective	1 6.3%	30 13.2%
	Not very effective	5 31.3%	30 13.2%
	Moderately effective	6 37.5%	82 36.0%
	Very effective	2 12.5%	69 30.3%
	Extremely effective	2 12.5%	17 7.5%
	Mean	2.94	3.06

Tables for "Physical Safety" Component

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	223
Overall, how would you rate the physical safety of your campus?	Not safe at all	1 6.3%	0 0.0%
	Not very safe	0 0.0%	5 2.2%
	Moderately safe	4 25.0%	52 23.3%
	Very safe	5 31.3%	113 50.7%
	Extremely safe	6 37.5%	53 23.8%
	Mean	3.94	3.96

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	226
Overall, how would you rate the physical safety of the areas close to campus?	Not very safe	0 0.0%	2 .9%
	Moderately safe	4 25.0%	59 26.1%
	Very safe	7 43.8%	113 50.0%
	Extremely safe	5 31.3%	52 23.0%
Mean		4.06	3.95

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	227
How would you rate the physical safety of your immediate work environment?	Not safe at all	1 6.3%	0 0.0%
	Not very safe	0 0.0%	9 4.0%
	Moderately safe	4 25.0%	47 20.7%
	Very safe	6 37.5%	94 41.4%
	Extremely safe	5 31.3%	77 33.9%
	Mean	3.88	4.05

Tables for "Workload" Component

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	230
As an employee on this campus, how difficult is it for you to balance your work and family life?	Not at all difficult	0 0.0%	15 6.5%
	Not very difficult	9 56.3%	69 30.0%
	Moderately difficult	4 25.0%	79 34.3%
	Very difficult	1 6.3%	45 19.6%
	Extremely difficult	2 12.5%	22 9.6%
	Mean	2.75	2.96

		Do you have any type of disability, or do you not?	
		Have	Do not have
n=		16	231
Do you feel that the workload in your current job is too low, too high, or just right?	Too low/too high	4 25.0%	45 19.5%
	Somewhat low/high	6 37.5%	114 49.4%
	Just right	6 37.5%	72 31.2%
	Mean	3.25	3.23

Staff

Oakland University

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Methods

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

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

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

Data were collected primarily by means of an online survey. All faculty, staff, and students on the main campus and at other locations of Oakland University were sent an e-mail inviting them to participate in the survey (see Appendix C for text of the e-mail invitation). Initial e-mail invitations were sent via Oakland University's massmail system on March 26, 2013. Two e-mails reminding invitees to take part in the study were sent on March 29 and April 12. The survey was closed to responses on April 21, 2013.

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

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

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

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

Organization of the Reports

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

- All Faculty
- All Staff
- All Students

The reports provide background information on the method used to collect data, the overall approach to data analysis, computation of the measures, how to interpret the means, how to assess statistical significance, and charts and tables of results. Each report also includes appendices containing the survey instrument used, text of invitation and reminder e-mails, and detailed tables on individual questions in the questionnaire.

Overall Approach to the Analysis of the Data

The climate survey collected data from about 2,000 faculty, students, and staff. Each of the three questionnaires included over 50 questions, resulting in over 200 total variables in the data file. Presenting tables or graphs of all items in the questionnaire would result in an unwieldy amount of information from which it would be difficult to discern key findings. One of the challenges in analyzing the data was to organize the results in a way that included as much information as possible without overwhelming the reader with thousands of pages of data. Our strategy for meeting this challenge is as follows: construct a measure that captures the perception of staff on the overall work climate at Oakland University; conduct principal components analysis to group the other questionnaire items into groups known as *principal components*; conduct regression analysis to understand how these components relate to or explain variation in perceptions of overall climate; prioritize components based on their relationship with overall climate and the mean ratings given to them by staff; and assess whether there are any variations in these components based on staff demographics.

Computing the Outcome Variable: Overall Climate

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

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

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

Principal Components Analysis

Next, we turned our attention to the questionnaire items asking about various aspects of the work climate for staff, including perceptions of diversity, fairness of policies and procedures, and physical safety on campus, among others. To reduce the number of explanatory variables while retaining as much information as possible, we employed a standard data reduction technique known as *principal components analysis*: individual items are sorted into groups known as *principal components*, based on their correlations with each other. Items grouped into one component will have higher correlations with each other than with items not included in that component. While there is no specific theory guiding the procedure—that is, there is no prior expectation about which items should group together—the resulting components are usually substantively meaningful. In other words, we would expect two items related to physical safety to be part of the same component; we would not expect items regarding issues as disparate as safety, academics, and friendliness to all belong to the same component.

Computing Explanatory Variables

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

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

Regression Analysis

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

Prioritizing Explanatory Variables

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

- Examine the regression coefficient between the explanatory variables and the outcome variable (i.e., overall climate).

- Present the results in order of the explanatory variables' association with the outcome variable, in order of decreasing strength of association.

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

Interpretation of the Means

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

Below is an example of a unipolar scale.

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

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

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

Extremely detrimental	Quite detrimental	Neither beneficial nor detrimental	Quite beneficial	Extremely beneficial

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

Individual items belonging to the same component are all scored in the same direction. For example, in the staff data, one of the explanatory variables is personal identity belongingness. It is the mean of five individual items. Some of these items originally were written such that a value of 5 indicates a negative perception or experience: the frequency with which the respondent has personally experienced hostile behavior from university members, the frequency with which the respondent has heard or seen others experiencing hostile

behavior from University members, and the extent to which the respondent feels isolated. Before computing a component mean, all items were reverse coded so that a high value indicates not at all frequent or isolated and a low value means extremely frequent or isolated.

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

Significance Tests

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

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

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

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

Table 2 demonstrates, for each of the three strata, the statistically significant effect size detectable with the attained sample sizes. However, in addition to statistical significance, you need to consider whether the

differences are substantively meaningful. While Table 2 shows that the sample size among Oakland faculty is large enough to state that a difference between a mean of 3.0 and 3.26 is statistically significant, it is not large enough to be meaningful. In general, if a finding presenting in these results is large enough to be substantively interesting, it is also statistically significant.

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

Table 2: Margins of Error & Scale Point Equivalents, by Stratum					
Stratum	Sample Size	Margin of Error	Equivalent Scale Point		Example
			Difference		
Faculty	258	5.3%	0.26	3.0	3.26
Staff	463	2.5%	0.15	3.0	3.15
Students	1306	3.0%	0.13	3.0	3.13

Small Cell Sizes

In analyzing the climate data by background characteristics of the respondent, we encountered some instances in which the sample sizes on a particular cross-tabulation were too small to present without potentially identifying the respondent. If a category of a demographic variable (e.g., “other” gender or Hispanic) included fewer than 15 respondents,² we either suppressed the results for that group or combined it with another, where appropriate. For instance, there were only two respondents who selected the “other” gender category. We did not want to eliminate their views from the analysis, but it was also not appropriate to combine them with men or women; therefore, we combined them with respondents who were missing responses to the question on gender into an “other/missing” category.

Sample Weights

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

On the other hand, the response rates among the different strata varied considerably, from a low of 6.9% among students to a high of 34.7% among staff. If the analysis included all respondents regardless of role, we would need to weight the data to adjust for differential nonresponse. However, in each report we are presenting data on each respondent stratum (i.e., faculty, staff, students) separately and therefore do not need to calculate a weight for this variable because we never combine these strata in the analysis.

Appendices

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

² The 15-respondent cutoff is arbitrary. We chose that number because it is large enough to protect the identity of individual respondents but small enough to minimize the number of categories we collapsed.

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

Results

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

Later in the questionnaire, respondents were asked to “please select the main location out of which you work” from a list. The vast majority of respondents—97.2%—indicated that they work out of the main campus location, while the rest indicated they work out of a different location. When asked to specify the other location, the following were named: AFC, Clinical Skills Center at Beaumont Troy, John Dodge House, Macomb County location, Royal Oak off-site classroom, Outreach, Riverview Institute, and Waterford.

As the numbers of staff who indicated they work out of a location other than the main campus is less than 15, for the analysis described in this report, we have not split out the analysis by campus location.

Demographic Profile of Staff Respondents

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

Table 3. Employment & Personal Profile for Staff Respondents

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

Outcome Variable Index and Items

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

The mean overall climate rating is 3.6, indicating that staff generally have a moderately positive perception of the university. The means for the five individual items asking about climate at the campus, department, and college level, job satisfaction, and willingness to recommend range between 3.5 to 3.7; a value of 3 on the scale used for these three items translates to a "fair" rating; a value of 4 is "good."

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

	Mean
Overall Climate	3.6
Overall, how would you rate the climate on the campus where you are primarily located?	3.6
Overall, how would you rate the climate in your primary department or unit?	3.7
If your department/unit is part of a school, college or major administrative office, overall, how would you rate the climate in that school/college/major administrative office?	3.5
How satisfied are you, in general, with your job at the University?	3.6
Overall, how strongly would you recommend Oakland University to others as a good place to work?	3.6

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

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

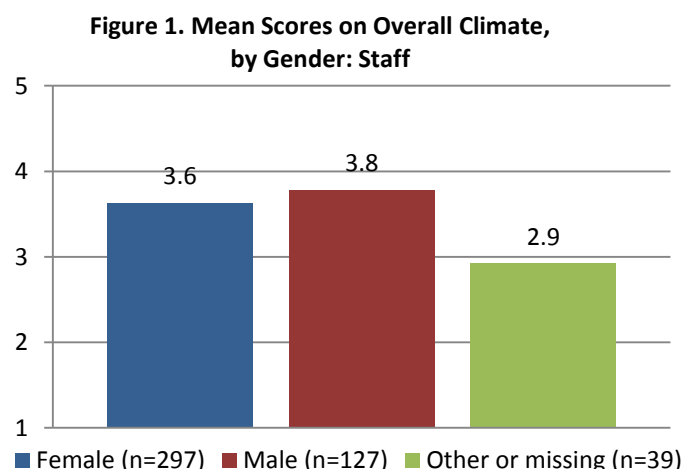


Figure 2. Mean Scores on Overall Climate, by Race/Ethnicity: Staff

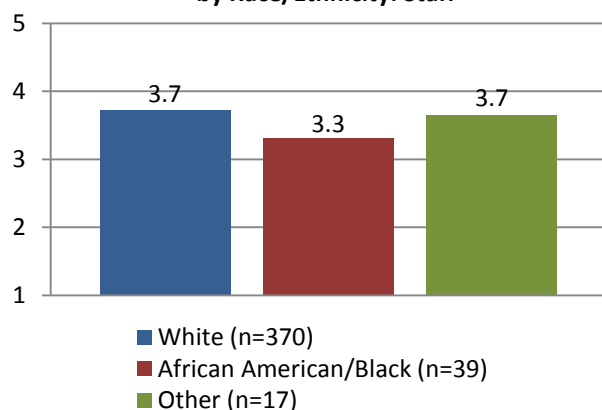


Figure 3. Mean Scores on Overall Climate, by Staff Classification: Staff

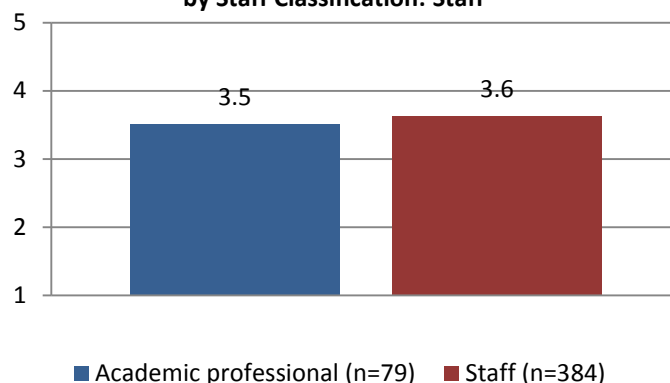


Figure 4. Mean Scores on Overall Climate, by Age: Staff

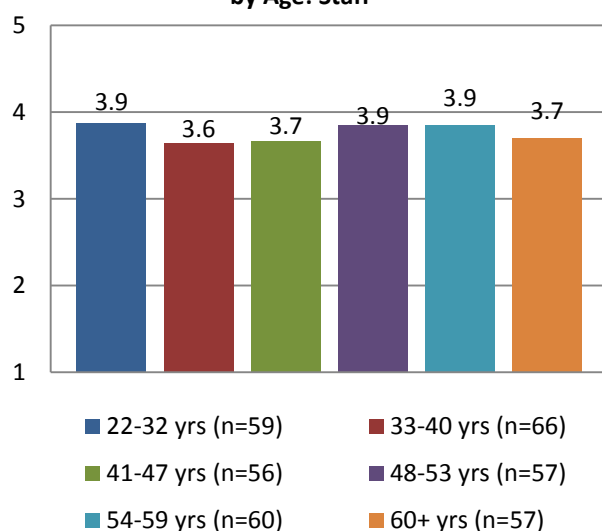


Figure 5. Mean Scores on Overall Climate, by Years Employed at the University: Staff

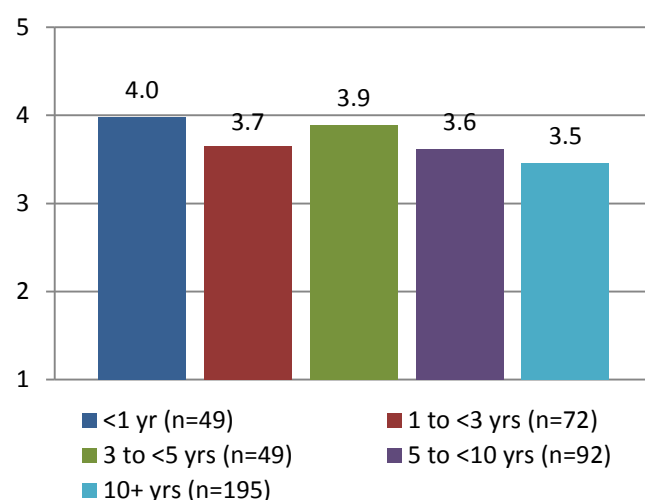


Figure 2 shows the mean of overall climate by race/ethnicity. Race/ethnicity was computed from two variables on the questionnaire: one asking whether the respondent is Hispanic or Latino and the other asking the respondent's race. The response options for race were American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. In this analysis, those who identified as Hispanic, Asian, or American Indian/Alaskan Native were combined into a single category termed "Other" owing to very small numbers for the individual groups. The evaluation of overall climate is highest among White respondents (3.7) and "other" racial/ethnic groups (3.7). The ratings given by White respondents is significantly higher than the rating given by Black or African American respondents (3.3).

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

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

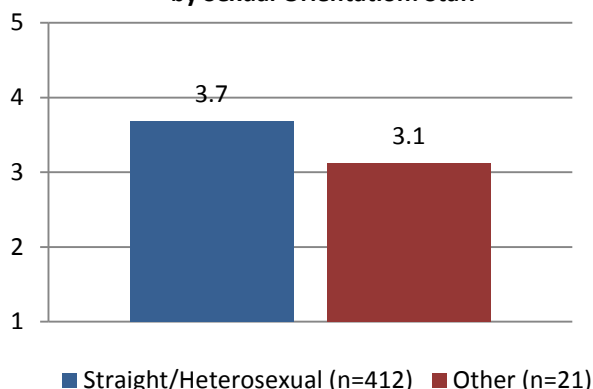
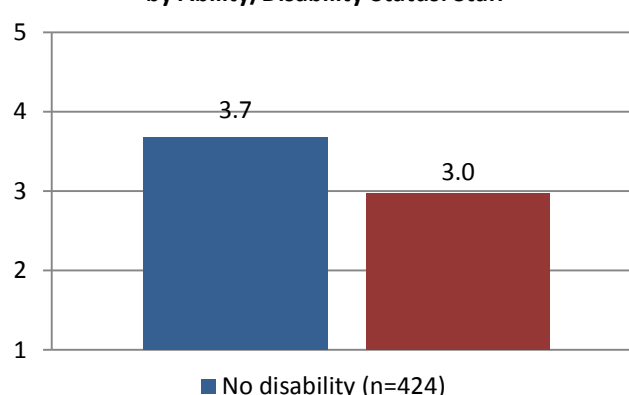


Figure 7. Mean Scores on Overall Climate, by Ability/Disability Status: Staff



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

Figure 6 shows the mean of overall climate by sexual orientation. As the number of respondents who identified themselves in any one of the categories other than straight/heterosexual— gay, lesbian, bisexual, or of other orientation— is less than 15, these categories were combined into a single one termed “other”. The mean rating of overall climate varies is significantly higher among those who identify as straight/heterosexual (3.7) as compared to the “other” category. Similarly, the mean rating given by without a disability is 3.7, which is significantly higher than the 3.0 mean rating given by those with a disability (Figure 7).

Explanatory Variables and Items

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

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

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

The second component is **personal identity and belongingness**. The component includes ratings of the frequency of personal experiences or hearsay experiences of exclusionary or hostile conduct from others at the University, comfort expressing one’s personal identity at work, feelings of isolation at the University, the fairness of recruitment practices and redress for unfair practices. The two items in this table with respect to hostile conduct have been coded such that ratings close to 1 indicate a high frequency of such behavior and ratings

close to 5 indicate a low frequency of such behavior (Extremely often = 1, Very often = 2, Moderately often = 3, Not very often = 4, Never = 5). The question asking about isolation was reverse coded such that a value of 1 means extremely isolated and a value of 5 means not at all. The overall rating on this component is 3.6, which is above the midpoint, but not quite at the high end of a scale with five possible points. Item specific ratings indicate that staff have had personal or hearsay experiences of hostile conduct (mean = 4.0 and 4.3, respectively). The lowest rating is evident for staff members' confidence are about being able to file a complaint or grievance without fear of negative consequences to oneself; the rating of 2.7 indicates a low confidence level among staff on this issue.

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

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

	Mean	n
PROFESSIONAL WORK ENVIRONMENT	3.4	463
How much of a say do you have in shaping your work environment?	3.1	462
How committed is your supervisor to creating a positive work environment for you?	3.5	459
How much recognition do you get for your contributions at work?	2.9	458
To what extent does your current work environment provide opportunities for you to learn and grow?	3.3	461
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and department/unit leadership	3.8	459
How satisfied are you, in general, with your opportunities for career advancement within the University?	2.8	459
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Access to departmental support staff	3.7	419
To what extent do you feel your colleagues/coworkers treat you with respect?	3.8	461
To what extent do you believe you have the tools and resources to do your job well?	3.6	463
How much access do you have to accurate and timely information about the institutional policies and procedures you need to do your job well?	3.7	459
PERSONAL IDENTITY AND BELONGINGNESS	3.6	463
In the past 12 months, how often have you personally experienced excluding, intimidating, offensive, and/or hostile conduct from members of this University?	4.0	462
In the past 12 months, how often have you heard others at the University make disparaging remarks about people because of their diversity?	4.3	457
How comfortable do you feel expressing your personal identity in your immediate work environment?	3.5	463
If you experience treatment that is not fair and equitable, how confident are you that you can file a complaint or grievance without fear of negative consequences to you?	2.7	459
Overall, how isolated do you feel at this University?	3.6	462
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Recruitment policies and practices	3.7	395

Table 4, continued

	Mean	n
COMMITMENT TO DIVERSITY	3.6	459
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? The University leadership - i.e., the President and the Board of Trustees	3.6	366
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? Campus leadership—i.e., Vice Presidents/Provosts and Deans	3.6	374
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? Your department/unit leadership—i.e., your Department /Program Director or Supervisor	3.7	438
How committed is the University community at large to helping to retain a diverse student body?	3.4	447
How committed is the University and its leadership to promoting practices that help recruit a diverse student body?	3.6	446
DIVERSITY PRACTICES	3.3	459
How effective is your department in recruiting a diverse faculty and staff?	3.3	454
Overall, how satisfied are you with the diversity in your primary department/unit?	3.4	461
How effective is your department in retaining a diverse faculty and staff?	3.3	449
Overall, how well does your campus meet the needs of those with disabilities?	3.3	409
PROFESSIONAL RELATIONSHIPS	3.9	447
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and students	4.2	431
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff and faculty	3.7	409
Rate the relationships between the following groups in terms of the degree to which they are both courteous and professional: Between staff	3.9	461
PHYSICAL SAFETY	4.0	462
Overall, how would you rate the physical safety of your campus?	4.0	457
Overall, how would you rate the physical safety of the areas close to campus?	3.9	453
How would you rate the physical safety of your immediate work environment?	4.0	461
FAIRNESS OF POLICIES AND PROCEDURES	3.1	385
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Allocation of space/equipment or other resources	3.4	431
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Salary decisions	2.7	365
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Promotion decisions	3.1	363
WORKLOAD	3.2	461
Do you feel that the workload in your current job is too low, too high, or just right?	3.1	462
As an employee on this campus, how difficult is it for you to balance your work and family life?	3.4	462
HOW EXCLUDING OR INCLUSIVE IS YOUR PRIMARY DEPARTMENT/UNIT?	3.5	458

The fourth component also includes five items, which ask about diversity practices overall and with respect to diversity of faculty and staff, being inclusive of all members, and meeting the needs of those with disabilities. Thus, we named the component **diversity practices**. Again, a score was computed for this component by averaging responses to all five items comprising it. The overall mean on this component is 3.3; this score is close to the midpoint. The ratings on the individual items do not vary much.

Component five is called **professional relationships** and includes three items. The items ask about the courteousness and professionalism of the relationship between staff and other University members. The overall mean on this component is 3.9, which is one of the two highest component means. The means on the individual

items vary from 3.9 to 4.2. The lowest rating is evident for courteous and professional relationship between staff and faculty, and the highest rating is evident for courteous and professional relationship between staff and students.

The next component is **physical safety**. It includes three items all of which ask about the physical safety of staff members' work environment (including their immediate work environment, campus and nearby areas). The mean rating of 4.0 on the overall component indicates that the staff rate their overall work environment as very safe. The ratings for the individual items do not vary much.

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

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

One item on the questionnaire about whether or not the atmosphere in one's unit or department is **inclusive or excluding** of members did not load on any of the components. Therefore, the mean rating on this individual item is presented, which is 3.5.

After computing the components, we conducted a regression analysis in which the outcome variable—overall climate—was regressed on the eight explanatory components and one individual item not included in the components. Table 5 presents the standardized regression coefficients for each explanatory variable. As mentioned earlier, coefficients can range from -1.0 to 1.0. The sign of the coefficient indicates the direction of the relationship: a negative coefficient indicates that the outcome variable and the explanatory variable are inversely related—as one increases, the other decreases; a positive coefficient means that as one variable increases so does the other. All of the coefficients are positive. The size of the coefficient indicates the strength of the relationship: the closer the correlation is to -1.0 or 1.0, the stronger the relationship. In Table 5, the explanatory variables are presented in order of the strength of their relationship with the outcome variable.

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

The next explanatory component—**professional work environment**—has a coefficient of .33. The more positively that staff rate this component, the more highly they will rate the overall climate.

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

	Standardized Regression Coefficients
Personal identity and belongingness	0.41**
Professional work environment	0.33**
Professional relationships	0.09**
Workload	0.09**
Diversity practices	0.08*
How excluding or inclusive is primary department/unit?	0.07*
Adjusted R ²	.75
n	365

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

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

The three other explanatory variables—**physical safety, fairness of policies and procedures, and commitment to diversity**—are not listed in the table above because they are not significantly associated with the outcome variable. That is scores on these components do not have a significant effect on the outcome variable.

Prioritizing Areas for Action

We have used the results of the regression analysis shown in Table 5 and the mean ratings on the components and the individual items shown in Table 4 to identify primary and secondary areas of strength and primary and secondary areas for action for staff at Oakland University.

Primary versus secondary areas of focus

The results of the regression analysis can be used to define which issues can be tagged as primary or secondary. The two components which have the strongest relationship with overall climate— **personal identity and belongingness** and **professional work environment**—can be tagged as primary areas because affecting scores on these two components will greatly affect scores on overall climate. **Professional relationships, diversity practices, work load,** and the individual item, **How excluding or inclusive is primary department/unit?** are tagged as secondary areas because while they are significantly related to overall climate, changes in the scores on these two components will have a relatively smaller effect on overall climate scores.

Strengths versus areas for action

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

Identifying strengths and prioritizing areas for action

Table 6 below presents the explanatory components delineated as primary or secondary and as strengths or areas for action. The cells in the top half represent primary areas, and the cells in the bottom half of the table represent secondary areas. The cells on the left represent areas of strength, and the cells on the right represent areas for action. Thus, components in the top left cell includes those that have a strong relationship with overall climate, and to which staff provide a high/positive rating. These are strength areas for Oakland University with respect to staff. Components in the top right cell includes those that have a strong relationship with overall climate, and to which staff provide a relatively low/negative rating. These are areas on which Oakland University could consider taking action, with respect to staff.

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

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

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

	High ratings (mean rating =>3.5)	Low ratings (mean rating <3.5)
Primary	Personal identity and belongingness (3.6)	Professional work environment (3.4)
Secondary	Professional relationships (3.9) How excluding or inclusive is primary department/unit? (3.5)	Workload (3.2) Diversity practices (3.3)

Areas of Strength and Action by Component

Personal Identity and Belongingness

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

Table 7 provides the priority performance grid, but this time for individual items within this component. Areas of strength and weakness are identified in the same way as for the overall component.

Table 8. Individual Items on “Personal Identity and Belongingness” Component Classified as Primary or Secondary, as Areas of Strength or Action

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

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

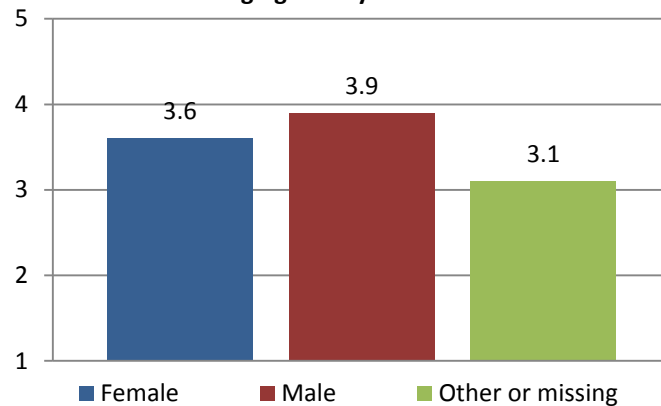


Figure 9. Mean Scores on Personal Identity and Belongingness, by Race/Ethnicity: Staff

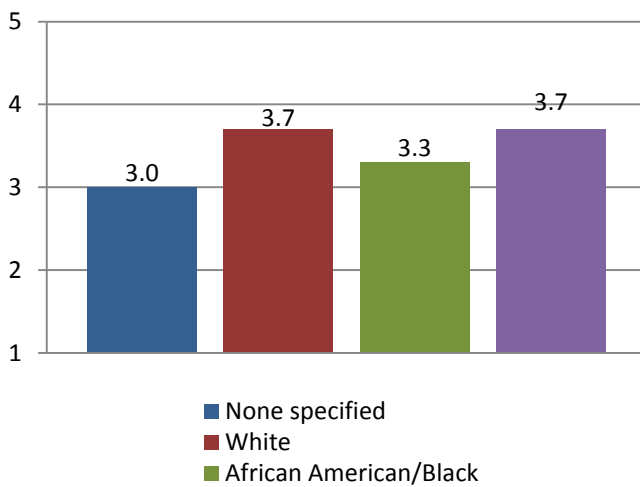


Figure 10. Mean Scores on Personal Identity and Belongingness, by Staff Classification: Staff

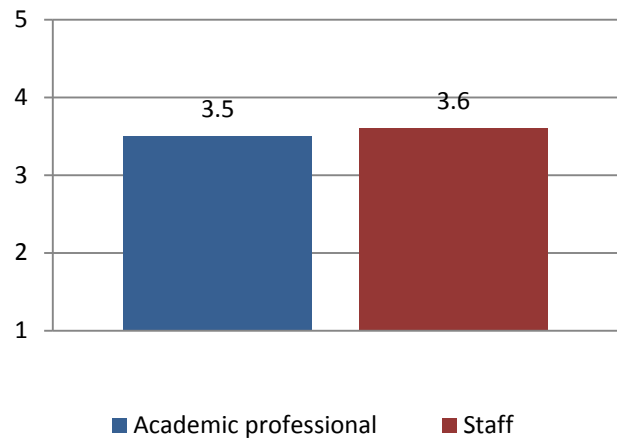


Figure 8 to 14 shows the mean scores on the personal identity and belongingness component by various demographic variables.

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

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

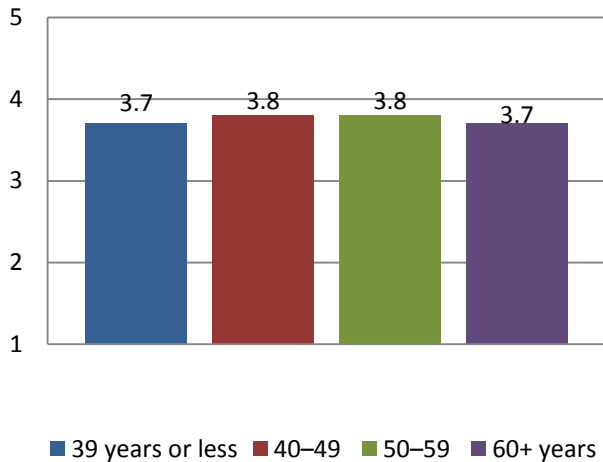


Figure 12. Mean Scores on Personal Identity and Belongingness, by Years Employed at the University: Staff

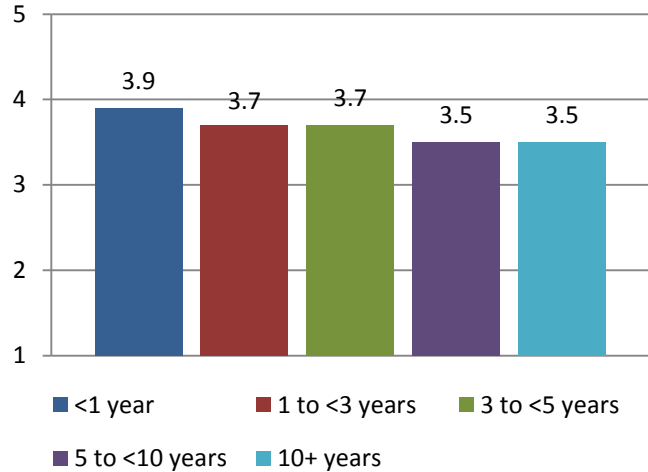


Figure 13. Mean Scores on Personal Identity and Belongingness, by Sexual Orientation: Staff

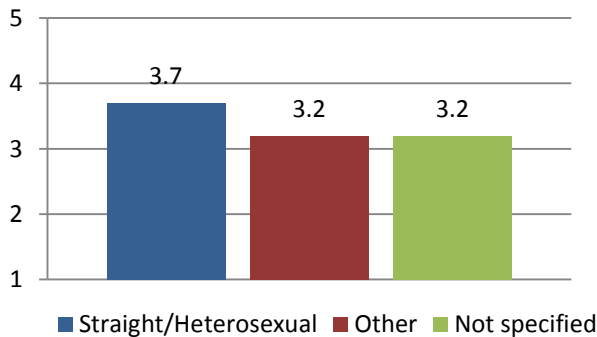
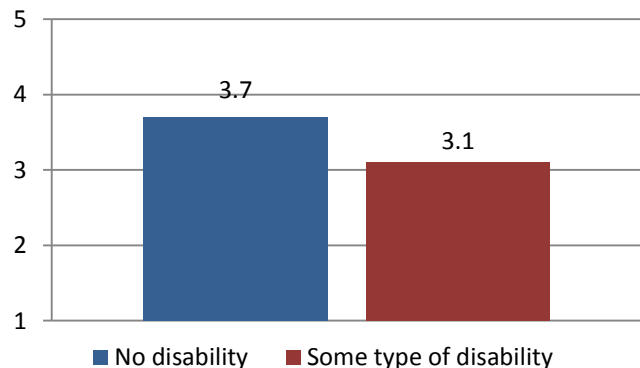


Figure 14. Mean Scores on Personal Identity and Belongingness, by Ability/Disability Status: Staff



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

The highest mean rating on this component is evident for staff who have been employed at the university for the least number of years (Figure 12). The differences in ratings between those who have been employed at Oakland University for less than one year and those who have been employed for 5 years and more are significant.

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

Professional Work Environment

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

Table 8 provides the priority performance grid, but this time for individual items within this component. Areas of strength and weakness are identified in the same way as for the overall component.

Table 9. Individual Items on “Professional Work Environment” Component Classified as Primary or Secondary, as Areas of Strength or Action

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

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

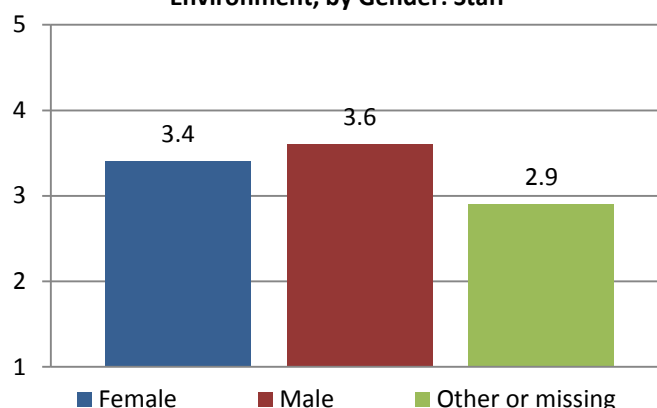


Figure 16. Mean Scores on Professional Work Environment, by Race/Ethnicity: Staff

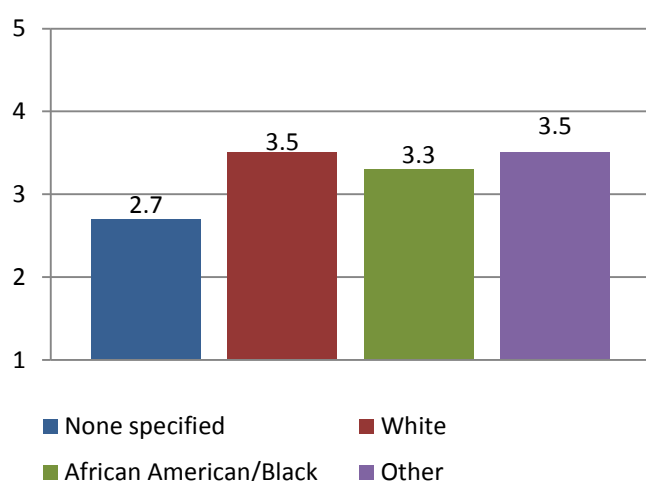


Figure 17. Mean Scores on Professional Work Environment, by Staff Classification: Staff

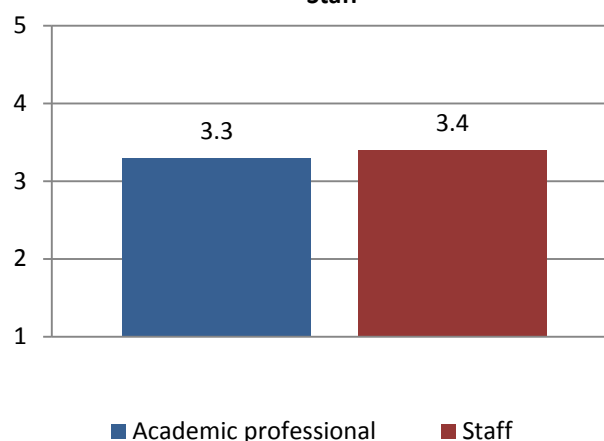


Figure 15 to 21 shows the mean scores on the professional work environment component by various demographic variables.

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

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

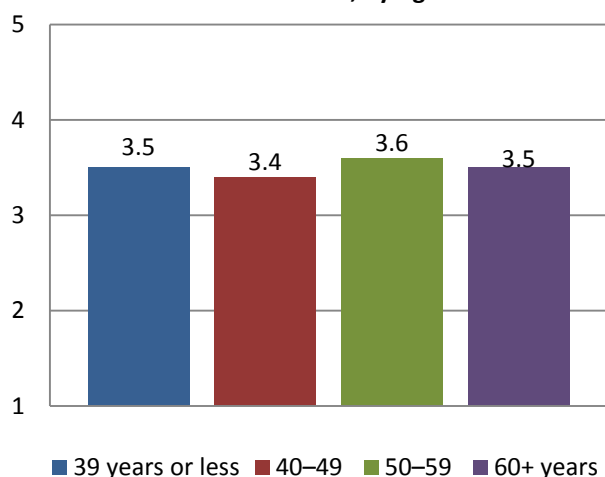


Figure 19. Mean Scores on Professional Work Environment, by Years Employed at the University: Staff

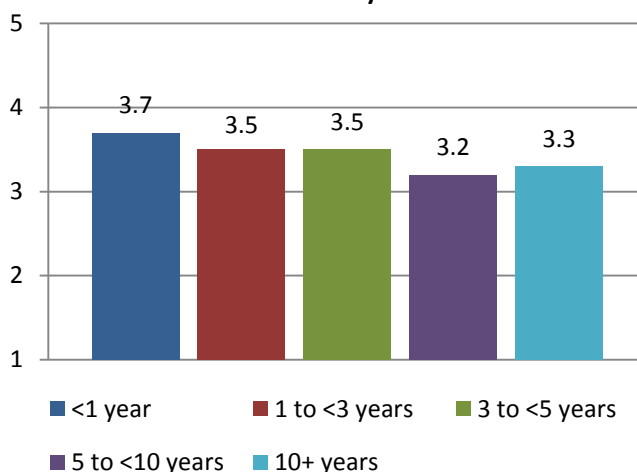


Figure 20. Mean Scores on Professional Work Environment, by Sexual Orientation: Staff

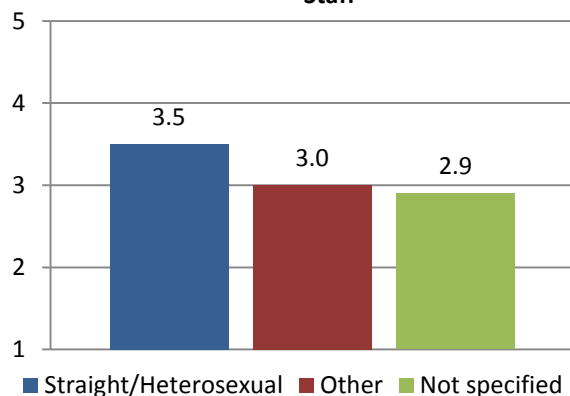
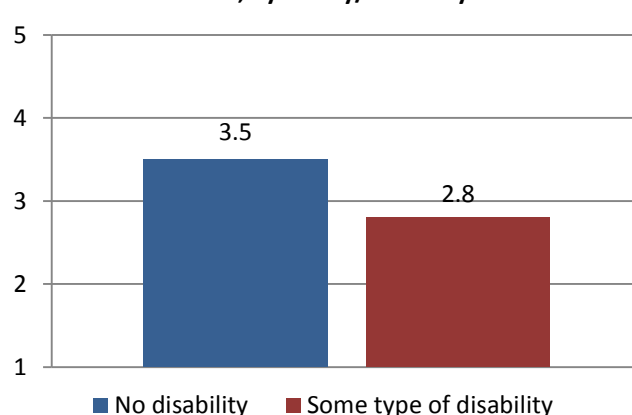


Figure 21. Mean Scores on Professional Work Environment, by Ability/Disability Status: Staff



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

The highest mean rating on this component is evident for staff who have been employed at the University for the least number of years (Figure 19). The differences in ratings between those who have been employed at Oakland University for less than one year and those who have been employed for 5 years and more are significant.

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

Professional Relationships

This component has the third strongest relationship with overall climate; however, as the strength of the relationship is low as compared to the first two components, it has been classified as a secondary area in terms of priority. The average rating of all individual items in this component is 3.9, which makes it area of strength for Oakland University; in fact, the average rating on this component is the highest of all components significantly related to overall climate.

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

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

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

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

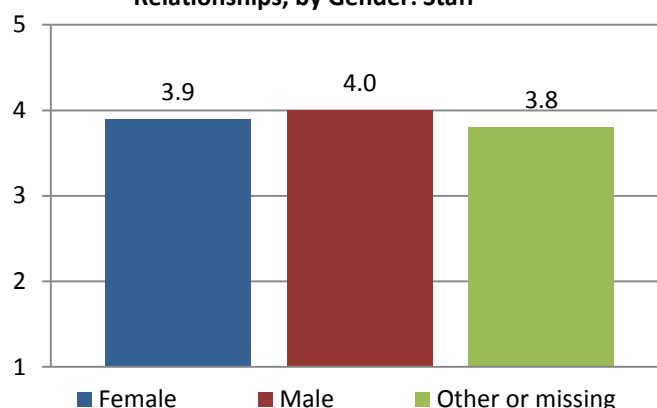


Figure 23. Mean Scores on Professional Relationships, by Race/Ethnicity: Staff

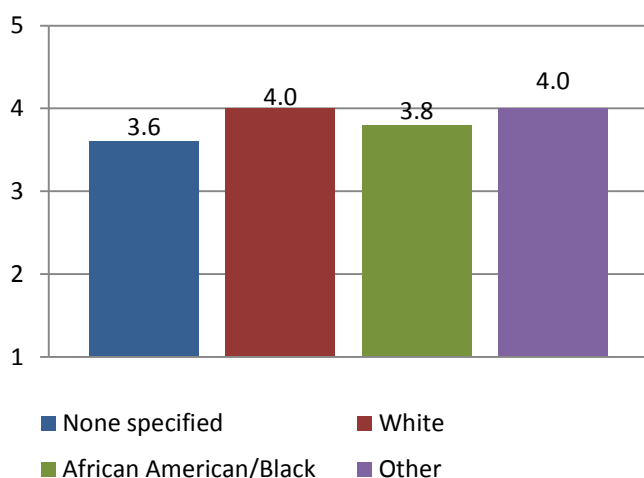


Figure 24. Mean Scores on Professional Relationships, by Staff Classification: Staff

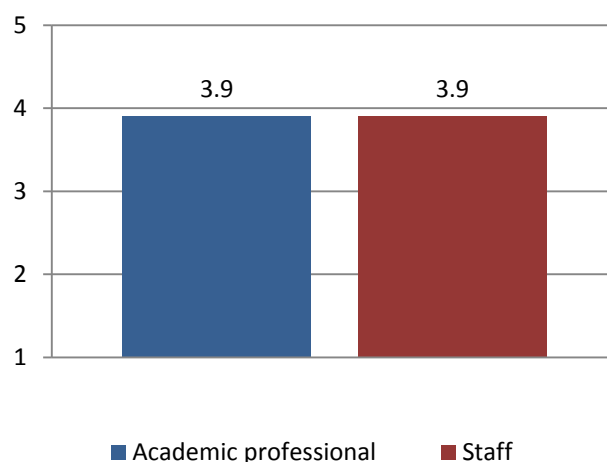


Figure 22 to 28 shows the mean scores on the professional relationships component by various demographic variables.

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

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

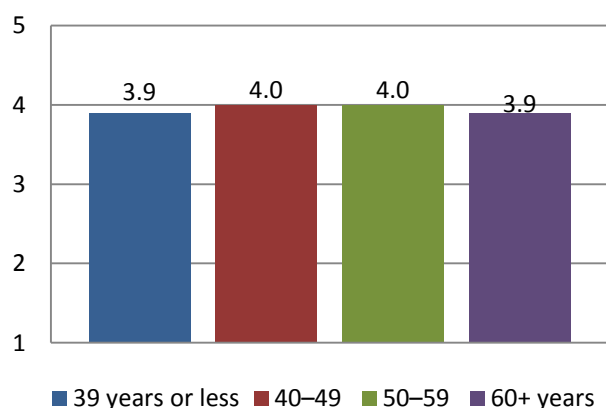


Figure 26. Mean Scores on Professional Relationships, by Years Employed at the University: Staff

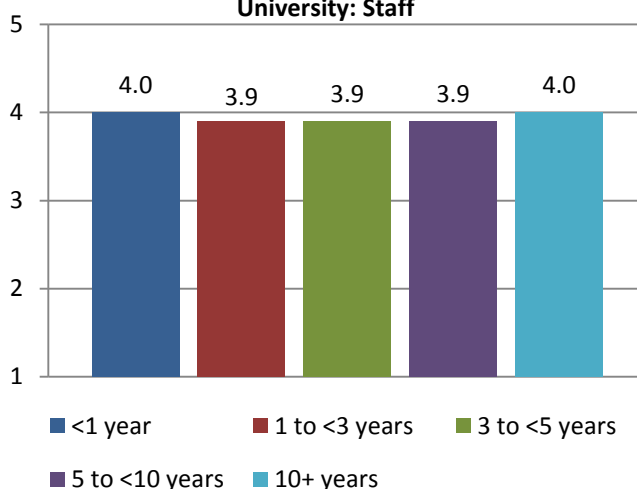


Figure 27. Mean Scores on Professional Relationships, by Sexual Orientation: Staff

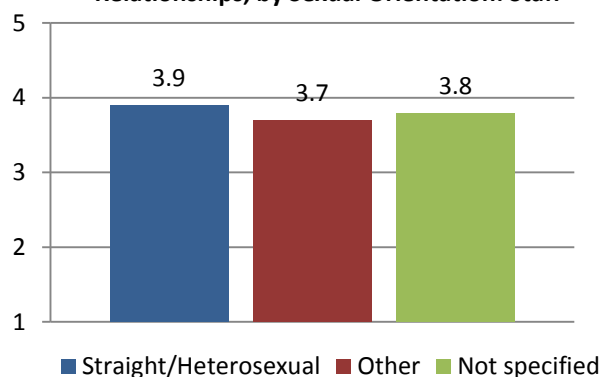
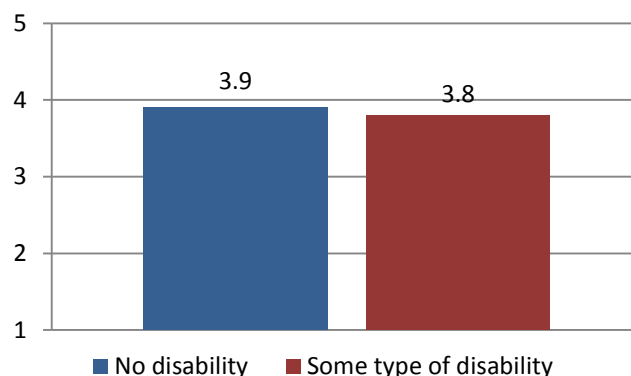


Figure 28. Mean Scores on Professional Relationships, by Ability/Disability Status: Staff



Workload

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

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

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

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

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

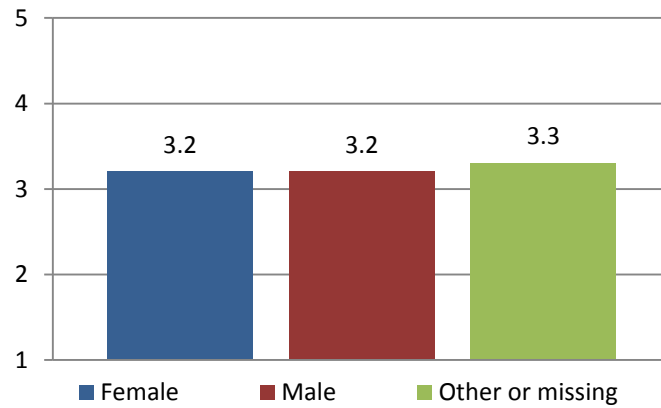


**Figure 30. Mean Scores on Workload, by
Race/Ethnicity: Staff**

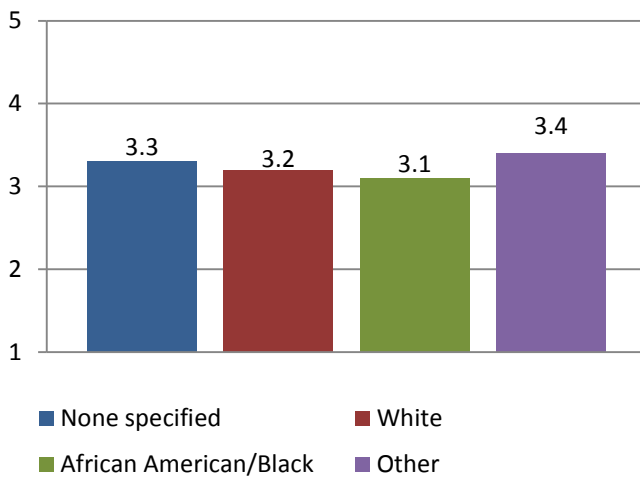


**Figure 31. Mean Scores on Workload, by
Staff Classification: Staff**

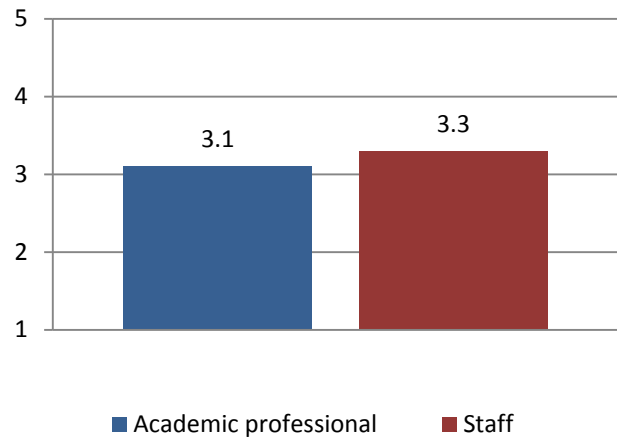


Figure 29 to 35 shows the mean scores on the workload component by various demographic variables.

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

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

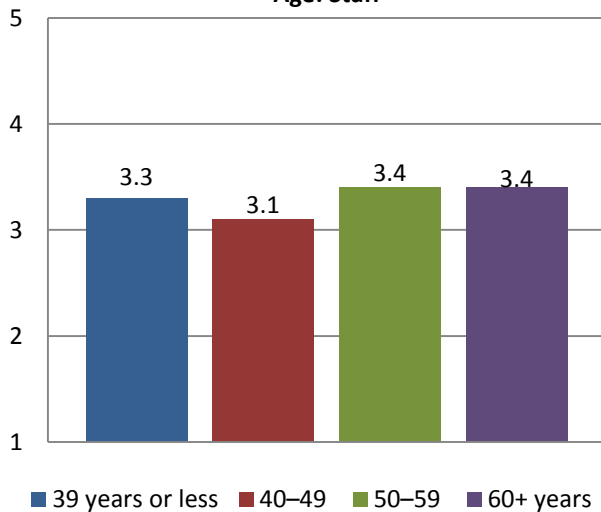


Figure 33. Mean Scores on Workload, by Years Employed at the University: Staff

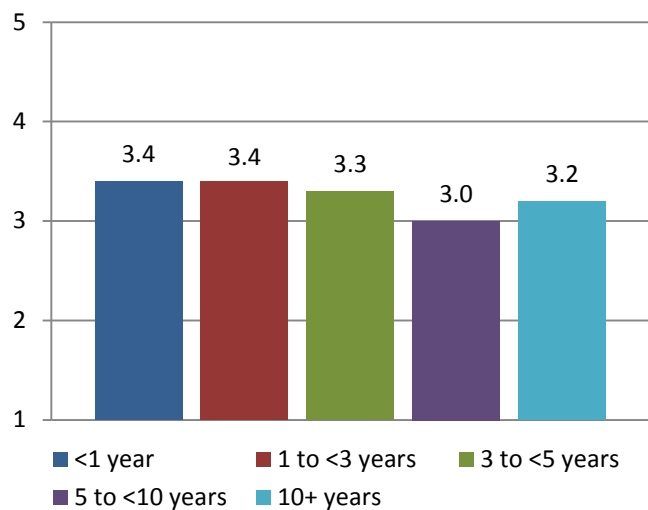


Figure 34. Mean Scores on Workload, by Sexual Orientation: Staff

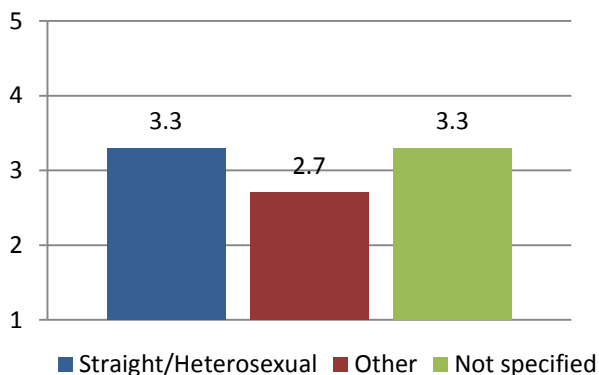
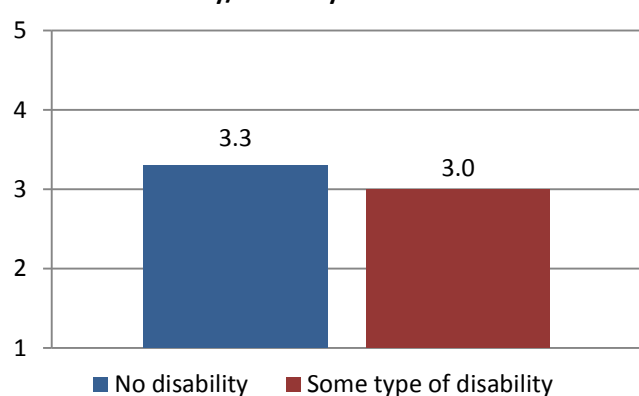


Figure 35. Mean Scores on Workload, by Ability/Disability Status: Staff



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

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

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

Diversity Practices

This component is significantly related to overall climate and is the fifth of six components in terms of strength of relationship with it. As such, it has been classified as a secondary area in terms of priority. The average rating of all individual items in this component is 3.3, which makes it area of concern for Oakland University.

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

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

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

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

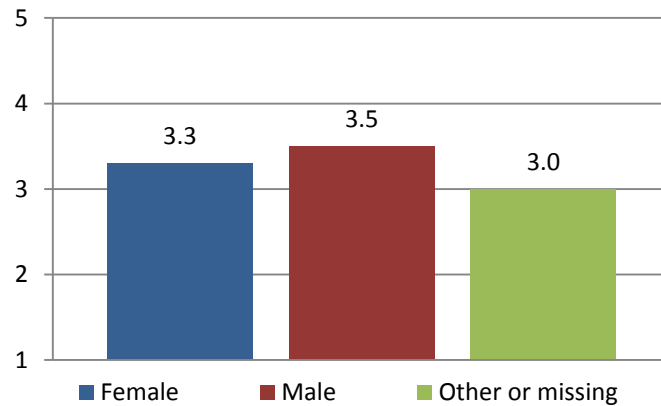


Figure 37. Mean Scores on Diversity Practices, by Race/Ethnicity: Staff

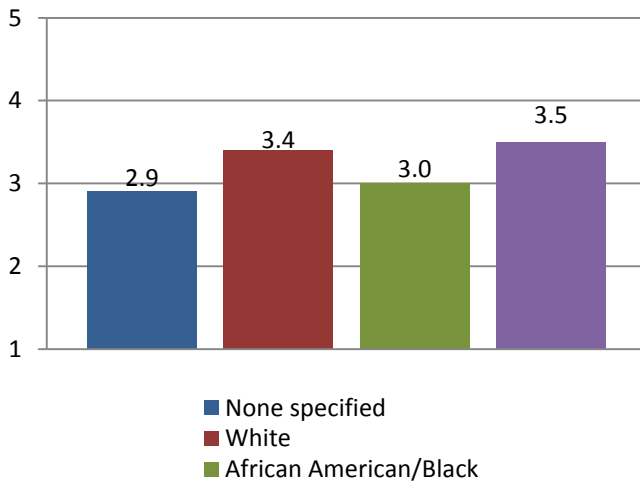


Figure 38. Mean Scores on Diversity Practices, by Staff Classification: Staff

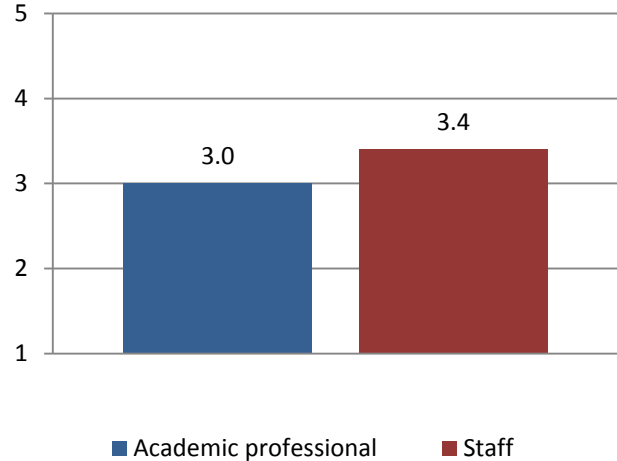


Figure 8 to 14 shows the mean scores on the personal identity and belongingness component by various demographic variables.

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

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

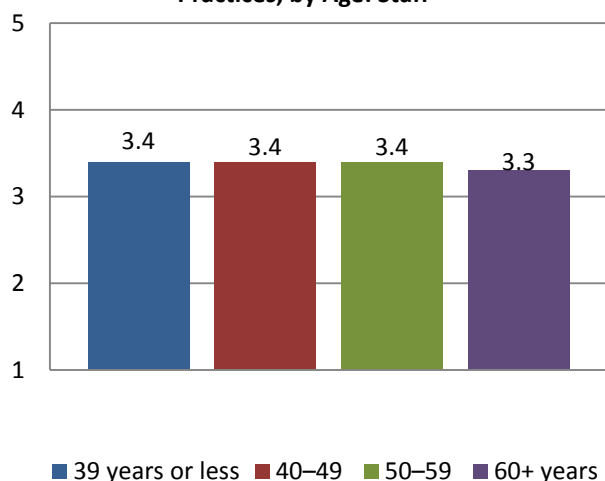


Figure 40. Mean Scores on Diversity Practices, by Years Employed at the University: Staff

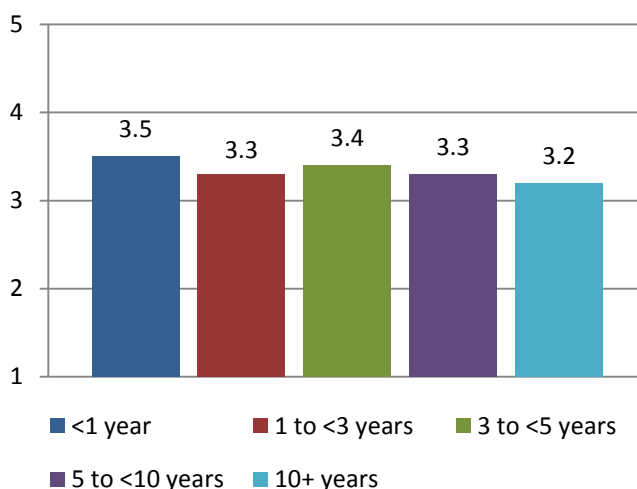


Figure 41. Mean Scores on Diversity Practices, by Sexual Orientation: Staff

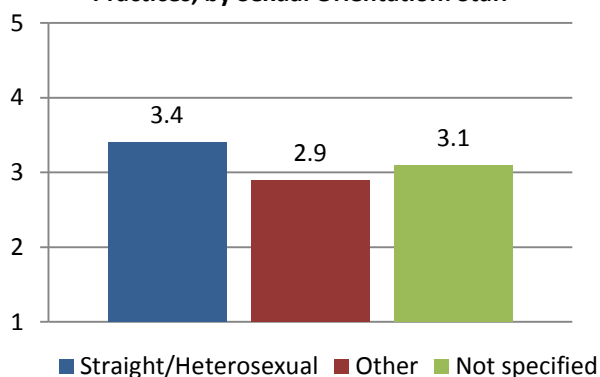
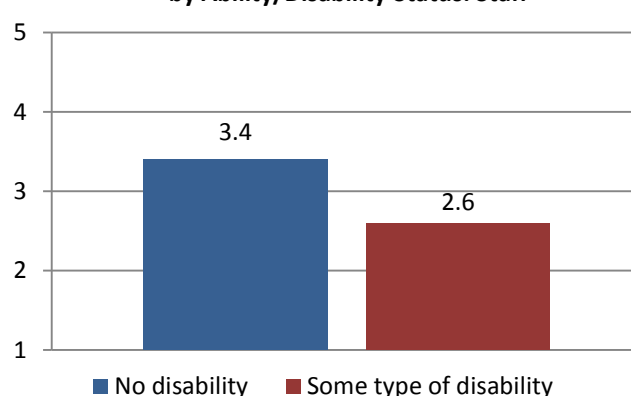


Figure 42. Mean Scores on Diversity Practices, by Ability/Disability Status: Staff



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

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

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

Unit Excluding/Inclusive

This component is significantly related to overall climate and is the last of six components in terms of strength of relationship with it. As such, it has been classified as a secondary area in terms of priority. The average rating of all individual items in this component is 3.5, which makes it strong area for Oakland University.

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

Table 13. Excluding/Inclusive Item Classified as Primary or Secondary, as Area of Strength or Action

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

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

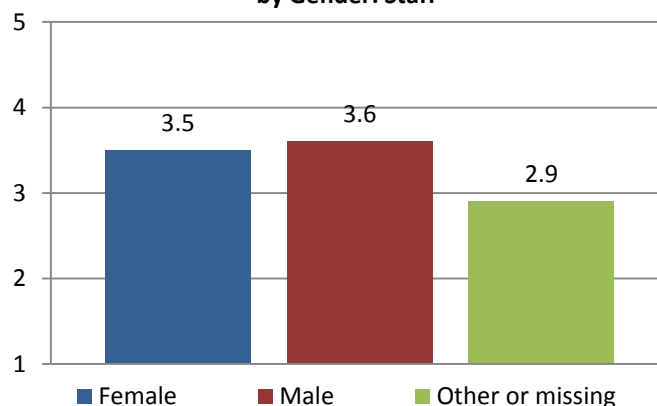


Figure 44. Mean Scores on Excluding/Inclusive, by Race/Ethnicity: Staff

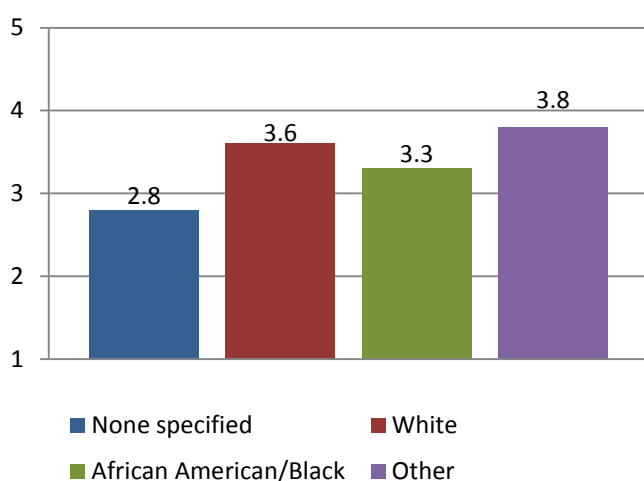


Figure 45. Mean Scores on Excluding/Inclusive, by Staff Classification: Staff

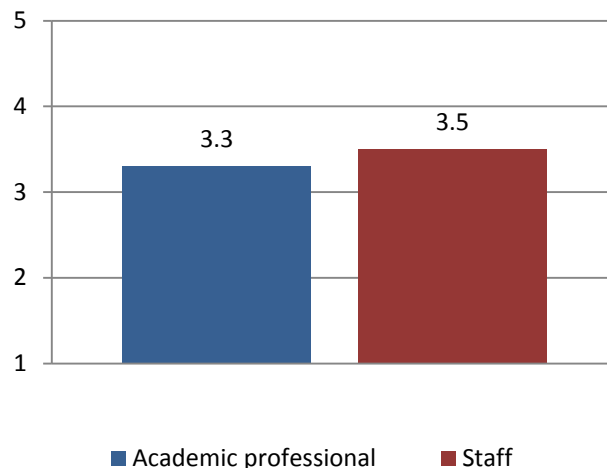


Figure 8 to 14 shows the mean scores on the personal identity and belongingness component by various demographic variables.

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

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

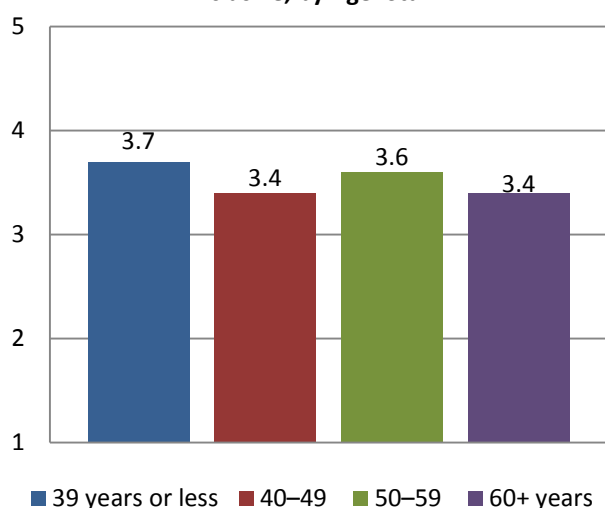


Figure 47. Mean Scores on Excluding/Inclusive, by Years Employed at the University: Staff

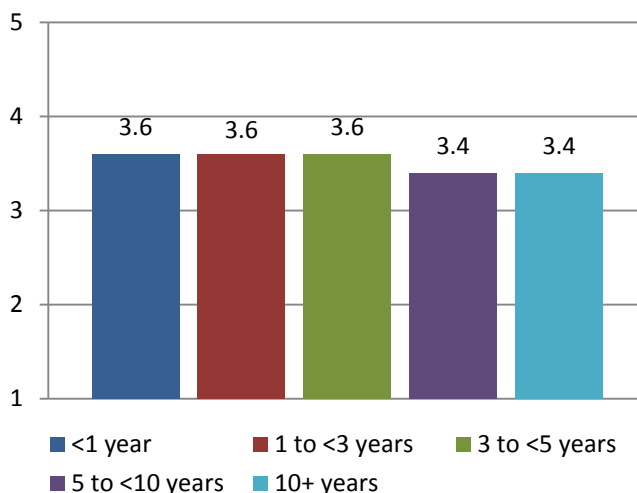


Figure 48. Mean Scores on Excluding/Inclusive, by Sexual Orientation: Staff

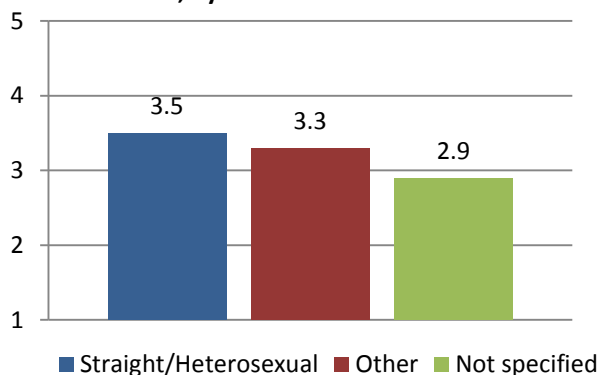
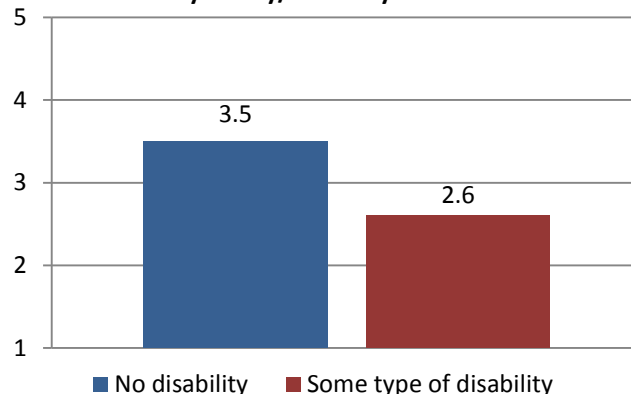


Figure 49. Mean Scores on Excluding/Inclusive, by Ability/Disability Status: Staff



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

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

Responses to Open-end Questions

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

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

Table 14. Suggestions for improving climate

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

Table 14. Suggestions for improving climate (continued)

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

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

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

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

Summary of Results

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

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

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

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

Appendix A

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

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

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

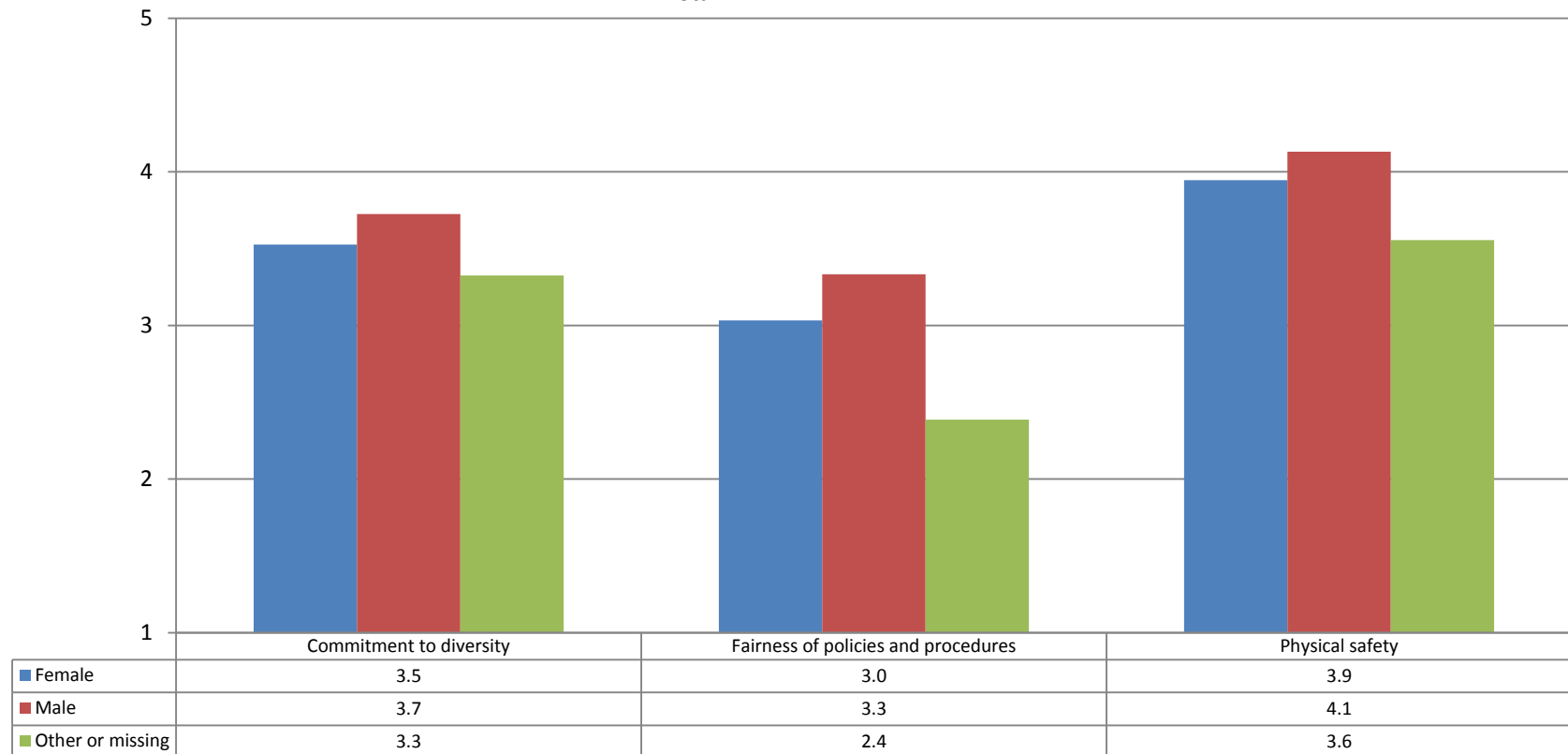


**Figure A2. Mean Scores on Variables Not Significantly Related to Overall Climate, by Race/Ethnicity:
All Staff**

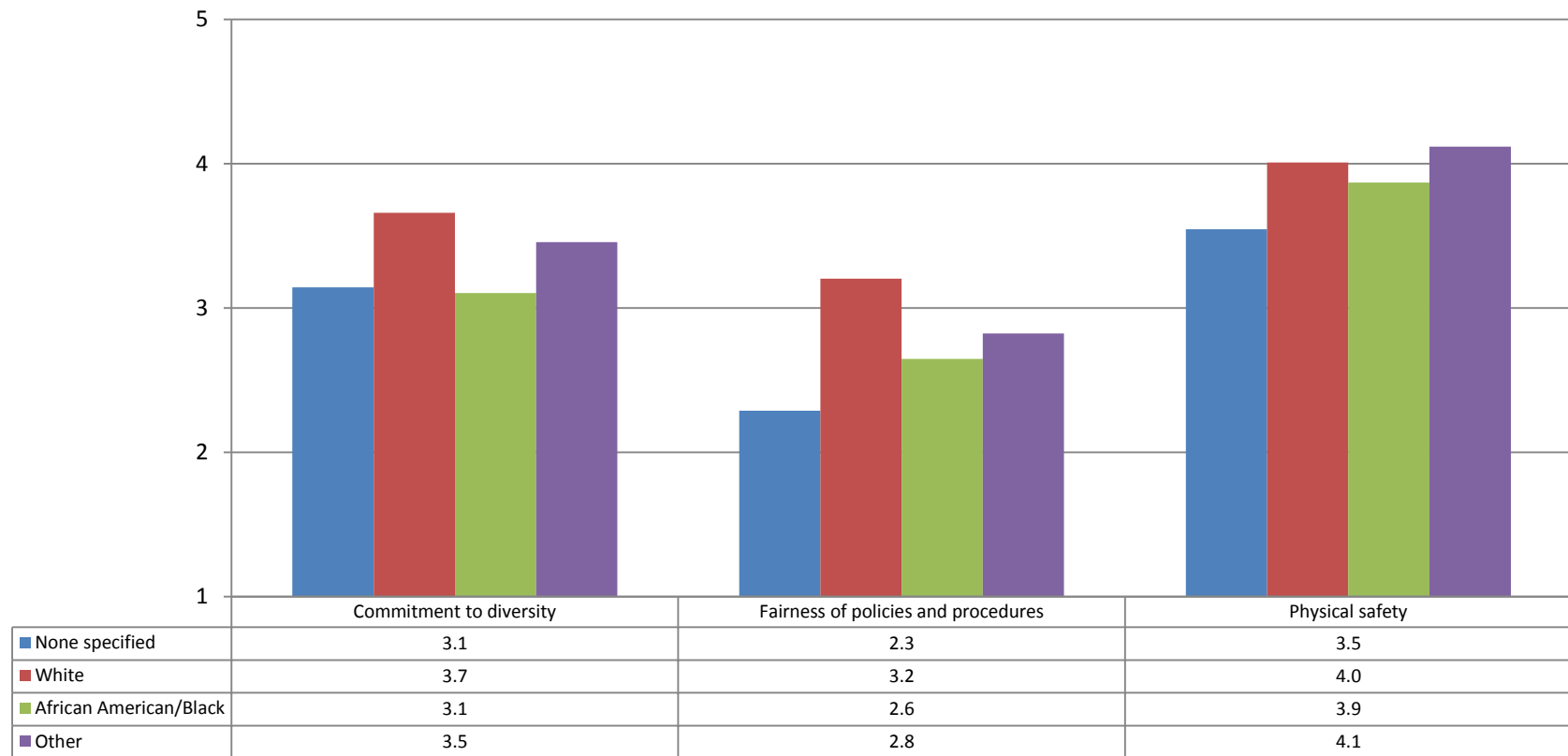


Figure A3. Mean Scores on Variables Not Significantly Related to Overall Climate, by Staff Classification: All Staff

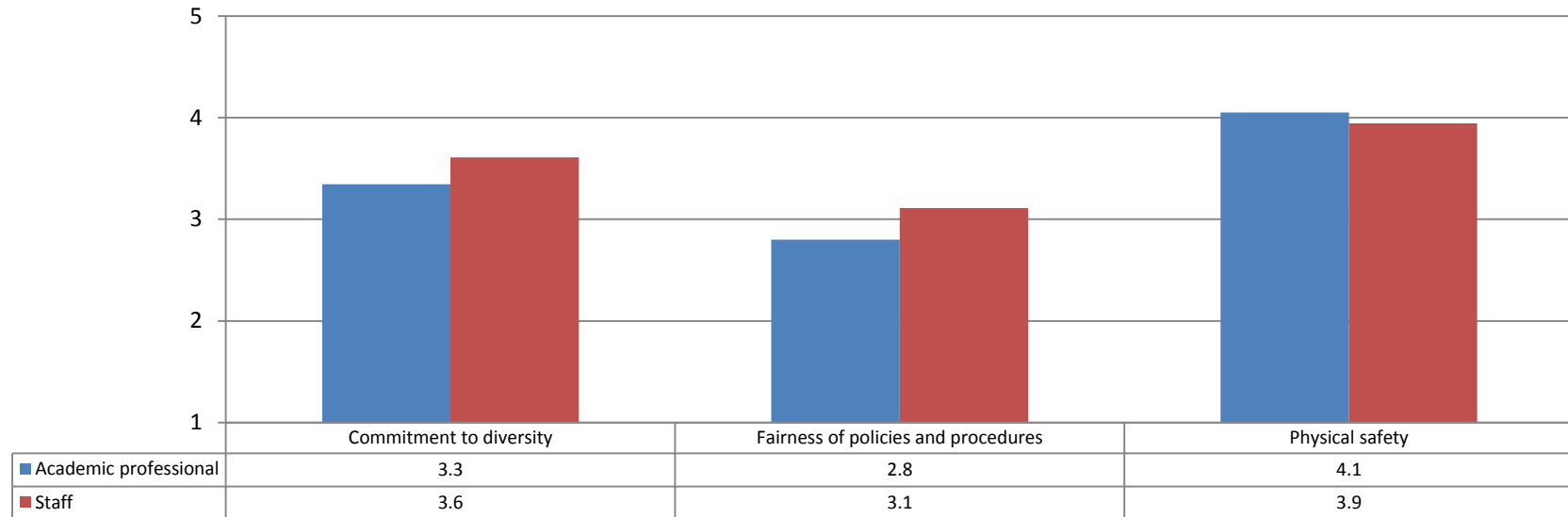


**Figure A4. Mean Scores on Variables Not Significantly Related to Overall Climate, by Age:
All Staff**

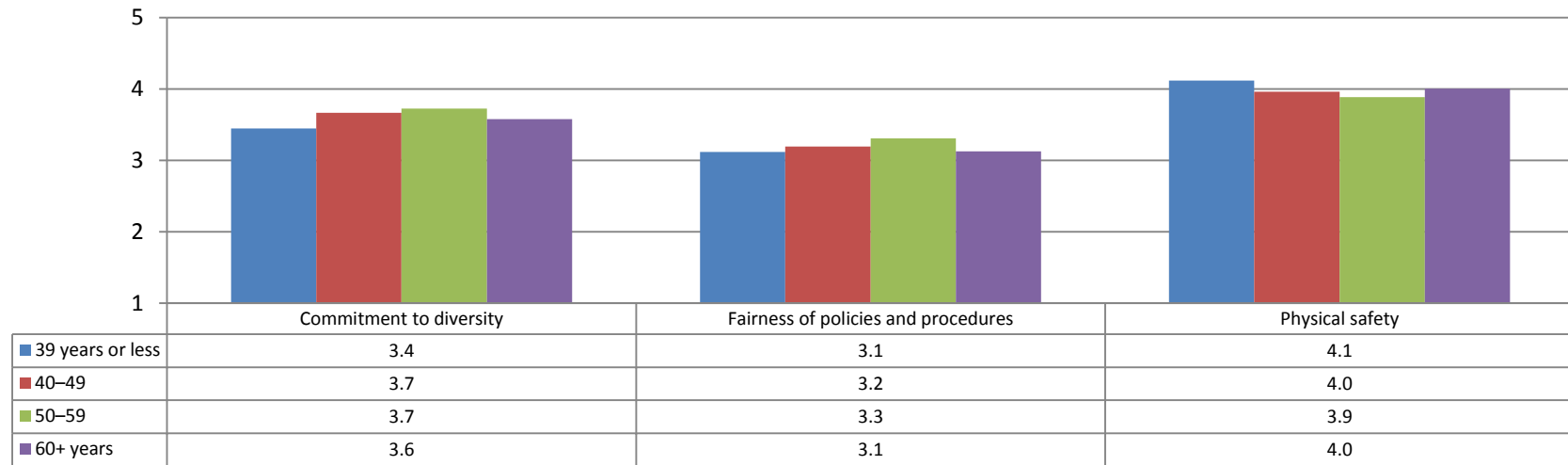


**Figure A5. Mean Scores on Variables Not Significantly Related to Overall Climate,
by Years Employed at the University: All Staff**



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

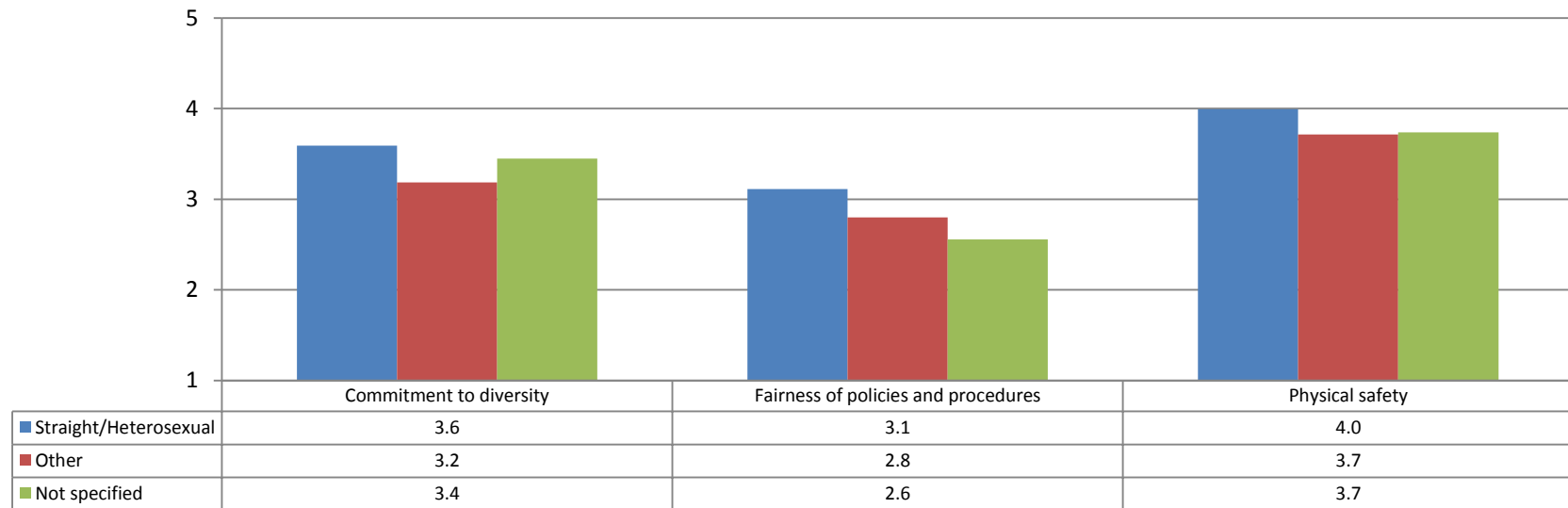
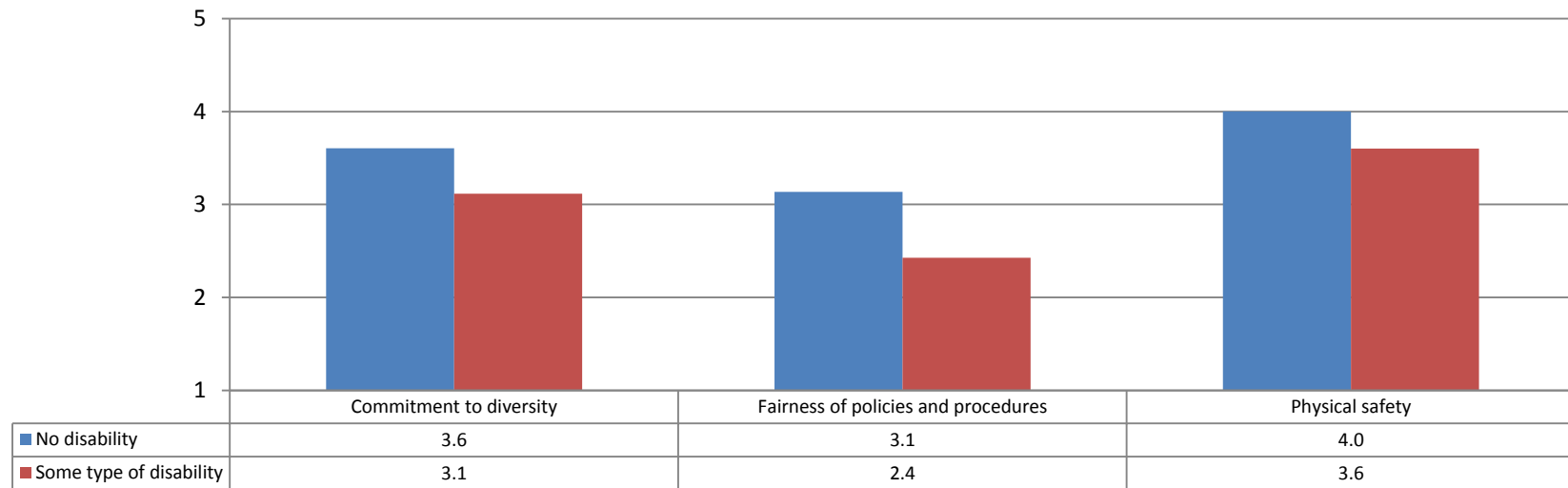


**Figure A7. Mean Scores on Variables Not Significantly Related to Overall Climate,
by Ability/Disability Status: All Staff**



Appendix B

Staff Questionnaire

Oakland University Climate Study—Academic Administrators and Staff Questionnaire

1. So that we can direct you to the appropriate set of questions, from the list below, please select your current position(s)/role at Oakland University.

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

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

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

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

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

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

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

2b. Overall, how would you rate the climate in your primary **department/unit**?

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

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

2c. If your department/unit is part of a school/college /major administrative office, overall, how would you rate the climate in that **school/ college/ major administrative office**?

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

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

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

4. How excluding or inclusive is your primary department/unit?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

11. You indicated that [RESPONSE FROM #10] was [NOT AT ALL/Not very] fair and equitable In the past 12 months. To which of the following factors would you attribute the treatment?

Please select all that apply.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	Not at all	Not very	Moderately	Very	Extremely	Not enough information to say
Between staff	☐	☐	☐	☐	☐	☐
Between staff and department/unit leadership	☐	☐	☐	☐	☐	☐
Between staff and faculty	☐	☐	☐	☐	☐	☐
Between staff and students	☐	☐	☐	☐	☐	☐
Between faculty and students	☐	☐	☐	☐	☐	☐

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[LIST MENU]

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

[LIST MENU]

43. How many total years have you worked at the University?

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

44. For how many years have you been working in your current position at the University?

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

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

[TEXT BOX]

46. In what year were you born?

47. What is the highest level of education you have completed?

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

48. Please indicate your sex.

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

49. Which of the following best describes you?

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

50. What is your citizenship status?

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

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

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

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

Under the age of 18?

18 years or older?

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

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

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

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

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

- ☐ Have requested
- ☐ Have not requested

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

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

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

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

- ☐ American Indian or Alaskan Native [PROGRAMMING NOTE: DISPLAY “: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment” AS DEFINITION.]
- ☐ Asian [PROGRAMMING NOTE: DISPLAY “A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam” AS DEFINITION.]
- ☐ Black or African American [PROGRAMMING NOTE: DISPLAY “A person having origins in any of the Black racial groups of Africa” AS DEFINITION.]
- ☐ Native Hawaiian or Other Pacific Islander [PROGRAMMING NOTE: DISPLAY “A person having origins in any of the original persons of Hawaii, Guam, Samoa or other Pacific Islands” AS DEFINITION.]
- ☐ White [PROGRAMMING NOTE: DISPLAY “A person having origins in any of the original peoples of Europe, North Africa, or the Middle East” AS DEFINITION.]

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

Appendix C

Text of E-mail Invitation

To the Oakland University community,

All students, faculty and staff are invited to participate in a 2013 study to assess Oakland University's culture. The survey will measure perceptions of climate including inclusiveness, diversity, friendliness, cooperation, professionalism, recognition, respect, accessibility, support and opportunities for career advancement and academic success here on campus.

To protect the confidentiality and anonymity of your responses, the Survey Research Laboratory (SRL) of the University of Illinois has been selected to administer the survey. Sowmya Anand and Linda Owens of the Survey Research Laboratory at the University of Illinois (IRB Protocol # 13636) are the surveyors. Should you have questions, please feel free to contact Sowmya Anand at (217) 333-2219.

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

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

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

Sincerely

Gary D. Russi
President

--

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

Appendix D

Tables of Individual Items: All Staff

Tables for Outcome Variable "Overall climate"

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

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

		All Staff
n =		387
If your department/unit is part of a school, college or major administrative office, overall, how would you rate the climate in that school/college/major administrative office?	Very poor	22 5.7%
	Poor	46 11.9%
	Fair	103 26.6%
	Good	134 34.6%
	Very good	82 21.2%
Mean		3.54

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

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

Tables for "Personal Identity and Belongingness" Component

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

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

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

	All Staff
n =	459
If you experience treatment that is not fair and equitable, how confident are you that you can file a complaint or grievance without fear of negative consequences to you?	
Not at all confident	100
	21.8%
Not very confident	102
	22.2%
Moderately confident	130
	28.3%
Very confident	94
	20.5%
Extremely confident	33
	7.2%
Mean	2.69

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

	All Staff
n =	395
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Recruitment policies and practices	
Not at all fair and equitable	18
	4.6%
Not very fair and equitable	41
	10.4%
Moderately fair and equitable	109
	27.6%
Very fair and equitable	115
	29.1%
Extremely fair and equitable	112
	28.4%
Mean	3.66

Tables for "Professional Work environment" Component

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

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

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

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

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

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

		All Staff
n =		419
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Access to departmental support staff	Not at all fair and equitable	23 5.5%
	Not very fair and equitable	39 9.3%
	Moderately fair and equitable	111 26.5%
	Very fair and equitable	129 30.8%
	Extremely fair and equitable	117 27.9%
Mean		3.66

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

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

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

Tables for "Professional Relationships" Component

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

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

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

Tables for "Work Load" Component

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

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

Tables for "Diversity Practices" Component

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

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

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

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

Table for "Excluding/inclusive " Component

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

Tables for "Commitment to Diversity" Component

		All Staff
n =		366
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? The University leadership - i.e., the President and the Board of Trustees	Extremely detrimental	12 3.3%
	Quite detrimental	43 11.7%
	Neither beneficial nor detrimental	115 31.4%
	Quite beneficial	118 32.2%
	Extremely beneficial	78 21.3%
	Mean	3.57

		All Staff
n =		374
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? Campus leadership - i.e., Vice Presidents/Provosts and Deans	Extremely detrimental	15 4.0%
	Quite detrimental	37 9.9%
	Neither beneficial nor detrimental	108 28.9%
	Quite beneficial	144 38.5%
	Extremely beneficial	70 18.7%
	Mean	3.58

		All Staff
n =		438
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? Your department/unit leadership - i.e., your Department /Program Director or Supervisor	Extremely detrimental	18 4.1%
	Quite detrimental	36 8.2%
	Neither beneficial nor detrimental	124 28.3%
	Quite beneficial	135 30.8%
	Extremely beneficial	125 28.5%
Mean		3.71

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

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

Tables for "Fairness of Policies and procedures" Component

	All Staff
n =	431
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Allocation of space/equipment or other resources	
Not at all fair and equitable	39
	9.0%
Not very fair and equitable	63
	14.6%
Moderately fair and equitable	114
	26.5%
Very fair and equitable	127
	29.5%
Extremely fair and equitable	88
	20.4%
Mean	3.38

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

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

Tables for "Physical Safety" Component

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

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

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

Appendix E

Tables of Individual Items: By Gender

Tables for Outcome Variable "Overall climate"

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

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

		Gender		
		Female	Male	Other or missing
n =		262	91	34
If your department/unit is part of a school, college or major administrative office, overall, how would you rate the climate in that school/college/major administrative office?	Very poor	13	2	7
		5.0%	2.2%	20.6%
	Poor	34	7	5
		13.0%	7.7%	14.7%
	Fair	70	22	11
		26.7%	24.2%	32.4%
	Good	87	39	8
		33.2%	42.9%	23.5%
	Very good	58	21	3
		22.1%	23.1%	8.8%
Mean		3.55	3.77	2.85

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

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

Tables for "Personal Identity and Belongingness" Component

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

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

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

		Gender		
		Female	Male	Other or missing
n =		295	126	38
If you experience treatment that is not fair and equitable, how confident are you that you can file a complaint or grievance without fear of negative consequences to you?	Not at all confident	70 23.7%	13 10.3%	17 44.7%
	Not very confident	67 22.7%	26 20.6%	9 23.7%
	Moderately confident	87 29.5%	33 26.2%	10 26.3%
	Very confident	54 18.3%	38 30.2%	2 5.3%
	Extremely confident	17 5.8%	16 12.7%	0 0.0%
	Mean	2.60	3.14	1.92

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

		Gender		
		Female	Male	Other or missing
n =		254	108	33
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Recruitment policies and practices	Not at all fair and equitable	13 5.1%	1 .9%	4 12.1%
	Not very fair and equitable	28 11.0%	6 5.6%	7 21.2%
	Moderately fair and equitable	68 26.8%	28 25.9%	13 39.4%
	Very fair and equitable	76 29.9%	32 29.6%	7 21.2%
	Extremely fair and equitable	69 27.2%	41 38.0%	2 6.1%
	Mean	3.63	3.98	2.88

Tables for "Professional Work environment" Component

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

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

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

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

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

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

		Gender		
		Female	Male	Other or missing
n =		270	113	36
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Access to departmental support staff	Not at all fair and equitable	16 5.9%	5 4.4%	2 5.6%
	Not very fair and equitable	22 8.1%	11 9.7%	6 16.7%
	Moderately fair and equitable	72 26.7%	25 22.1%	14 38.9%
	Very fair and equitable	87 32.2%	34 30.1%	8 22.2%
	Extremely fair and equitable	73 27.0%	38 33.6%	6 16.7%
	Mean	3.66	3.79	3.28

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

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

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

Tables for "Professional Relationships" Component

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

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

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

Tables for "Work Load" Component

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

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

Tables for "Diversity Practices" Component

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

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

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

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

Table for "Excluding/inclusive " Component

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

Tables for "Commitment to Diversity" Component

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

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

		Gender		
		Female	Male	Other or missing
n =		278	124	36
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? Your department/unit leadership - i.e., your Department /Program Director or Supervisor	Extremely detrimental	13 4.7%	2 1.6%	3 8.3%
	Quite detrimental	23 8.3%	10 8.1%	3 8.3%
	Neither beneficial nor detrimental	79 28.4%	31 25.0%	14 38.9%
	Quite beneficial	88 31.7%	38 30.6%	9 25.0%
	Extremely beneficial	75 27.0%	43 34.7%	7 19.4%
	Mean	3.68	3.89	3.39

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

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

Tables for "Fairness of Policies and procedures" Component

		Gender		
		Female	Male	Other or missing
n =		279	115	37
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Allocation of space/equipment or other resources	Not at all fair and equitable	18	11	10
		6.5%	9.6%	27.0%
	Not very fair and equitable	39	16	8
		14.0%	13.9%	21.6%
	Moderately fair and equitable	82	21	11
		29.4%	18.3%	29.7%
	Very fair and equitable	87	37	3
		31.2%	32.2%	8.1%
	Extremely fair and equitable	53	30	5
		19.0%	26.1%	13.5%
Mean		3.42	3.51	2.59

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

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

Tables for "Physical Safety" Component

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

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

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

Appendix F

Tables of Individual Items: By Race/Ethnicity

Tables for Outcome Variable "Overall climate"

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

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

		Race/Ethnicity			
		None specified	White	African American	Other
n =		33	303	37	14
If your department/unit is part of a school, college or major administrative office, overall, how would you rate the climate in that school/college/major administrative office?	Very poor	8 24.2%	10 3.3%	3 8.1%	1 7.1%
	Poor	8 24.2%	30 9.9%	6 16.2%	2 14.3%
	Fair	9 27.3%	80 26.4%	11 29.7%	3 21.4%
	Good	8 24.2%	110 36.3%	12 32.4%	4 28.6%
	Very good	0 0.0%	73 24.1%	5 13.5%	4 28.6%
	Mean	2.52	3.68	3.27	3.57

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

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

Tables for "Personal Identity and Belongingness" Component

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

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

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

		Race/Ethnicity			
		None specified	White	African American	Other
n =		36	368	39	16
If you experience treatment that is not fair and equitable, how confident are you that you can file a complaint or grievance without fear of negative consequences to you?	Not at all confident	15 41.7%	69 18.8%	12 30.8%	4 25.0%
	Not very confident	12 33.3%	80 21.7%	7 17.9%	3 18.8%
	Moderately confident	6 16.7%	114 31.0%	9 23.1%	1 6.3%
	Very confident	2 5.6%	76 20.7%	10 25.6%	6 37.5%
	Extremely confident	1 2.8%	29 7.9%	1 2.6%	2 12.5%
	Mean	1.94	2.77	2.51	2.94

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

		Race/Ethnicity			
		None specified	White	African American	Other
n =		32	311	36	16
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Recruitment policies and practices	Not at all fair and equitable	6 18.8%	7 2.3%	4 11.1%	1 6.3%
	Not very fair and equitable	8 25.0%	24 7.7%	8 22.2%	1 6.3%
	Moderately fair and equitable	11 34.4%	82 26.4%	11 30.6%	5 31.3%
	Very fair and equitable	6 18.8%	97 31.2%	6 16.7%	6 37.5%
	Extremely fair and equitable	1 3.1%	101 32.5%	7 19.4%	3 18.8%
	Mean	2.63	3.84	3.11	3.56

Tables for "Professional Work environment" Component

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

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

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

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

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

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

		Race/Ethnicity			
		None specified	White	African American	Other
n =		35	331	37	16
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Access to departmental support staff	Not at all fair and equitable	4 11.4%	11 3.3%	5 13.5%	3 18.8%
	Not very fair and equitable	7 20.0%	29 8.8%	3 8.1%	0 0.0%
	Moderately fair and equitable	12 34.3%	87 26.3%	7 18.9%	5 31.3%
	Very fair and equitable	6 17.1%	106 32.0%	13 35.1%	4 25.0%
	Extremely fair and equitable	6 17.1%	98 29.6%	9 24.3%	4 25.0%
	Mean	3.09	3.76	3.49	3.38

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

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

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

Tables for "Professional Relationships" Component

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

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

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

Tables for "Work Load" Component

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

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

Tables for "Diversity Practices" Component

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

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

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

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

Table for "Excluding/inclusive " Component

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

Tables for "Commitment to Diversity" Component

		Race/Ethnicity			
		None specified	White	African American	Other
n =		32	286	31	17
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? The University leadership - i.e., the President and the Board of Trustees	Extremely detrimental	5 15.6%	4 1.4%	3 9.7%	0 0.0%
	Quite detrimental	5 15.6%	29 10.1%	6 19.4%	3 17.6%
	Neither beneficial nor detrimental	11 34.4%	88 30.8%	8 25.8%	8 47.1%
	Quite beneficial	6 18.8%	103 36.0%	5 16.1%	4 23.5%
	Extremely beneficial	5 15.6%	62 21.7%	9 29.0%	2 11.8%
	Mean	3.03	3.66	3.35	3.29

		Race/Ethnicity			
		None specified	White	African American	Other
n =		31	296	32	15
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? Campus leadership - i.e., Vice Presidents/Provosts and Deans	Extremely detrimental	2 6.5%	7 2.4%	6 18.8%	0 0.0%
	Quite detrimental	4 12.9%	26 8.8%	5 15.6%	2 13.3%
	Neither beneficial nor detrimental	11 35.5%	84 28.4%	8 25.0%	5 33.3%
	Quite beneficial	9 29.0%	124 41.9%	5 15.6%	6 40.0%
	Extremely beneficial	5 16.1%	55 18.6%	8 25.0%	2 13.3%
	Mean	3.35	3.66	3.13	3.53

		Race/Ethnicity			
		None specified	White	African American	Other
n =		35	350	36	17
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? Your department/unit leadership - i.e., your Department /Program Director or Supervisor	Extremely detrimental	5 14.3%	9 2.6%	4 11.1%	0 0.0%
	Quite detrimental	5 14.3%	23 6.6%	6 16.7%	2 11.8%
	Neither beneficial nor detrimental	11 31.4%	100 28.6%	6 16.7%	7 41.2%
	Quite beneficial	8 22.9%	114 32.6%	11 30.6%	2 11.8%
	Extremely beneficial	6 17.1%	104 29.7%	9 25.0%	6 35.3%
	Mean	3.14	3.80	3.42	3.71

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

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

Tables for "Fairness of Policies and procedures" Component

		Race/Ethnicity			
		None specified	White	African American	Other
n =		36	342	36	17
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Allocation of space/equipment or other resources	Not at all fair and equitable	9 25.0%	20 5.8%	7 19.4%	3 17.6%
	Not very fair and equitable	11 30.6%	45 13.2%	4 11.1%	3 17.6%
	Moderately fair and equitable	9 25.0%	93 27.2%	10 27.8%	2 11.8%
	Very fair and equitable	5 13.9%	105 30.7%	11 30.6%	6 35.3%
	Extremely fair and equitable	2 5.6%	79 23.1%	4 11.1%	3 17.6%
	Mean	2.44	3.52	3.03	3.18

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

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

Tables for "Physical Safety" Component

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

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

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

Appendix G

Tables of Individual Items: By Staff Classification

Tables for Outcome Variable "Overall climate"

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

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

		Staff Classification	
		Academic Professional	Staff
n =		72	315
If your department/unit is part of a school, college or major administrative office, overall, how would you rate the climate in that school/college/major administrative office?	Very poor	5 6.9%	17 5.4%
	Poor	8 11.1%	38 12.1%
	Fair	25 34.7%	78 24.8%
	Good	23 31.9%	111 35.2%
	Very good	11 15.3%	71 22.5%
Mean		3.38	3.57

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

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

Tables for "Personal Identity and Belongingness" Component

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

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

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

	Staff Classification	
	Academic Professional	Staff
n =	78	381
If you experience treatment that is not fair and equitable, how confident are you that you can file a complaint or grievance without fear of negative consequences to you?		
Not at all confident	23 29.5%	77 20.2%
Not very confident	21 26.9%	81 21.3%
Moderately confident	14 17.9%	116 30.4%
Very confident	17 21.8%	77 20.2%
Extremely confident	3 3.8%	30 7.9%
Mean	2.44	2.74

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

	Staff Classification	
	Academic Professional	Staff
n =	67	328
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Recruitment policies and practices		
Not at all fair and equitable	4 6.0%	14 4.3%
Not very fair and equitable	5 7.5%	36 11.0%
Moderately fair and equitable	30 44.8%	79 24.1%
Very fair and equitable	14 20.9%	101 30.8%
Extremely fair and equitable	14 20.9%	98 29.9%
Mean	3.43	3.71

Tables for "Professional Work environment" Component

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

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

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

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

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

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

		Staff Classification	
		Academic Professional	Staff
n =		69	350
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Access to departmental support staff	Not at all fair and equitable	4 5.8%	19 5.4%
	Not very fair and equitable	9 13.0%	30 8.6%
	Moderately fair and equitable	18 26.1%	93 26.6%
	Very fair and equitable	18 26.1%	111 31.7%
	Extremely fair and equitable	20 29.0%	97 27.7%
	Mean	3.59	3.68

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

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

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

Tables for "Professional Relationships" Component

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

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

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

Tables for "Work Load" Component

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

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

Tables for "Diversity Practices" Component

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

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

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

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

Table for "Excluding/inclusive " Component

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

Tables for "Commitment to Diversity" Component

		Staff Classification	
		Academic Professional	Staff
n =		59	307
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? The University leadership - i.e., the President and the Board of Trustees	Extremely detrimental	2 3.4%	10 3.3%
	Quite detrimental	9 15.3%	34 11.1%
	Neither beneficial nor detrimental	22 37.3%	93 30.3%
	Quite beneficial	17 28.8%	101 32.9%
	Extremely beneficial	9 15.3%	69 22.5%
	Mean	3.37	3.60

		Staff Classification	
		Academic Professional	Staff
n =		65	309
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? Campus leadership - i.e., Vice Presidents/Provosts and Deans	Extremely detrimental	5 7.7%	10 3.2%
	Quite detrimental	7 10.8%	30 9.7%
	Neither beneficial nor detrimental	18 27.7%	90 29.1%
	Quite beneficial	26 40.0%	118 38.2%
	Extremely beneficial	9 13.8%	61 19.7%
	Mean	3.42	3.61

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

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

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

Tables for "Fairness of Policies and procedures" Component

		Staff Classification	
		Academic Professional	Staff
n =		71	360
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Allocation of space/equipment or other resources	Not at all fair and equitable	9 12.7%	30 8.3%
	Not very fair and equitable	14 19.7%	49 13.6%
	Moderately fair and equitable	19 26.8%	95 26.4%
	Very fair and equitable	15 21.1%	112 31.1%
	Extremely fair and equitable	14 19.7%	74 20.6%
	Mean	3.15	3.42

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

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

Tables for "Physical Safety" Component

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

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

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

Appendix H

Tables of Individual Items: By Age

Tables for Outcome Variable "Overall climate"

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

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

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		86	68	92	52
If your department/unit is part of a school, college or major administrative office, overall, how would you rate the climate in that school/college/major administrative office?	Very poor	3	3	2	4
		3.5%	4.4%	2.2%	7.7%
	Poor	6	6	9	6
		7.0%	8.8%	9.8%	11.5%
	Fair	22	23	20	10
		25.6%	33.8%	21.7%	19.2%
	Good	37	21	32	21
		43.0%	30.9%	34.8%	40.4%
	Very good	18	15	29	11
		20.9%	22.1%	31.5%	21.2%
Mean		3.71	3.57	3.84	3.56

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

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

Tables for "Personal Identity and Belongingness" Component

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

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

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

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		112	79	105	57
If you experience treatment that is not fair and equitable, how confident are you that you can file a complaint or grievance without fear of negative consequences to you?	Not at all confident	17 15.2%	15 19.0%	15 14.3%	11 19.3%
	Not very confident	22 19.6%	15 19.0%	25 23.8%	13 22.8%
	Moderately confident	33 29.5%	21 26.6%	34 32.4%	18 31.6%
	Very confident	27 24.1%	23 29.1%	24 22.9%	11 19.3%
	Extremely confident	13 11.6%	5 6.3%	7 6.7%	4 7.0%
	Mean	2.97	2.85	2.84	2.72

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

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		91	70	88	53
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Recruitment policies and practices	Not at all fair and equitable	4 4.4%	4 5.7%	3 3.4%	0 0.0%
	Not very fair and equitable	7 7.7%	5 7.1%	6 6.8%	6 11.3%
	Moderately fair and equitable	27 29.7%	12 17.1%	24 27.3%	16 30.2%
	Very fair and equitable	25 27.5%	27 38.6%	23 26.1%	17 32.1%
	Extremely fair and equitable	28 30.8%	22 31.4%	32 36.4%	14 26.4%
	Mean	3.73	3.83	3.85	3.74

Tables for "Professional Work environment" Component

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

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

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

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

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

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

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		102	70	96	50
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Access to departmental support staff	Not at all fair and equitable	6 5.9%	5 7.1%	3 3.1%	2 4.0%
	Not very fair and equitable	8 7.8%	5 7.1%	8 8.3%	4 8.0%
	Moderately fair and equitable	25 24.5%	14 20.0%	26 27.1%	14 28.0%
	Very fair and equitable	34 33.3%	27 38.6%	30 31.3%	16 32.0%
	Extremely fair and equitable	29 28.4%	19 27.1%	29 30.2%	14 28.0%
	Mean	3.71	3.71	3.77	3.72

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

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

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

Tables for "Professional Relationships" Component

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

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

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

Tables for "Work Load" Component

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

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

Tables for "Diversity Practices" Component

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

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

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

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

Table for "Excluding/inclusive " Component

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

Tables for "Commitment to Diversity" Component

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		92	58	84	44
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? The University leadership - i.e., the President and the Board of Trustees	Extremely detrimental	3 3.3%	3 5.2%	2 2.4%	0 0.0%
	Quite detrimental	10 10.9%	4 6.9%	11 13.1%	6 13.6%
	Neither beneficial nor detrimental	37 40.2%	16 27.6%	17 20.2%	15 34.1%
	Quite beneficial	25 27.2%	18 31.0%	37 44.0%	15 34.1%
	Extremely beneficial	17 18.5%	17 29.3%	17 20.2%	8 18.2%
	Mean	3.47	3.72	3.67	3.57

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		91	60	86	46
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? Campus leadership - i.e., Vice Presidents/Provosts and Deans	Extremely detrimental	6 6.6%	3 5.0%	2 2.3%	0 0.0%
	Quite detrimental	7 7.7%	5 8.3%	7 8.1%	6 13.0%
	Neither beneficial nor detrimental	35 38.5%	15 25.0%	14 16.3%	13 28.3%
	Quite beneficial	27 29.7%	24 40.0%	46 53.5%	21 45.7%
	Extremely beneficial	16 17.6%	13 21.7%	17 19.8%	6 13.0%
	Mean	3.44	3.65	3.80	3.59

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

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

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

Tables for "Fairness of Policies and procedures" Component

		Respondent Age			
		22 years to 40 years	40 years to 49 years	50 years to 59 years	60 years and above
n =		104	76	94	56
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Allocation of space/equipment or other resources	Not at all fair and equitable	9 8.7%	7 9.2%	3 3.2%	3 5.4%
	Not very fair and equitable	16 15.4%	8 10.5%	11 11.7%	6 10.7%
	Moderately fair and equitable	23 22.1%	15 19.7%	25 26.6%	22 39.3%
	Very fair and equitable	30 28.8%	32 42.1%	34 36.2%	17 30.4%
	Extremely fair and equitable	26 25.0%	14 18.4%	21 22.3%	8 14.3%
	Mean	3.46	3.50	3.63	3.38

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

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

Tables for "Physical Safety" Component

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

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

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

Appendix I

Tables of Individual Items: By Years Employed

Tables for Outcome Variable "Overall climate"

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

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

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		42	57	41	79	162
If your department/unit is part of a school, college or major administrative office, overall, how would you rate the climate in that school/college/major administrative office?	Very poor	1	2	1	1	16
		2.4%	3.5%	2.4%	1.3%	9.9%
	Poor	4	9	1	12	19
		9.5%	15.8%	2.4%	15.2%	11.7%
	Fair	6	9	13	21	50
		14.3%	15.8%	31.7%	26.6%	30.9%
	Good	20	28	15	29	42
		47.6%	49.1%	36.6%	36.7%	25.9%
	Very good	11	9	11	16	35
		26.2%	15.8%	26.8%	20.3%	21.6%
Mean		3.86	3.58	3.83	3.59	3.38

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

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

Tables for "Personal Identity and Belongingness" Component

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

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

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

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

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

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		36	56	42	78	178
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Recruitment policies and practices	Not at all fair and equitable	2 5.6%	2 3.6%	1 2.4%	1 1.3%	12 6.7%
	Not very fair and equitable	1 2.8%	7 12.5%	2 4.8%	9 11.5%	22 12.4%
	Moderately fair and equitable	9 25.0%	16 28.6%	17 40.5%	21 26.9%	42 23.6%
	Very fair and equitable	11 30.6%	14 25.0%	11 26.2%	27 34.6%	51 28.7%
	Extremely fair and equitable	13 36.1%	17 30.4%	11 26.2%	20 25.6%	51 28.7%
	Mean	3.89	3.66	3.69	3.72	3.60

Tables for "Professional Work environment" Component

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

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

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

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

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

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

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		41	67	43	81	181
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Access to departmental support staff	Not at all fair and equitable	1 2.4%	4 6.0%	1 2.3%	3 3.7%	13 7.2%
	Not very fair and equitable	6 14.6%	4 6.0%	2 4.7%	7 8.6%	19 10.5%
	Moderately fair and equitable	7 17.1%	22 32.8%	11 25.6%	22 27.2%	46 25.4%
	Very fair and equitable	16 39.0%	24 35.8%	17 39.5%	28 34.6%	44 24.3%
	Extremely fair and equitable	11 26.8%	13 19.4%	12 27.9%	21 25.9%	59 32.6%
	Mean	3.73	3.57	3.86	3.70	3.65

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

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

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

Tables for "Professional Relationships" Component

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

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

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

Tables for "Work Load" Component

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

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

Tables for "Diversity Practices" Component

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

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

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

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

Table for "Excluding/inclusive " Component

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

Tables for "Commitment to Diversity" Component

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

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

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

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

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

Tables for "Fairness of Policies and procedures" Component

		Number of Years Employed at University				
		<1 year	1 year to <3 yrs	3 yrs to <5 yrs	5 yrs to <10 yrs	10 yrs or more
n =		40	69	43	84	189
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Allocation of space/equipment or other resources	Not at all fair and equitable	1	7	1	5	24
		2.5%	10.1%	2.3%	6.0%	12.7%
	Not very fair and equitable	5	9	6	12	28
		12.5%	13.0%	14.0%	14.3%	14.8%
	Moderately fair and equitable	4	19	13	23	53
		10.0%	27.5%	30.2%	27.4%	28.0%
	Very fair and equitable	17	21	18	27	44
		42.5%	30.4%	41.9%	32.1%	23.3%
	Extremely fair and equitable	13	13	5	17	40
		32.5%	18.8%	11.6%	20.2%	21.2%
Mean		3.90	3.35	3.47	3.46	3.25

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

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

Tables for "Physical Safety" Component

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

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

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

Appendix J

Tables of Individual Items: By Sexual Orientation

Tables for Outcome Variable "Overall climate"

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

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

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		347	16	24
If your department/unit is part of a school, college or major administrative office, overall, how would you rate the climate in that school/college/major administrative office?	Very poor	16	2	4
		4.6%	12.5%	16.7%
	Poor	36	4	6
		10.4%	25.0%	25.0%
	Fair	92	3	8
		26.5%	18.8%	33.3%
	Good	124	5	5
		35.7%	31.3%	20.8%
	Very good	79	2	1
		22.8%	12.5%	4.2%
Mean		3.62	3.06	2.71

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

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

Tables for "Personal Identity and Belongingness" Component

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

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

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

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		410	21	28
If you experience treatment that is not fair and equitable, how confident are you that you can file a complaint or grievance without fear of negative consequences to you?	Not at all confident	84	4	12
		20.5%	19.0%	42.9%
	Not very confident	85	10	7
		20.7%	47.6%	25.0%
	Moderately confident	119	4	7
		29.0%	19.0%	25.0%
	Very confident	89	3	2
		21.7%	14.3%	7.1%
	Extremely confident	33	0	0
		8.0%	0.0%	0.0%
Mean		2.76	2.29	1.96

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

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		352	18	25
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Recruitment policies and practices	Not at all fair and equitable	15 4.3%	0 0.0%	3 12.0%
	Not very fair and equitable	31 8.8%	4 22.2%	6 24.0%
	Moderately fair and equitable	95 27.0%	6 33.3%	8 32.0%
	Very fair and equitable	106 30.1%	4 22.2%	5 20.0%
	Extremely fair and equitable	105 29.8%	4 22.2%	3 12.0%
	Mean	3.72	3.44	2.96

Tables for "Professional Work environment" Component

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

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

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

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

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

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

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		371	20	28
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Access to departmental support staff	Not at all fair and equitable	18 4.9%	3 15.0%	2 7.1%
	Not very fair and equitable	30 8.1%	4 20.0%	5 17.9%
	Moderately fair and equitable	93 25.1%	8 40.0%	10 35.7%
	Very fair and equitable	125 33.7%	1 5.0%	3 10.7%
	Extremely fair and equitable	105 28.3%	4 20.0%	8 28.6%
	Mean	3.73	2.95	3.36

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

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

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

Tables for "Professional Relationships" Component

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

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

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

Tables for "Work Load" Component

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

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

Tables for "Diversity Practices" Component

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

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

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

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

Table for "Excluding/inclusive " Component

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

Tables for "Commitment to Diversity" Component

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		321	19	26
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? The University leadership - i.e., the President and the Board of Trustees	Extremely detrimental	9 2.8%	1 5.3%	2 7.7%
	Quite detrimental	34 10.6%	5 26.3%	4 15.4%
	Neither beneficial nor detrimental	102 31.8%	6 31.6%	7 26.9%
	Quite beneficial	107 33.3%	4 21.1%	7 26.9%
	Extremely beneficial	69 21.5%	3 15.8%	6 23.1%
	Mean	3.60	3.16	3.42

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		329	20	25
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? Campus leadership - i.e., Vice Presidents/Provosts and Deans	Extremely detrimental	12 3.6%	1 5.0%	2 8.0%
	Quite detrimental	31 9.4%	4 20.0%	2 8.0%
	Neither beneficial nor detrimental	92 28.0%	6 30.0%	10 40.0%
	Quite beneficial	135 41.0%	5 25.0%	4 16.0%
	Extremely beneficial	59 17.9%	4 20.0%	7 28.0%
	Mean	3.60	3.35	3.48

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		390	21	27
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? Your department/unit leadership - i.e., your Department /Program Director or Supervisor	Extremely detrimental	15 3.8%	1 4.8%	2 7.4%
	Quite detrimental	30 7.7%	2 9.5%	4 14.8%
	Neither beneficial nor detrimental	108 27.7%	9 42.9%	7 25.9%
	Quite beneficial	125 32.1%	4 19.0%	6 22.2%
	Extremely beneficial	112 28.7%	5 23.8%	8 29.6%
	Mean	3.74	3.48	3.52

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

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

Tables for "Fairness of Policies and procedures" Component

		Sexual orientation		
		Straight/Heterosexual	Other	None specified
n=		382	20	29
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Allocation of space/equipment or other resources	Not at all fair and equitable	30 7.9%	3 15.0%	6 20.7%
	Not very fair and equitable	50 13.1%	3 15.0%	10 34.5%
	Moderately fair and equitable	103 27.0%	5 25.0%	6 20.7%
	Very fair and equitable	121 31.7%	4 20.0%	2 6.9%
	Extremely fair and equitable	78 20.4%	5 25.0%	5 17.2%
	Mean	3.44	3.25	2.66

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

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

Tables for "Physical Safety" Component

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

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

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

Appendix K

Tables of Individual Items: By Ability/Disability Status

Tables for Outcome Variable "Overall climate"

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

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

		Disability status	
		Have	Do not have
n=		17	356
If your department/unit is part of a school, college or major administrative office, overall, how would you rate the climate in that school/college/major administrative office?	Very poor	5 29.4%	14 3.9%
	Poor	3 17.6%	40 11.2%
	Fair	5 29.4%	93 26.1%
	Good	3 17.6%	128 36.0%
	Very good	1 5.9%	81 22.8%
	Mean	2.53	3.62

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

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

Tables for "Personal Identity and Belongingness" Component

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

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

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

		Disability status	
		Have	Do not have
n=		23	420
If you experience treatment that is not fair and equitable, how confident are you that you can file a complaint or grievance without fear of negative consequences to you?	Not at all confident	7 30.4%	86 20.5%
	Not very confident	10 43.5%	86 20.5%
	Moderately confident	3 13.0%	124 29.5%
	Very confident	3 13.0%	91 21.7%
	Extremely confident	0 0.0%	33 7.9%
	Mean	2.09	2.76

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

		Disability status	
		Have	Do not have
n=		21	359
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Recruitment policies and practices	Not at all fair and equitable	3 14.3%	14 3.9%
	Not very fair and equitable	7 33.3%	30 8.4%
	Moderately fair and equitable	3 14.3%	99 27.6%
	Very fair and equitable	4 19.0%	109 30.4%
	Extremely fair and equitable	4 19.0%	107 29.8%
	Mean	2.95	3.74

Tables for "Professional Work environment" Component

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

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

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

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

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

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

		Disability status	
		Have	Do not have
n=		22	382
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Access to departmental support staff	Not at all fair and equitable	3 13.6%	19 5.0%
	Not very fair and equitable	4 18.2%	32 8.4%
	Moderately fair and equitable	11 50.0%	92 24.1%
	Very fair and equitable	2 9.1%	124 32.5%
	Extremely fair and equitable	2 9.1%	115 30.1%
	Mean	2.82	3.74

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

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

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

Tables for "Professional Relationships" Component

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

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

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

Tables for "Work Load" Component

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

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

Tables for "Diversity Practices" Component

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

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

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

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

Table for "Excluding/inclusive " Component

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

Tables for "Commitment to Diversity" Component

		Disability status	
		Have	Do not have
n=		20	334
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? The University leadership - i.e., the President and the Board of Trustees	Extremely detrimental	3 15.0%	9 2.7%
	Quite detrimental	3 15.0%	39 11.7%
	Neither beneficial nor detrimental	8 40.0%	102 30.5%
	Quite beneficial	5 25.0%	107 32.0%
	Extremely beneficial	1 5.0%	77 23.1%
	Mean	2.90	3.61

		Disability status	
		Have	Do not have
n=		20	342
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? Campus leadership - i.e., Vice Presidents/Provosts and Deans	Extremely detrimental	1 5.0%	14 4.1%
	Quite detrimental	1 5.0%	35 10.2%
	Neither beneficial nor detrimental	9 45.0%	91 26.6%
	Quite beneficial	7 35.0%	134 39.2%
	Extremely beneficial	2 10.0%	68 19.9%
	Mean	3.40	3.61

		Disability status	
		Have	Do not have
n=		23	401
How beneficial or detrimental are the actions of each of the following with respect to promoting diversity at this institution? Your department/unit leadership - i.e., your Department /Program Director or Supervisor	Extremely detrimental	4 17.4%	13 3.2%
	Quite detrimental	3 13.0%	32 8.0%
	Neither beneficial nor detrimental	7 30.4%	111 27.7%
	Quite beneficial	3 13.0%	126 31.4%
	Extremely beneficial	6 26.1%	119 29.7%
	Mean	3.17	3.76

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

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

Tables for "Fairness of Policies and procedures" Component

		Disability status	
		Have	Do not have
n=		22	394
In the past 12 months, how fair and equitable do you feel the following practices or processes have been in your unit? Allocation of space/equipment or other resources	Not at all fair and equitable	6 27.3%	29 7.4%
	Not very fair and equitable	4 18.2%	56 14.2%
	Moderately fair and equitable	9 40.9%	99 25.1%
	Very fair and equitable	3 13.6%	122 31.0%
	Extremely fair and equitable	0 0.0%	88 22.3%
	Mean	2.41	3.47

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

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

Tables for "Physical Safety" Component

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

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

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

Students

Oakland University

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

Appendix B. Student Questionnaire

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Methods

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

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

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

Data were collected primarily by means of an online survey. All faculty, staff, and students on the main campus and at other locations of Oakland University were sent an e-mail inviting them to participate in the survey (see Appendix C for text of the e-mail invitation). Initial e-mail invitations were sent via Oakland University's massmail system on March 26, 2013. Two e-mails reminding invitees to take part in the study were sent on March 29 and April 12. The survey was closed to responses on April 21, 2013.

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

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

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

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

Organization of the Reports

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

The reports provide background information on the method used to collect data, the overall approach to data analysis, computation of the measures, how to interpret the means, how to assess statistical significance, and charts and tables of results. Each report also includes appendices containing the survey instrument used, text of invitation and reminder e-mails, and detailed tables on individual questions in the questionnaire.

Overall Approach to the Analysis of the Data

The climate survey collected data from about 2,000 faculty, students, and staff. Each of the three questionnaires included over 50 questions, resulting in over 200 total variables in the data file. Presenting tables or graphs of all items in the questionnaire would result in an unwieldy amount of information from which it would be difficult to discern key findings. One of the challenges in analyzing the data was to organize the results in a way that included as much information as possible without overwhelming the reader with thousands of pages of data. Our strategy for meeting this challenge is as follows: construct a measure that captures the perception of students on the overall climate at Oakland University, conduct principal components analysis to group the other questionnaire items into groups known as *principal components*, conduct regression analysis to understand how these components relate to or explain variation in perceptions of overall climate, prioritize components based on their relationship with overall climate and the mean ratings given to them by students, and assess whether there are any variations in these components based on student demographics.

Computing the Outcome Variable: Overall Climate

First, we computed a measure that would capture the perception of students on the overall work climate at Oakland University; this is the outcome variable of interest for this survey. This variable was created based on our judgment about which questions best capture respondent opinion of the overall university climate. For students, the items that best capture overall outcome are ones that ask about overall climate and recommendation of Oakland to other students:

- Overall, how would you rate the climate on the campus where you are primarily located?
- Overall, how strongly would you recommend Oakland University to other students?

We averaged the ratings given by students to these two items to create a single outcome variable, which we will call “overall climate.”

Principal Components Analysis

Next, we turned our attention to the questionnaire items asking about various aspects of the academic climate for students, including perceptions of diversity, interactions with faculty, interactions with other students, personal identity, and physical safety on campus, among others. To reduce the number of explanatory variables while retaining as much information as possible, we employed a standard data reduction technique

known as *principal components analysis*: individual items are sorted into groups known as *principal components*, based on their correlations with each other. Items grouped into one component will have higher correlations with each other than with items not included in that component. While there is no specific theory guiding the procedure—that is, there is no prior expectation about which items should group together—the resulting components are usually substantively meaningful. In other words, we would expect two items related to physical safety to be part of the same component; we would not expect items regarding issues as disparate as safety, academics, and friendliness to all belong to the same component.

Computing Explanatory Variables

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

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

Regression Analysis

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

Prioritizing Explanatory Variables

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

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

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

Interpretation of the Means

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

Below is an example of a unipolar scale.

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

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

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

Extremely unfriendly Somewhat unfriendly Neither friendly nor unfriendly Somewhat friendly Extremely friendly

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

Individual items belonging to the same component are all scored in the same direction. For example, in the student data, one of the explanatory variables is personal identity and belongingness. It is the mean of ten individual items. One of the items originally was written such that a value of 5 indicates a negative perception: the extent to which the respondent feels isolated. Before computing a component mean, this item was reverse coded so that a high value indicates not at all isolated and a low value means extremely isolated. Similarly, for the component titled “negative communications,” all seven items were originally written such that a value of 5 indicates a negative perception or experience: the frequency with which the respondent has personally experienced or heard of others experiencing offensive verbal, visual, or written communications and the frequency of poor treatment to minority groups on campus. Before computing a component mean, these items were reverse coded such a high value indicates not at all frequently and a low value means extremely frequently.

In general, throughout the reports, a value close to 5 indicates a positive attitude, experience, or perception, while a value of 1 indicates a negative response.

Significance Tests

The report includes several graphs and tables that display mean differences in items and components by characteristics of the respondents (e.g., mean overall climate by gender). To calculate the means by respondent characteristic, we used the Analysis of Variance procedure (ANOVA). The procedure includes options for conducting significance tests for both for the overall model and for specific categories of the explanatory variables. In our example above, one significance test tells us simply that there are statistically significant differences in overall climate by gender. If we want to know which differences between gender categories (e.g., female students versus male students) are statistically significant, we need to look at a different significance test (referred to as a post hoc test).

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

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

Table 2 employs the same strategy. The margin of error is what we would get for a yes/no question with a 50/50 split, assuming the sample sizes provided. The larger the sample size, the smaller the margin of error. In the overall student stratum, with 1,306 cases, the margin of error is 3.0%. This means that if a variable measured on a five-point scale has a mean of 3.5, the true value of that variable is $3.5 \pm 3.0\%$. On a five-point scale, that translates to a 3.0 ± 0.13 . If two means in that stratum differ by 0.13 points or more, then those differences are statistically significant. For example, if male students rated the climate as a 3.0 and female students as 3.13, that difference would be statistically significant.

Table 2 demonstrates, for each of the three strata, the statistically significant effect size detectable with the attained sample sizes. However, in addition to statistical significance, you need to consider whether the differences are substantively meaningful. While Table 2 shows that the sample size among Oakland students is large enough to state that a difference between a mean of 3.0 and 3.13 is statistically significant, it is not large

enough to be meaningful. In general, if a finding presented in these results is large enough to be substantively interesting, it is also statistically significant.

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

Stratum	Sample Size	Margin of Error	Equivalent Scale Point Difference	Example	
Faculty	258	5.3%	0.26	3.0	3.26
Staff	463	2.5%	0.15	3.0	3.15
Students	1,306	3.0%	0.13	3.0	3.13

Small Cell Sizes

In analyzing the climate data by background characteristics of the respondent, we encountered some instances in which the sample sizes on a particular cross-tabulation were too small to present without potentially identifying the respondent. If a category of a demographic variable (e.g., “other” gender or Hispanic) included fewer than 15 respondents,² we either suppressed the results for that group or combined it with another, where appropriate. For instance, there were only four respondents who selected the “transgender” category for gender and nine who selected the “other” gender category. We did not want to eliminate their views from the analysis, but it was also not appropriate to combine them with men or women; therefore, we combined them with respondents who were missing responses to the question on gender into an “other/missing” category.

Sample Weights

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

On the other hand, the response rates among the different strata varied considerably, from a low of 6.9% among students to a high of 34.7% among staff. If the analysis included all respondents regardless of role, we would need to weight the data to adjust for differential nonresponse. However, in each report we are presenting data on each respondent stratum (i.e., faculty, staff, students) separately and therefore do not need to calculate a weight for this variable because we never combine these strata in the analysis.

Appendices

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

² The 15-respondent cutoff is arbitrary. We chose that number because it is large enough to protect the identity of individual respondents but small enough to minimize the number of categories we collapsed.

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

Results

At the start of the questionnaire, respondents were asked, “So that we can direct you to the appropriate set of questions, from the list below, please select your current position(s)/role at Oakland University,” with the response options being staff, faculty, academic professional, and student. Overall, 1,306 respondents who completed the questionnaire selected “student” as the response to this question.

Later in the questionnaire, respondents were asked to “please select the main location at which you take most of your classes” from a list. The vast majority—95.2%—indicated that they take most of their classes on the main campus location, while the rest indicated a different location. When asked to specify the other location, the following were named: Anton Frankel Center, Beaumont, Birmingham (Seaholm), Grand Rapids, Macomb, Riverview Institute, Troy, and Mt. Clemens.

As the numbers of students who indicated they take most of their classes at a location other than the main campus is fairly small, for the analysis described in this report, we have not split out the analysis by campus location.

Demographic Profile of Student Respondents

Toward the end of the questionnaire, respondents were asked several questions about their student and personal profile, such as campus on which they are enrolled, student status (graduate, undergraduate, etc.), whether a transfer student, anticipated degree upon course completion, the number of semesters at Oakland University, gender, race/ethnicity, year of birth, level of education, sexual orientation, citizenship status, number of children, employment status, whether a commuter student, and disability. Table 3 below presents the profile of the student respondents with respect to these demographic variables.

Table 3. Demographic & Personal Profile for Student Respondents

CHARACTERISTIC	%	CHARACTERISTIC	%
Main campus at which enrolled (n = 1,300)		Highest level of education completed (n = 1,296)	
Main campus/Rochester	95.2%	High school diploma or GED	59.5
Other	4.8	2-year college degree (e.g., Associates)	16.5
Student status (n = 1,301)		4-year college degree (e.g., BA, BS)	18.7
Undergraduate (n = 1,033)	79.8	Master's degree (e.g., MA, MS, MBA)	5.1
Freshman	16.3	Professional degree (e.g., JD, MD)	>1.0
Sophomore	17.1	Doctoral degree (e.g., PhD, EdD)	>1.0
Junior	29.3	Sexual orientation (n = 1,286)	
Senior	37.3	Straight or heterosexual	92.1
Graduate	18.6	Gay	1.9
Other	1.6	Lesbian	1.2
Transferred to Oakland University (n = 1,302)		Bisexual	3.0
Transferred	31.3	Queer	1.2
Did not transfer	68.7	Other	>1.0
Degree toward which working (n = 1,299)		Citizenship status (n = 1,298)	
Bachelors	78.8	U S citizen	95.4
Masters	14.8	Permanent resident (e.g., green card holder)	1.9
Doctoral	4.2	Nonresident alien/Visa holder	2.4
Professional	0.9	Other	>1.0
Other (e.g., nondegree certificate)	1.4	Dependent children (n = 1,293)	
Semesters been a student at Oakland (n = 1,301)		Has	13.1
Less than 1 semester	3.3	Does not have	86.9
1 to 3 semesters	28.1	Currently working for pay (n = 1,297)	
4 to 6 semesters	33.4	Working for pay (n = 881)	67.9
7 to 8 semesters	14.1	Work at the University	16.5
9 to 10 semesters	6.9	Work at other than the University	74.9
10 to 14 semesters	8.4	Both of the above	8.7
More than 14 semesters	5.8	Not working for pay	32.1
Gender (n = 1,290)		Live on or off campus (n = 1,299)	
Female	69.1	Live on campus	20.7
Male	29.8	Live off campus (n = 1,030)	79.3
Transgender	>1.0	5 miles or less, away	19.4
Other	>1.0	6 to 10 miles away	20.8
Race/Ethnicity (n = 1,306)		11 to 15 miles away	20.1
None specified	3.7	16 to 30 miles away	31.0
White	82.5	31 to 60 miles away	8.0
African American/Black	5.4	61 miles and above	0.9
Asian	4.1	Disability status (n = 1,295)	
American Indian	>1.0	Has some type of disability	9.5
Pacific Islander	>1.0	Does not have any type of disability	90.5
Multiracial	3.6		
Age (n = 1,255)			
18–21 years	37.5		
22–25 years	34.0		
26–30 years	11.0		
30+ years	17.5		

Outcome Variable Index and Items

Among student respondents, the outcome variable is the mean of two items that best capture overall climate: (1) overall rating of climate on the campus where the respondent is located and (2) recommendation of the university to other students. Responses to these two items were averaged to create the outcome variable index. Table 4 presents the mean rating on the index and on the individual items comprising the index. Throughout the rest of the report, the outcome variable index will be referred to as **overall climate**.

The mean overall climate rating is 3.7, indicating that students generally have a moderately positive perception of the university. The means for the individual items asking about climate at the campus and willingness to recommend are 3.9 and 3.6, respectively. A value of 4 on the scale used for the first item translates to a “good” rating; for the second item, a value of 3 translates to “moderately strongly” and a value of 4 is “very strongly.”

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

	Mean
Overall Climate	3.7
Overall, how would you rate the climate on the campus where you are primarily located?	3.9
Overall, how strongly would you recommend Oakland University to other students?	3.6

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

On the student questionnaire, the original response options for gender were male, female, transgender, and other. As mentioned earlier, only 4 respondents selected the “transgender” option, 9 respondents selected the “other” option, and 16 respondents left this item unanswered. Those who responded “transgender,” “other” or did not respond to the question were combined into a third category labeled “Other or missing.” Ratings given by female students (3.8) are significantly higher than those given by students in the “Other or missing” category (3.3).

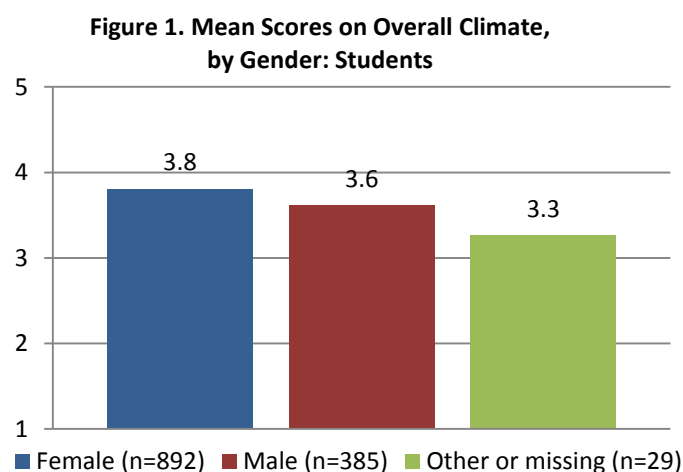


Figure 2. Mean Scores on Overall Climate, by Race/Ethnicity: Students

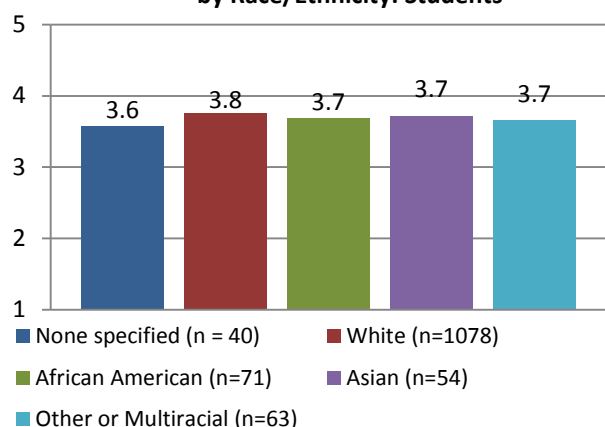


Figure 3. Mean Scores on Overall Climate, by Student Status: Students

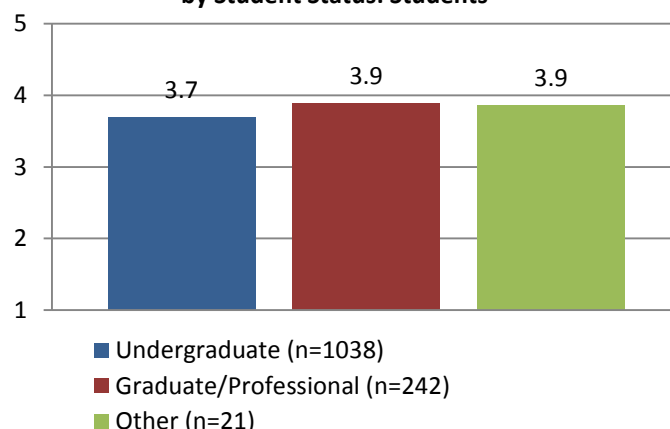


Figure 4. Mean Scores on Overall Climate, by Age: Students

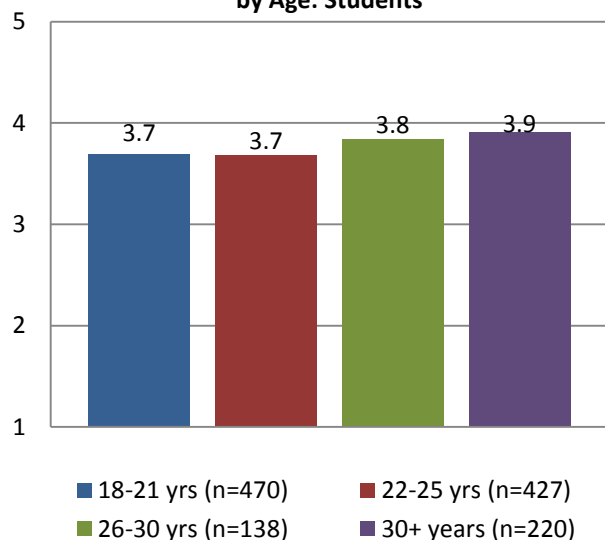


Figure 5. Mean Scores on Overall Climate, by Semesters Enrolled at the University: Students

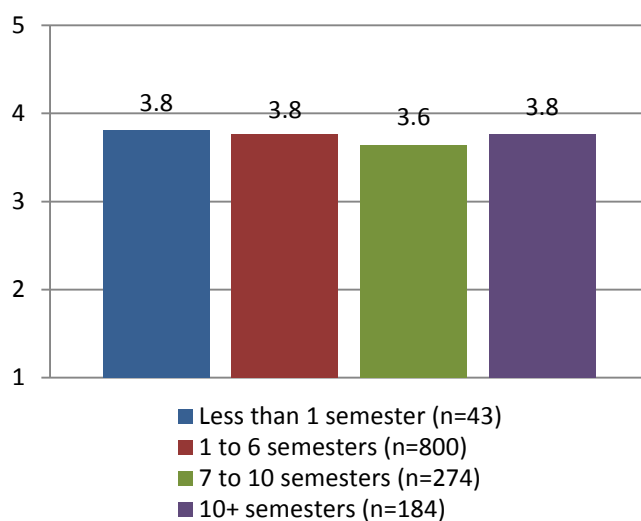


Figure 2 shows the mean of overall climate by race/ethnicity. Race/ethnicity was computed from two variables on the questionnaire: one asking whether the respondent is Hispanic or Latino and the other asking the respondent's race. The response options for race were American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, and White. In this analysis, those who identified as Hispanic, American Indian/Alaskan Native, Native Hawaiian or Other Pacific Islander, and multiracial were combined into a single category termed "other" owing to very small numbers for the Hispanic, American Indian/Alaskan Native, and Native Hawaiian or Other Pacific Islander groups. The evaluation of overall climate does not vary significantly by race/ethnicity categories.

Figure 3 shows ratings of overall climate by student status. Ratings given by graduate/professional students are significantly higher, but perhaps not substantively higher, than those given by undergraduate students. Similarly, there is no substantial variation in ratings of overall climate by age, although ratings tend to be higher among older students (see Figure 4).

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

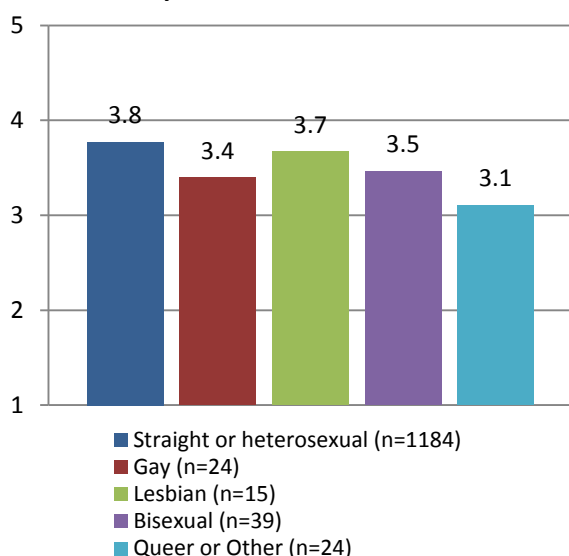
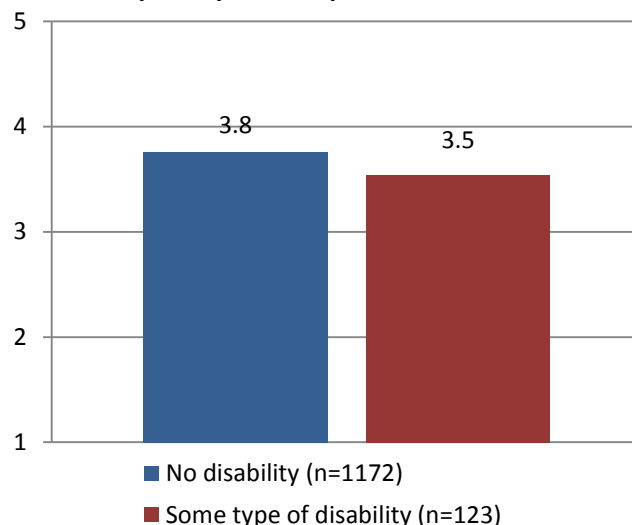


Figure 7. Mean Scores on Overall Climate, by Ability/Disability Status: Students



The overall climate index does not vary significantly by number of semesters enrolled at the university (Figure 5). Although not depicted in the graphs, mean ratings on overall climate for students who transferred to Oakland from elsewhere and those who did not were not significantly different (mean = 3.7 for both groups). Similarly, mean ratings on overall climate for students who live on campus versus those who live off campus were not significantly different (mean = 3.8 and 3.7, respectively).

Figure 6 shows the mean of overall climate by sexual orientation. The mean rating of overall climate varies is significantly higher among those who identify as straight/heterosexual (3.8) as compared to those in the “queer or other” category (3.1). Similarly, the mean rating given by students without a disability is 3.8, which is significantly higher than the 3.5 mean rating given by those with a disability (Figure 7).

Explanatory Variables and Items

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

The first component includes eight individual items, the majority of which ask about issues that are likely to impact the academic environment for students. We named this component **academic support**. A component score was constructed by averaging the responses to all items that comprise it. The mean on this component is 3.7; student ratings of the academic support they get are slightly above the midpoint.

Of the individual items comprising this component, the highest ratings are evident for being treated well by faculty and instructors (mean = 4.0). The lowest rating is on the item asking about how much of a say students have about things that affect their academic success (mean = 3.0).

The second component is **negative communications**. The component includes ratings of the frequency of personal experiences or hearsay experiences of offensive images, verbal comments, or written comments and the frequency with which minority groups are treated unfairly on campus. All items in this table have been coded such that ratings close to 1 indicate a high frequency of such behavior and ratings close to 5 indicate a low frequency of such behavior (Extremely often = 1, Very often = 2, Moderately often = 3, Not very often = 4, Never = 5). The overall rating on this component is 4.4; it is one of two components with the second highest mean rating. The mean rating indicates that the frequency of such events is between “never” to “not very often;” all item specific mean ratings are also within the same range of values.

The next component is **access to services** and includes nine items, six of which ask about ease of access to various resources on campus such as academic advising, financial aid, etc., and one that asks about coordination between various offices in helping students get their work done. The highest rating can be seen for, “How easy is it for you to access computer equipment/technology on your campus?” (mean = 4.1) and the lowest one—2.7—for “How easy is it for you to get something done when it involves multiple units on campus having to work together, such as the study abroad office, the financial aid office, or the registrar?”

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

	Mean	n
ACADEMIC SUPPORT	3.7	1,304
How active are faculty/instructors on this campus in empowering you to learn?	3.7	1,293
How helpful are faculty members/instructors on your campus?	3.8	1,289
How much do the faculty/instructors on this campus value your contributions in class?	3.7	1,283
How well do you think each of the following groups on campus treat you? Faculty/instructors	4.0	1,293
How responsive are faculty/instructors on this campus in helping solve the academic problems of students?	3.6	1,234
How much do the faculty/instructors on this campus believe in your potential to succeed academically?	3.9	1,249
How easy is it for you to meet with faculty members/instructors on your campus when you need to?	3.6	1,259
How much of a say do you feel you have about things that affect your academic success at this university?	3.0	1,301
NEGATIVE COMMUNICATIONS	4.4	1,304
How often have you personally experienced any of the following as a student on this campus? Offensive verbal comments	4.3	1,301
How often have you personally experienced any of the following as a student on this campus? Offensive visual images	4.6	1,297
How often you have heard or seen these things happening to others on this campus? Offensive visual images	4.6	1,301
How often you have heard or seen these things happening to others on this campus? Offensive verbal comments	4.1	1,300
How often have you personally experienced any of the following as a student on this campus? Offensive written comments	4.7	1,297
How often you have heard or seen these things happening to others on this campus? Offensive written comments	4.5	1,297
As far as you know, how often are students from minority groups treated unfairly on this campus?	4.2	1,297

Table 4, continued

	Mean	n
ACCESS TO SERVICES	3.6	1,303
How easy is it for you to access academic advising on your campus?	3.5	1,268
How easy is it for you to access personal counseling services on your campus?	3.5	900
How easy is it for you to access career/job search advising on your campus?	3.4	1,014
How easy is it for you to access tutoring services on your campus?	3.8	979
How easy is it for you to access computer equipment/technology on your campus?	4.1	1,251
How well do you think each of the following groups on campus treat you? Academic advising staff	3.9	1,206
How easy is it for you to get something done when it involves multiple units on campus having to work together, such as the study abroad office, the financial aid office, or the registrar?	2.7	923
Overall, how well does your campus meet the needs of those with disabilities?	3.7	994
Overall, how easy is it for you to get access to financial aid services on campus you need to stay enrolled?	3.1	1,102
BELONGINGNESS AND PERSONAL IDENTITY	3.6	1,306
Thinking about your campus, how satisfied are you with the social and cultural activities that reflect your personal identity?	3.3	1,050
How comfortable do you feel expressing your personal identity on your campus?	3.7	1,296
Overall, how isolated do you feel on your campus?	3.7	1,303
How unfriendly or friendly is your campus?	3.8	1,306
How excluding or inclusive is your campus?	3.5	1,285
How well do you think each of the following groups on campus treat you? Other students on campus	3.8	1,263
Thinking about your campus, how satisfied are you with the academic programs that reflect your personal identity?	3.5	1,218
How cooperative is the environment on your campus?	3.5	1,303
If you experience unfair treatment, how confident are you that you can file a complaint without negative consequences?	3.1	1,297
How much does each of the following groups on this campus respect diversity? Students	3.8	1,249
RESPECT FOR DIVERSITY	3.9	1,304
How much does each of the following groups on this campus respect diversity? Staff	4.1	1,149
How much does each of the following groups on this campus respect diversity? Faculty	4.2	1,223
Overall, how satisfied are you with the diversity in the following settings: Oakland student center	3.7	1,170
Overall, how satisfied are you with the diversity in the following settings: Classroom/Academic settings	3.6	1,272
How well do you think each of the following groups on campus treat you? Administrative support staff	3.8	1,140
PHYSICAL THREAT TO SELF	4.9	1,301
How often have you personally experienced any of the following as a student on this campus? Physical assaults or injuries	5.0	1,301
How often have you personally experienced any of the following as a student on this campus? Threats of physical violence	4.9	1,297
PHYSICAL SAFETY	4.4	1,304
Overall, how would you rate the physical safety of the areas close to campus?	3.9	1,265
How often you have heard or seen these things happening to others on this campus? Physical assaults or injuries	4.8	1,300
How often you have heard or seen these things happening to others on this campus? Threats of physical violence	4.7	1,300
Overall, how would you rate the physical safety of your campus?	4.2	1,289
How important is it to you that your campus be committed to building a diverse student body?	3.5	1,306
As a student on this campus, how difficult is it for you to balance your student and family life?	3.2	1,294

The fourth component includes ten items, the majority of which ask about whether the campus environment is friendly, cooperative, or inclusive; feelings of isolation; treatment by other students; and expression of personal identity on campus. Thus, we named the component **belongingness and personal identity**. The question asking about isolation was coded such that a value of 1 means extremely isolated and a value of 5 means not at all isolated. A score was computed for this component by averaging responses to all ten items. The overall mean on this component is 3.6. The ratings on the individual items range from 3.1 to 3.8; the lowest rating can be seen for the item asking about confidence that one can file a complaint for unfair treatment without fear of negative consequences, while the highest ratings of 3.8 can be seen for three items asking about friendliness of campus, treatment by other students, and respect for diversity among students.

Component five is called **respect for diversity** and includes five items. Four of the items ask about the respect for diversity seen among various groups and at various locations on campus; one item asks about treatment of students by administrative support staff. The overall mean on this component is 3.9. The means on the individual items do not vary much, ranging from 3.8 to 4.1.

The next component is labeled **physical threats to self** because the two items it includes ask about the frequency of students' personal experiences of physical assaults and threats of violence. The mean rating of 4.9 on the overall component makes it the component with the highest mean rating, indicating that students almost never experience these types of threats. The ratings for the individual items do not vary much.

The final component—**physical safety**—has a component score of 4.4, and is the other component with the second highest mean. It includes four items that ask about the physical safety of campus and nearby areas, and hearsay experiences of physical threats or physical violence toward others. The mean rating of 4.4 on the overall component indicates that physical safety is not much of a concern on campus. The lowest rating—3.9—is on the safety of areas close to campus.

Two items on the questionnaire—"How important is it to you that your campus be committed to building a diverse student body?" and "As a student on this campus, how difficult is it for you to balance your student and family life? (coded extremely difficult = 1 through not at all difficult = 5)—did not load on any of the components. Therefore, the mean ratings on these individual items are presented, which are 3.5 and 3.2, respectively.

After computing the components, we conducted a regression analysis in which the outcome variable—overall climate—was regressed on the seven explanatory components and the two individual items not included in the components. Table 5 presents the standardized regression coefficients for each explanatory variable. As mentioned earlier, coefficients can range from -1.0 to 1.0. The sign of the coefficient indicates the direction of the relationship: a negative coefficient indicates that the outcome variable and the explanatory variable are inversely related—as one increases, the other decreases; a positive coefficient means that as one variable increases so does the other. All of the coefficients are positive. The size of the coefficient indicates the strength of the relationship: the closer the correlation is to -1.0 or 1.0, the stronger the relationship. In Table 5, the explanatory variables are presented in order of the strength of their relationship with the outcome variable.

The component **belongingness and personal identity** has the highest coefficient with overall climate—0.48. This indicates that the more positively students rate this component, the higher they rate the overall climate.

Table 5. Standardized Regression Coefficients Ordered by Strength of Relationship with Overall Climate: Students

	Standardized Regression Coefficients
Belongingness and personal identity	0.48**
Respect for diversity	0.15**
Academic support	0.14**
Campus commitment to building diverse student body	0.08**
Access to services	0.07**
Adjusted R ²	.59
n	1,285

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

The next two explanatory components or items—**respect for diversity** and **academic support**—are significantly related with overall climate, and about as strongly.

The final two explanatory components or items shown in Table 5—**campus commitment to building diverse student body** and **access to services**—are both significantly related with overall climate; however much less strongly than personal identity and belongingness, respect for diversity, and academic support.

The three other explanatory variables—**physical threats to self**, **negative communications**, **physical safety**, and **work life balance**—are not listed in Table 5 because they are not significantly associated with the outcome variable. That is, scores on these components do not significantly affect the outcome variable.

Prioritizing Areas for Action

We have used the results of the regression analysis shown in Table 5 and the mean ratings on the components and the individual items shown in Table 4 to identify primary and secondary areas of strength and primary and secondary areas for action for students at Oakland University.

Primary versus secondary areas of focus

The results of the regression analysis can be used to define which issues can be tagged as primary or secondary. Three components that have the strongest relationship with overall climate—**belongingness and personal identity**, **respect for diversity**, and **academic support**—can be tagged as primary areas because affecting scores on these two components will greatly affect scores on overall climate. The individual items—**importance of campus commitment to building diverse student body** and **access to services** are tagged as secondary areas because while they are significantly related to overall climate, changes in the scores on these two components have a relatively smaller effect on overall climate scores.

Strengths versus areas for action

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

that defined for the staff and faculty data; the change was made as the mean scores for students are generally higher, and using the same cut-off points as for faculty and staff would result in all areas being strengths.

Identifying strengths and prioritizing areas for action

Table 6 below presents the explanatory components delineated as primary or secondary and as strengths or areas for action. The cells in the top half represent primary areas, and the cells in the bottom half of the table represent secondary areas. The cells on the left represent areas of strength, and the cells on the right represent areas for action. Thus, components in the top left cell include those that have a strong relationship with overall climate and that students rated higher/more positively. These are strength areas for Oakland University with respect to students. Components in the top right cell include those that have a strong relationship with overall climate and that students rated relatively lower/more negatively. These are areas on which Oakland University could consider taking action, with respect to students.

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

Table 6. Explanatory Components Classified as Primary or Secondary, as Areas of Strength or Action

	High ratings (mean rating > 3.5)	Low ratings (mean rating ≤ 3.5)
Primary	Belongingness and personal identity (3.6) Respect for diversity (3.9) Academic support (3.7)	
Secondary	Access to services (3.6)	Campus commitment to building diverse student body (3.5)

Tables 7 to 11 provide the same type of analysis but for individual items within each of the components presented in Table 6. Areas of strength and weakness are identified in the same way as for the explanatory components. To classify an item as primary or secondary, we use the correlation of that item with the overall component to which it belongs (these correlations are output during the principal components analysis). Correlations can range from 0 to 1, and the closer it is to 1, the stronger the correlation. Items with correlations of .50 to 1.0 are classified as primary and those with correlations from 0 to .49 are classified as secondary.

Areas of Strength and Action by Component

Belongingness and Personal Identity

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

Table 7 provides the priority performance grid but this time for individual items within this component. Areas of strength and weakness are identified in the same way as for the overall component.

Table 8. Individual Items on “Belongingness & Personal Identity” Component Classified as Primary or Secondary, as Areas of Strength or Action

	High ratings (mean rating > 3.5)	Low ratings (mean rating ≤ 3.5)
Primary	How comfortable do you feel expressing your personal identity on your campus? (3.7) Overall, how isolated do you feel on campus? (3.7) How unfriendly or friendly is your campus? (3.8) How well do you think each of the following groups on campus treat you? Other students on campus (3.8)	Thinking about your campus, how satisfied are you with the social and cultural activities that reflect your personal identity? (3.3) How excluding or inclusive is your campus? (3.5) Thinking about your campus, how satisfied are you with the academic programs that reflect your personal identity? (3.5)
Secondary	How much do each of the following groups on this campus respect diversity? Students (3.8)	How cooperative is the environment on your campus? (3.5) If you experience unfair treatment, how confident are you that you can file a complaint without negative consequences? (3.1)

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

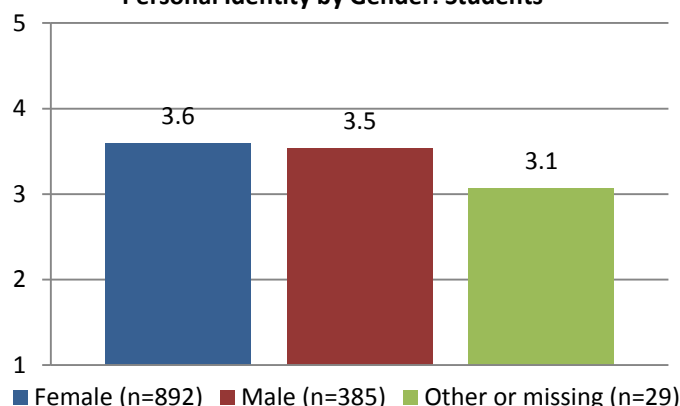


Figure 9. Mean Scores on Belongingness and Personal Identity by Race/Ethnicity: Students

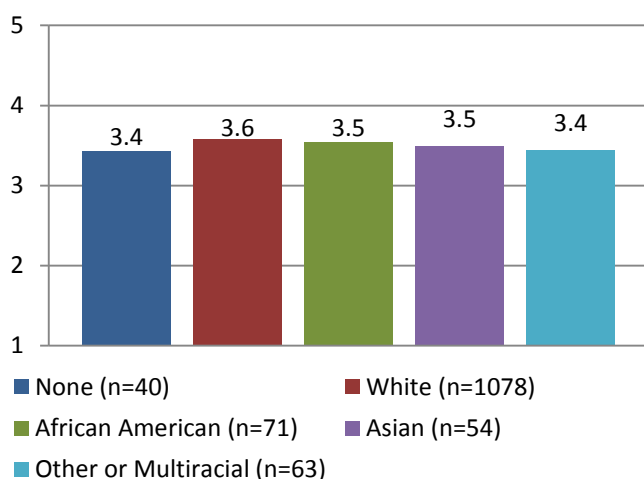
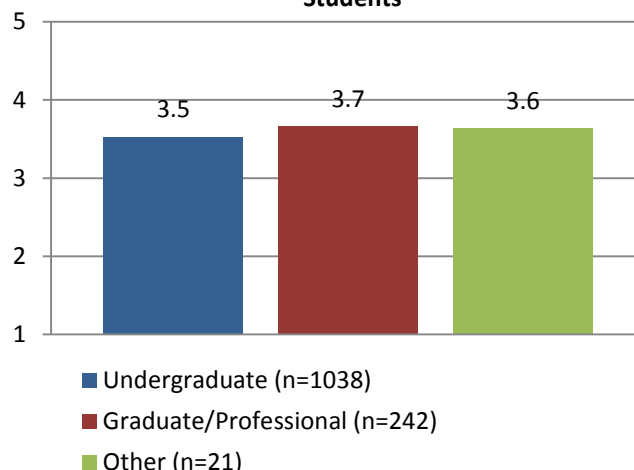


Figure 10. Mean Scores on Belongingness and Personal Identity, by Student Status: Students



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

The mean rating on the “belongingness and personal identity” component is significantly lower among those in the “other or missing” gender category (3.1), as compared to males and females (3.6 and 3.5 respectively; see Figure 8).

There are no significant differences in the mean rating by race/ethnicity (Figure 9). While the difference between undergraduate and graduate/professional students is statistically significant, it does not seem to be substantively different (Figure 10). Similar results are evident for transfer status; while not depicted in the graphs, mean ratings on overall climate for students who transferred to Oakland from elsewhere and those who did not and were not significantly different (mean = 3.5 and 3.6, respectively). However, mean ratings for students who live on campus versus those who live off campus were significantly—though not substantively—different (mean = 3.7 and 3.5, respectively).

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

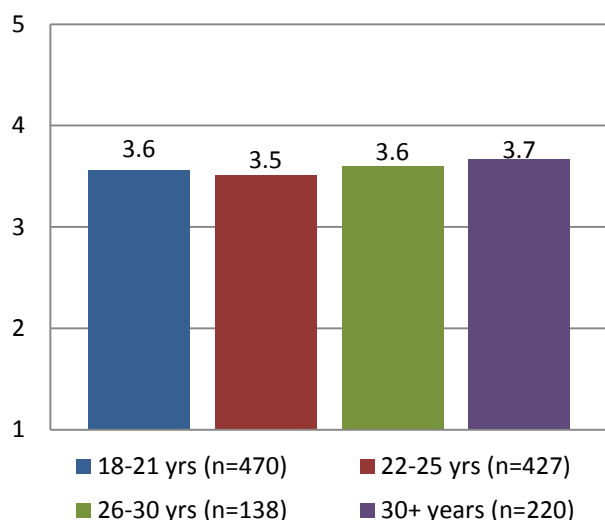


Figure 12. Mean on Belongingness and Personal Identity by Semesters Enrolled at University: Students

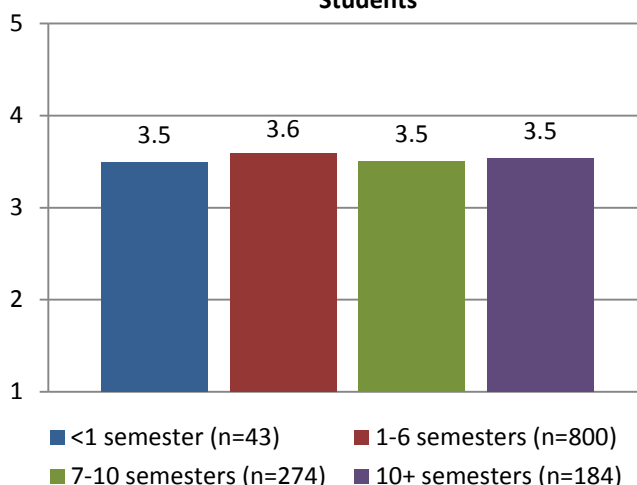


Figure 13. Mean Scores on Belongingness and Personal Identity, by Sexual Orientation: Students

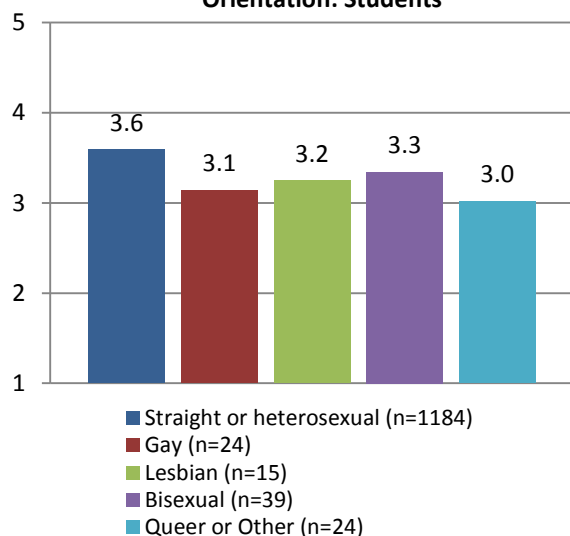
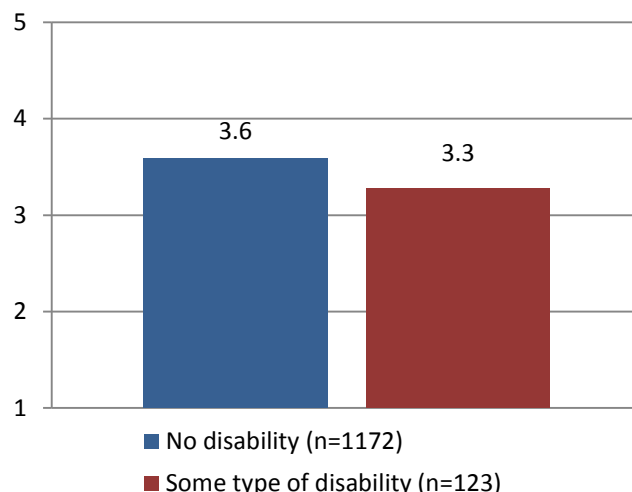


Figure 14. Mean Scores on Belongingness and Personal Identity by Ability/Disability Status: Students



Mean ratings on this component do not vary substantively by age (Figure 11) nor number of semesters enrolled at the university (Figure 12).

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

Respect for Diversity

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

Table 8 provides the priority performance grid but for individual items within this component. Areas of strength and weakness are identified in the same way as for the overall component.

Table 9. Individual Items on “Respect for Diversity” Component Classified as Primary or Secondary, as Areas of Strength or Action

		High ratings (mean rating > 3.5)	Low ratings (mean rating ≤ 3.5)
Primary	How much do each of the following groups on this campus respect diversity? Staff (4.1)		
	How much do each of the following groups on this campus respect diversity? Faculty (4.2)		
	Overall, how satisfied are you with the diversity in the following settings: Oakland student center (3.7)		
	Overall, how satisfied are you with the diversity in the following settings: Classroom/Academic settings (3.6)		
Secondary	How well do you think each of the following groups on campus treat you? Administrative support staff (3.8)		

Figure 15. Mean Scores on Respect for Diversity by Gender: Students

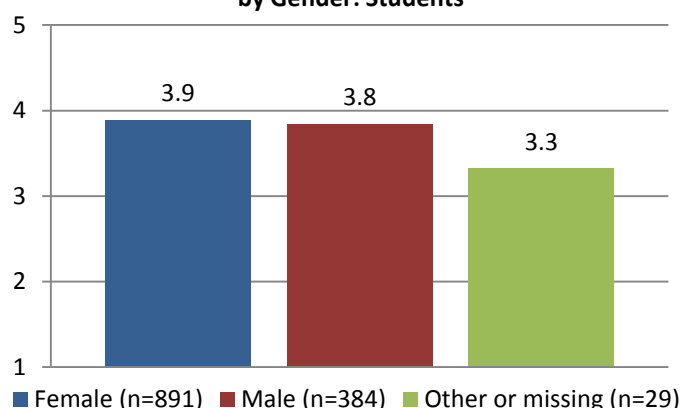


Figure 16. Mean Scores on Respect for Diversity, by Race/Ethnicity: Students

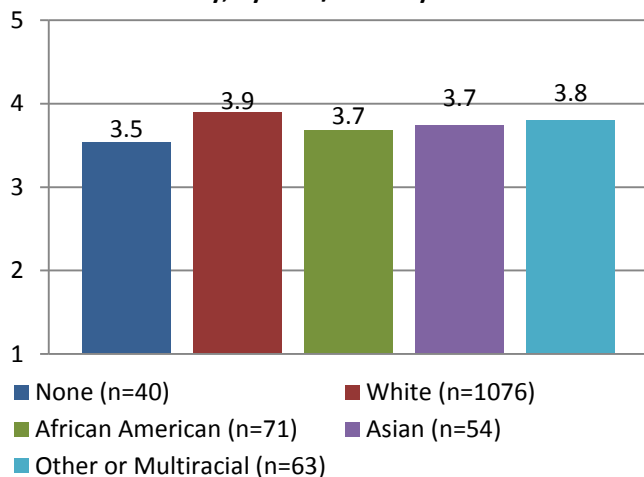
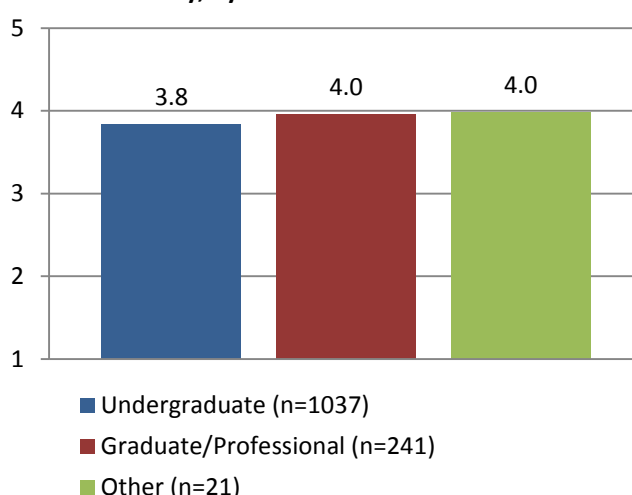


Figure 17. Mean Scores on Respect for Diversity, by Student Status: Students



Figures 15 to 21 shows the mean scores on the respect for diversity component by various demographic variables.

The mean rating on the “respect for diversity” component is significantly lower among those in the “other or missing” gender category (3.3) compared to males and females (3.9 and 3.8 respectively; see Figure 15).

The only significant differences in the mean rating by race/ethnicity are between the White category and those who did not specify race or ethnicity (Figure 16); ratings are higher for the White category. There are no significant differences in ratings between undergraduate students, graduate/professional students, and other students (Figure 17).

Mean ratings on this component for students who transferred to Oakland from elsewhere and those who did not were not significantly different (mean = 3.9 for both groups); neither are they significantly different for students who live on campus versus those who live off campus (mean = 3.9 for both groups).

Figure 18. Mean Scores on Respect for Diversity, by Age: Students

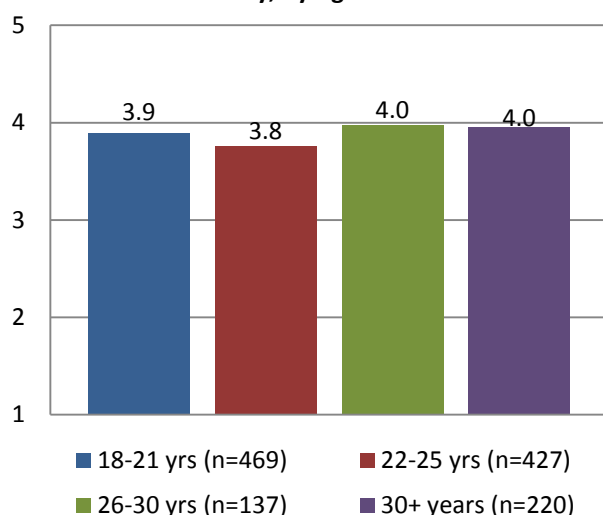


Figure 19. Mean Scores on Respect for Diversity, by Semesters Enrolled at University: Students

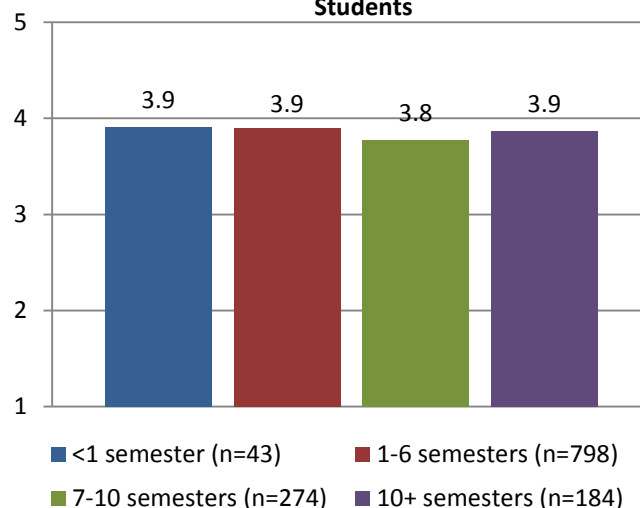


Figure 20. Mean Scores on Respect for Diversity, by Sexual Orientation: Students

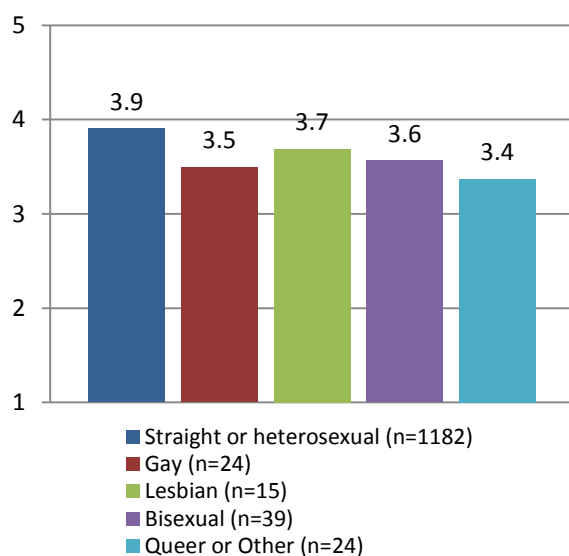
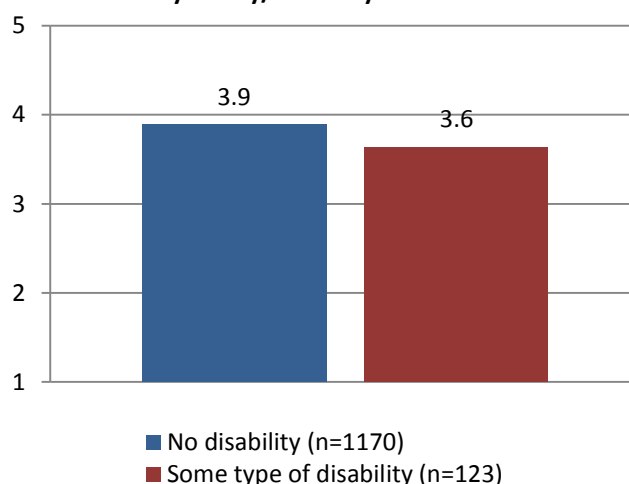


Figure 21. Mean Scores on Respect for Diversity, by Ability/Disability Status: Students



Mean ratings on this component do not vary substantively by age (Figure 18) nor by number of semesters enrolled at the university (Figure 19).

The mean rating is highest among the straight/heterosexual category (Figure 13). The difference in ratings on this component between this category and the “bisexual” and the “queer or other” categories is significant (Figure 20). Finally, students who indicate they have some disability have a significantly lower mean rating on this component than students who indicate they have no disability (Figure 21).

Academic Support

This component has the third strongest relationship with overall climate. The average rating of all individual items in this component is 3.7, which makes it area of strength for Oakland University.

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

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

		High ratings (mean rating > 3.5)	Low ratings (mean rating ≤ 3.5)
Primary		How active are faculty/instructors on this campus in empowering you to learn? (3.7)	
		How helpful are faculty members/instructors on your campus? (3.8)	
		How much do the faculty/instructors on this campus value your contributions in class? (3.7)	
		How well do you think each of the following groups on campus treat you? Faculty/instructors (4.0)	
		How responsive are faculty/instructors on this campus in helping solve the academic problems of students? (3.6)	
		How much do the faculty/instructors on this campus believe in your potential to succeed academically? (3.9)	
		How easy is it for you to meet with faculty members/instructors on your campus when you need to? (3.6)	
Secondary			How much of a say do you feel you have about things that affect your academic success at this university? (3.0)

Figure 22. Mean Scores on Academic Support, by Gender: Students

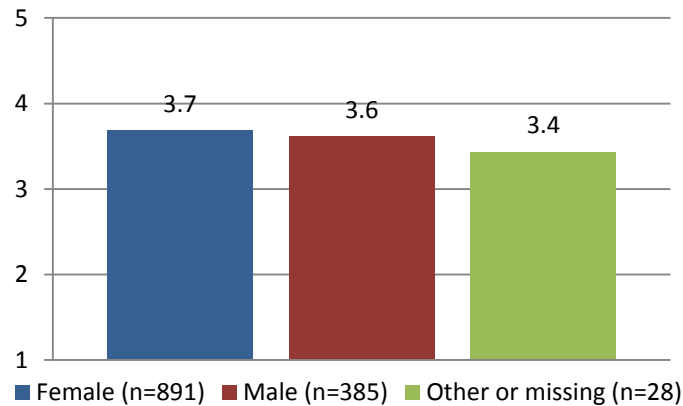


Figure 23. Mean Scores on Academic Support, by Race/Ethnicity: Students

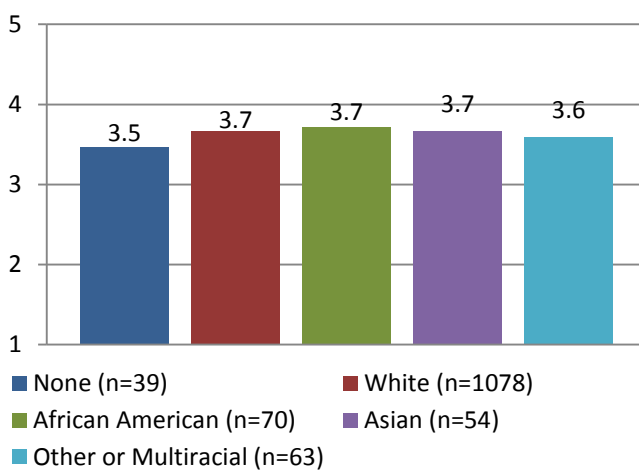
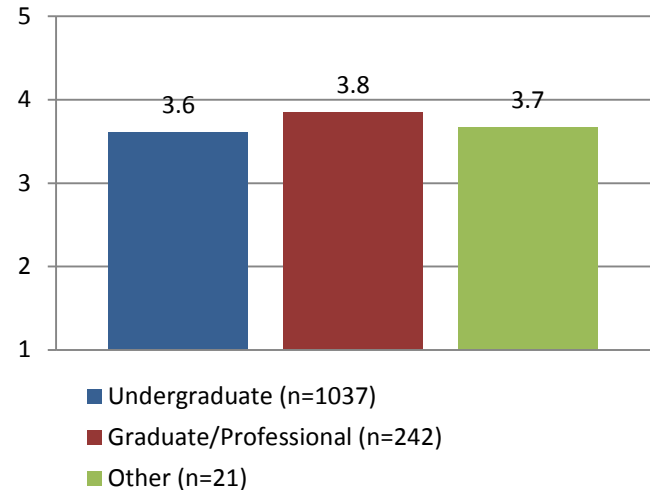


Figure 24. Mean Scores on Academic Support, by Student Status: Students



Figures 22 to 28 shows the mean scores on the academic support component by various demographic variables.

The mean ratings on the “Academic support” component are not significantly different based on gender categories (Figure 21), or race/ethnicity categories (Figure 23).

The mean rating given by undergraduate students is 3.6, and is lower than that given by graduate/professional students—3.8—on this component. This difference is statistically but not substantively different (Figure 24).

Mean ratings on this component for students who transferred to Oakland from elsewhere and those who did not were not significantly different (mean = 3.7 for both groups); neither are they significantly different for students who live on campus versus those who live off campus (mean = 3.7 for both groups).

Figure 25. Mean Scores on Academic Support, by Age: Students

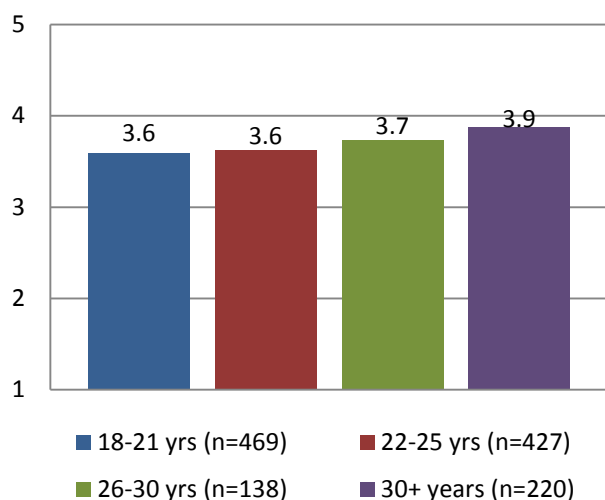


Figure 26. Mean Scores on Academic Support, by Semesters Enrolled at University: Students

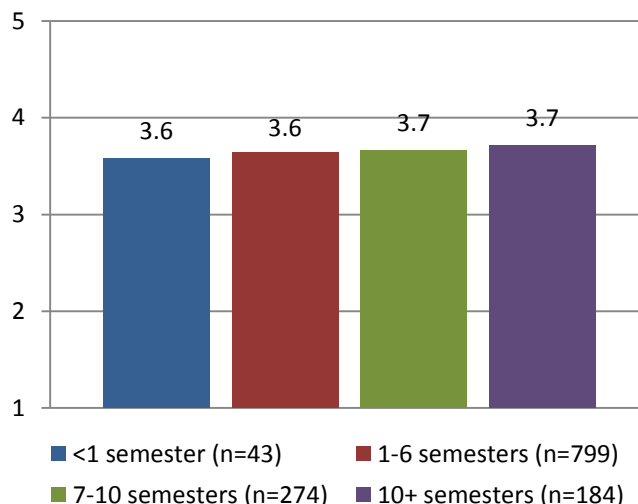


Figure 27. Mean Scores on Academic Support, by Sexual Orientation: Students

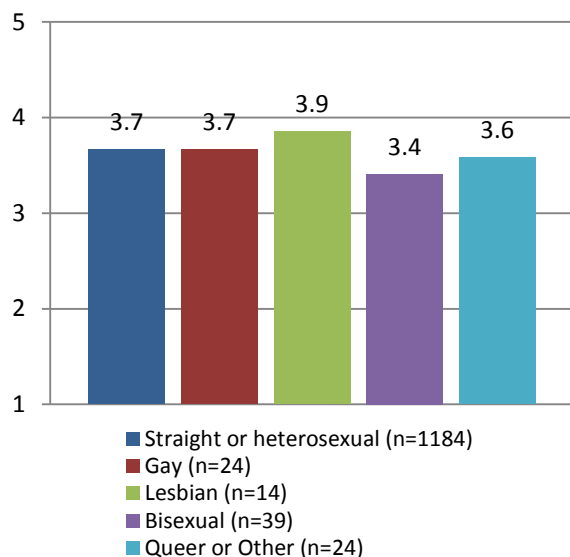
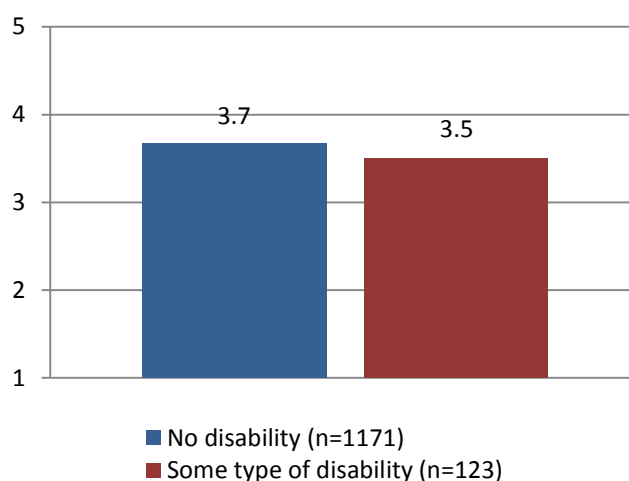


Figure 28. Mean Scores on Academic Support, by Ability/Disability Status: Students



Mean ratings on this component are significantly lower for the two youngest age groups (mean = 3.6 for each group) as compared to students in the oldest age group, with a mean of 3.9 (Figure 25). However, mean ratings do not vary significantly by number of semesters enrolled at the university (Figure 26) nor by sexual orientation (Figure 27).

Finally, students who indicate that they have some disability have a lower mean rating on this component as compared to students who indicate they have no disability (Figure 28); this difference is statistically significant but perhaps not large enough to be substantive.

Campus Commitment to Student Diversity

This component is significantly related to overall climate and is the fourth of five components in terms of strength of relationship with it; however, the strength of the relationship is much less than the previous three components. As such, it has been classified as a secondary area in terms of priority. This component consists of a single item, the mena of which is 3.5, which makes it an area of concern for Oakland University.

Table 10 provides the priority performance grid, for the single item within this component.

Table 10. Campus commitment item classified as primary or secondary, as area of strength or action

	High ratings (mean rating > 3.5)	Low ratings (mean rating ≤ 3.5)
Primary		
Secondary		How important is it to you that your campus be committed to building a diverse student body? (3.5)

Figure 29. Mean Scores on Commitment to Student Diversity, by Gender: Students

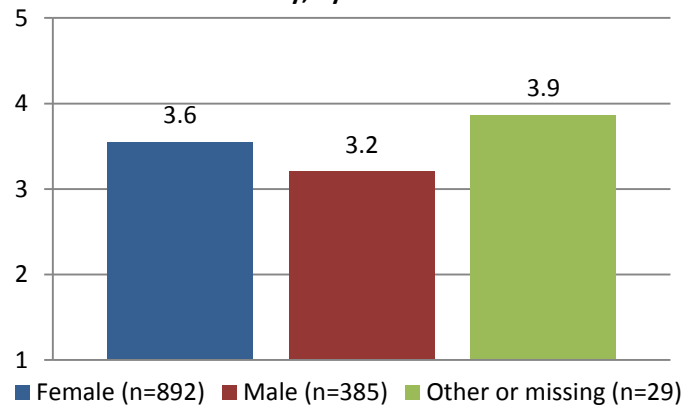


Figure 30. Mean Scores on Commitment to Student Diversity, by Race/Ethnicity: Students

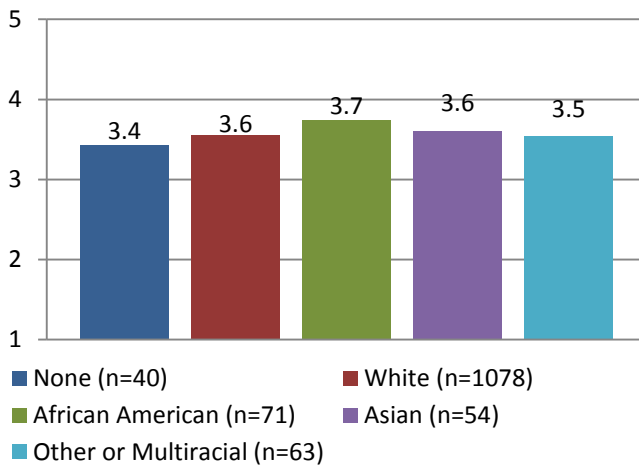
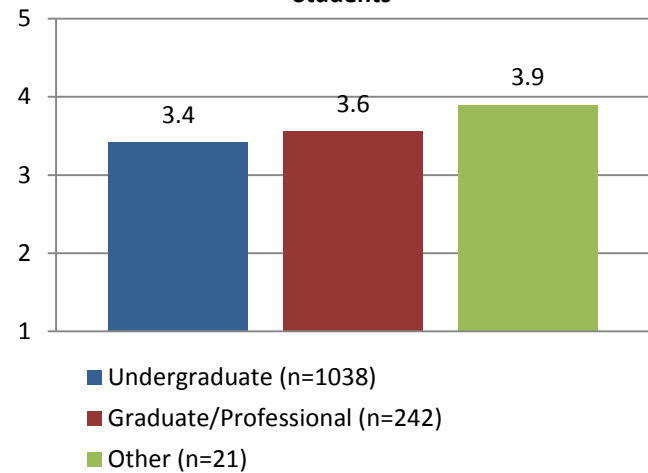


Figure 31. Mean Scores on Commitment to Student Diversity, by Student Status: Students



Figures 29 to 35 shows the mean scores on the commitment to student diversity component by various demographic variables.

The mean ratings on this component are significantly different based on gender categories (Figure 29). The mean rating given by male respondents (3.2) are significantly lower than that given by female respondents (3.6) and by respondents in the “other or missing” category (3.9). However, there are no substantial differences by race/ethnicity categories (Figure 30) nor student status (Figure 31).

Mean ratings on this component for students who transferred to Oakland from elsewhere and those who did not were not significantly different (mean = 3.5 and 3.4, respectively); neither were they significantly different for students who live on campus versus those who live off campus (mean = 3.6 and 3.4, respectively).

Figure 32. Mean Scores on Commitment to Student Diversity, by Age: Students

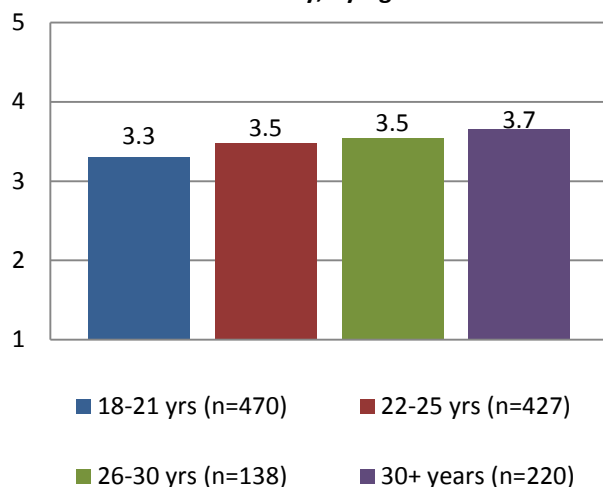


Figure 33. Mean Scores on Commitment to Student Diversity, by Semesters Enrolled at University: Students

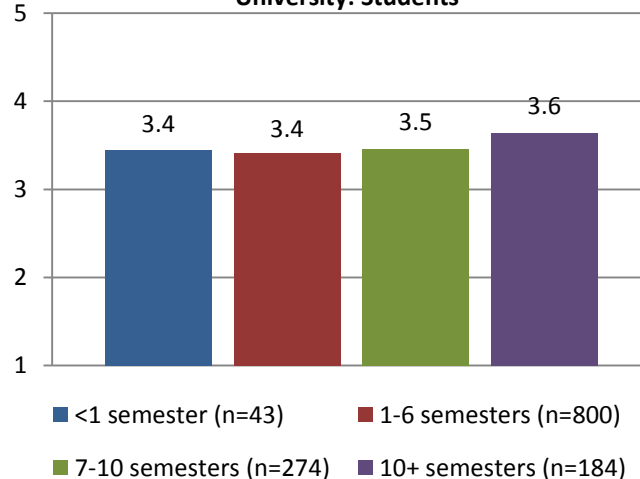


Figure 34. Mean Scores on Commitment to Student Diversity, by Sexual Orientation: Students

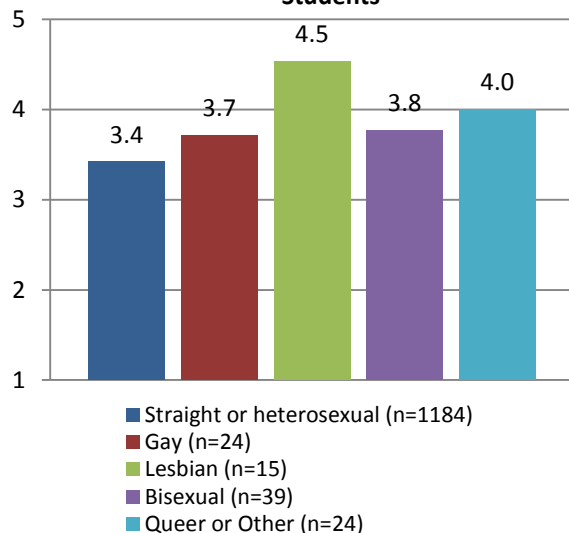
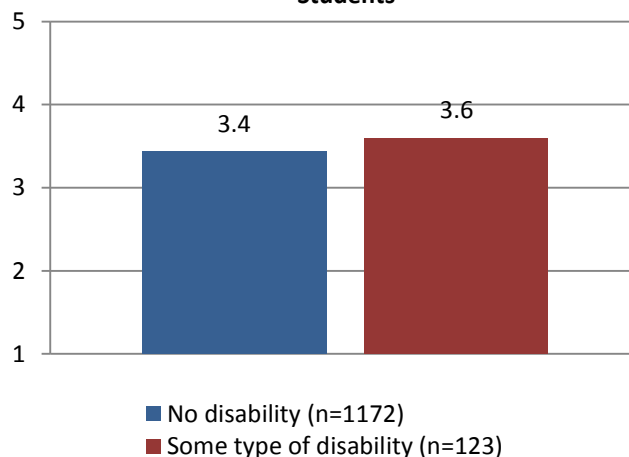


Figure 35. Mean Scores on Commitment to Student Diversity, by Ability/Disability Status: Students



Mean ratings on this component are significantly lower for the youngest age group (mean = 3.3) as compared to students in the oldest age group, with a mean of 3.7 (Figure 32). However, mean ratings do not vary significantly by number of semesters enrolled at the university (Figure 33) or by disability status (Figure 35).

Respondents identifying themselves as “lesbian” have a significantly higher rating on this component (mean = 4.5) than those identifying themselves as “straight/heterosexual” (mean = 3.4; see Figure 34).

Access to Services

This is the final component with a significant relationship with overall climate; however, as the strength of the relationship is low as compared to the first three components, it has been classified as a secondary area in terms of priority. The average rating of all individual items in this component is 3.6, which makes it an area of strength for Oakland University.

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

Table 12. Individual Items on “Access to Services” Component Classified as Primary or Secondary, as Areas of Strength or Action

	High ratings (mean rating > 3.5)	Low ratings (mean rating ≤ 3.5)
Primary	How easy is it for you to access tutoring services on your campus? (3.8) How easy is it for you to access computer equipment/technology on your campus? (4.1) How well do you think each of the following groups on campus treat you? Academic advising staff (3.9)	How easy is it for you to access academic advising on your campus? (3.5) How easy is it for you to access personal counseling services on your campus? (3.5) How easy is it for you to access career/job search advising on your campus? (3.4) How easy is it for you to get something done when it involves multiple units on campus having to work together...? (2.7)
Secondary	Overall, how well does your campus meet the needs of those with disabilities? (3.7)	Overall, how easy is it for you to get access to financial aid services on campus you need to stay enrolled? (3.1)

Figure 36. Mean Scores on Access to Services, by Gender: Students

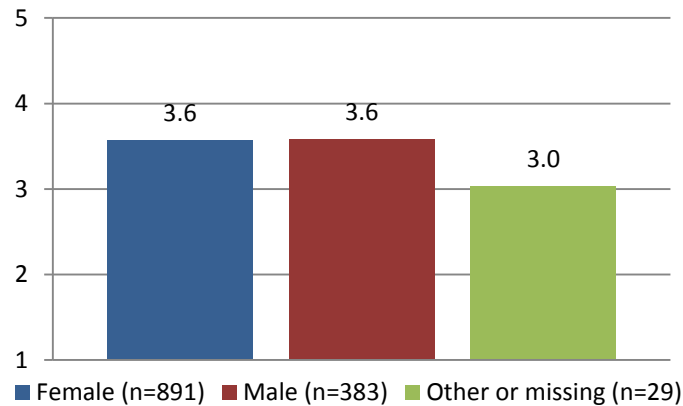


Figure 37. Mean Scores on Access to Services, by Race/Ethnicity: Students

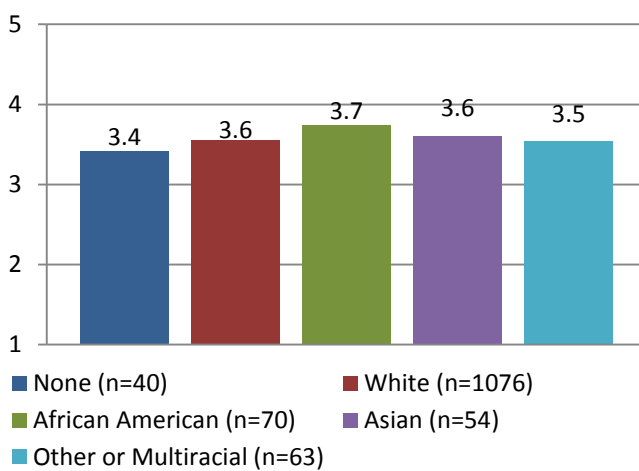
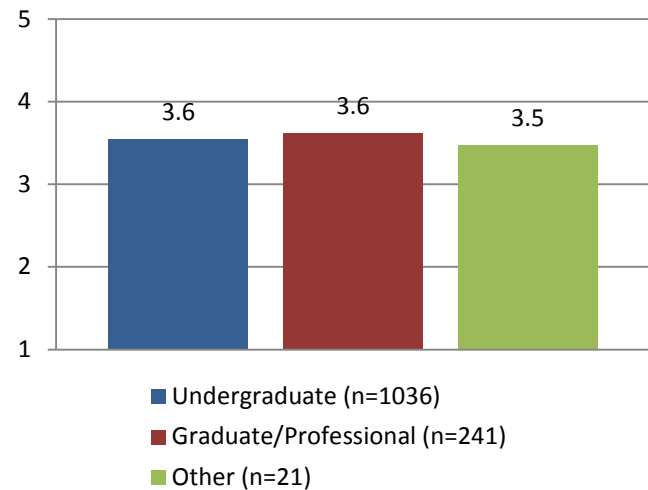


Figure 38. Mean Scores on Access to Services, by Student Status: Students



Figures 36 to 42 shows the mean scores on the access to services component by various demographic variables.

The mean rating on this component is significantly lower among those in the “other or missing” gender category (3.0), as compared to males and females (3.6 for each group; see Figure 36).

There are no significant differences in the mean rating by race/ethnicity (Figure 37) nor by student status (Figure 38).

While not depicted in the graphs, mean ratings on overall climate for students who transferred to Oakland from elsewhere and those who did not were significantly but perhaps not substantively different (mean = 3.5 and 3.6, respectively). This was also the case for mean ratings for students who live on campus versus those who live off campus (mean = 3.6 and 3.5, respectively).

Figure 39. Mean Scores on Access to Services, by Age: Students

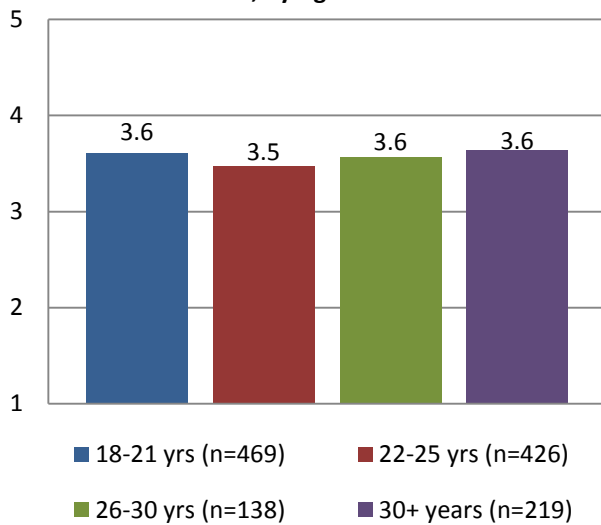


Figure 40. Mean Scores on Access to Services, by Semesters Enrolled at University: Students

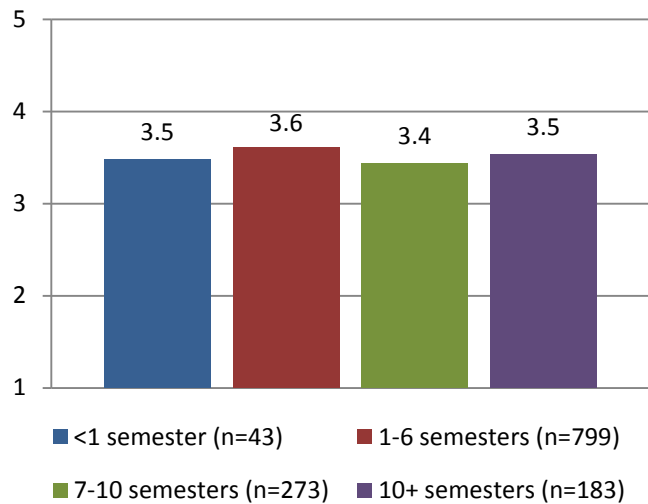


Figure 41. Mean Scores on Access to Services, by Sexual Orientation: Students

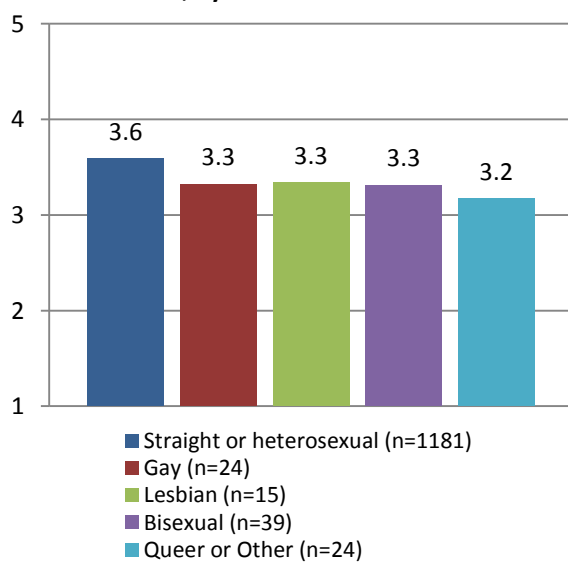
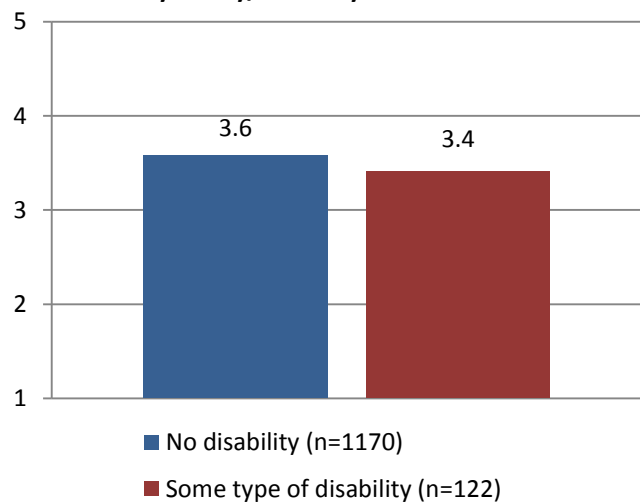


Figure 42. Mean Scores on Access to Services, by Ability/Disability Status: Students



Mean ratings on this component do not vary substantively by age (Figure 39) nor by number of semesters enrolled at the university (Figure 40).

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

Responses to Open-end Questions

The questionnaire included two questions inviting open-ended comments from respondents. One asked for suggestions for improving the climate and the other asked respondents to mention relevant issues of climate or demographic information that was not covered in the questionnaire. There were 544 students who answered the question about suggestions for improving the climate, and 111 who answered the question asking if any issues of climate or demographic information was not covered in the questionnaire. For each question, we categorized the responses into several commonly occurring themes that were evident. Tables 13 and 14 summarize these themes and the number of mentions for each. Each respondent's comments could be classified into a single theme if it mentioned only one or into multiple themes if the comment touched upon more than one. Therefore the number of mentions listed for each theme when summed up across themes will be more than the total number of respondents who answered the question.

Table 13. Suggestions for improving climate

Themes	Number of mentions
Student life, social activities	77
Physical facilities	70
Diversity issues, Respect for differences	68
Parking	66
Faculty quality, relationship with faculty	59
Advising	52
Financial Aid	49
Commuter, resident related issues	44
Belongingness, sense of community, friendliness	44
Curriculum, Academics	42
Support, helpfulness of faculty or staff	30
Non-traditional student issues	26
University pride	23
Dining	18
Student feedback, student input	15
Accessibility	13
Student quality	11
Smoking ban	11
Religion	10
Safety/security	9
Clock tower	7
Wi-Fi	7
Bureaucracy, coordination between units	7
Scholarships/Financial aid	6
Tutoring, mentoring	5

Table 13. Suggestions for improving climate (continued)

Themes	Number of mentions
Survey comments	4
Relationship, communication with administration	4
Class schedule	4
Politics	1
No answer, No comment	25
Miscellaneous suggestions	65
Other comments	37
Other negative	46
Other positive	40

Table 14 provides the themes and number of mentions for responses to the question on issues of climate or demographic information not covered in the questionnaire.

Table 14. Issues of climate or demographic questions not covered by the questionnaire

Themes	Number of mentions
Survey comments (negative)	29
Diversity/Tolerance	19
Religion	9
Faculty quality	8
Other negative	8
Physical Plant	6
Gender, marital status, race	6
Parking	3
Activities/Social	3
Curriculum	3
Survey comments (positive)	3
Mature student	3
Friendliness/unfriendliness	3
Advising	2
Commuter issues	2
Dining/Food	2
Bureaucracy	2
Financial Aid	1
Student quality	1
University pride/Identity	1

Table 14. Issues of climate or demographic questions not covered by the questionnaire (continued)

Themes	Number of mentions
Smoking ban	1
Other positive	1
Miscellaneous suggestions	2
No answer	28

Summary of Results

In summary, these analyses derived an outcome variable termed “overall climate” and sought to examine factors or aspects of the climate that influence the overall climate rating. To do so, on the basis of a principal components analysis, seven explanatory components and two individual items were identified: belongingness and personal identity, respect for diversity, academic support, campus commitment to building diverse student body, access to services, physical threats to self, negative communications, physical safety, and work-life balance. Of these explanatory variables, the first five were found to significantly influence ratings on overall climate.

Belongingness and personal identity can be considered a strength for Oakland University among students in that it is strongly associated with overall climate ratings; its mean rating is higher than 3.5 (on a scale ranging from 1 to 5 points). Ratings on this component, however, are lower than 3.5 for students in the “other or missing” gender category, for students in the “other or multiracial” category, among those in all sexual orientation categories other than “straight/heterosexual,” and among respondents who have some type of disability.

Respect for diversity is another area of strength among students in that it is strongly associated with overall climate ratings; its mean rating is also higher than 3.5 (again, on a scale ranging from 1 to 5 points). Ratings on this component are lowest for students in the “other or missing” gender category, among respondents who did not specify race, and among those in the “queer or other” and “gay” sexual orientation categories.

Academic support is the third Oakland area of strength among students in that it is strongly associated with overall climate ratings; its mean rating is higher than 3.5 (on a scale ranging from 1 to 5 points). Ratings on this component are at 3.5 or lower for students in the “other or missing” gender category, among those who did not specify their race/ethnicity, among those in the “bisexual” sexual orientation category, and among those with some type of disability.

Appendix A

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

The figures on the following pages present the mean ratings on three components and one individual item which were not significantly related to overall climate: Physical threats to self, Negative Communications, Physical safety, and “As a student on this campus, how difficult is it for you to balance your student and family life?”

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

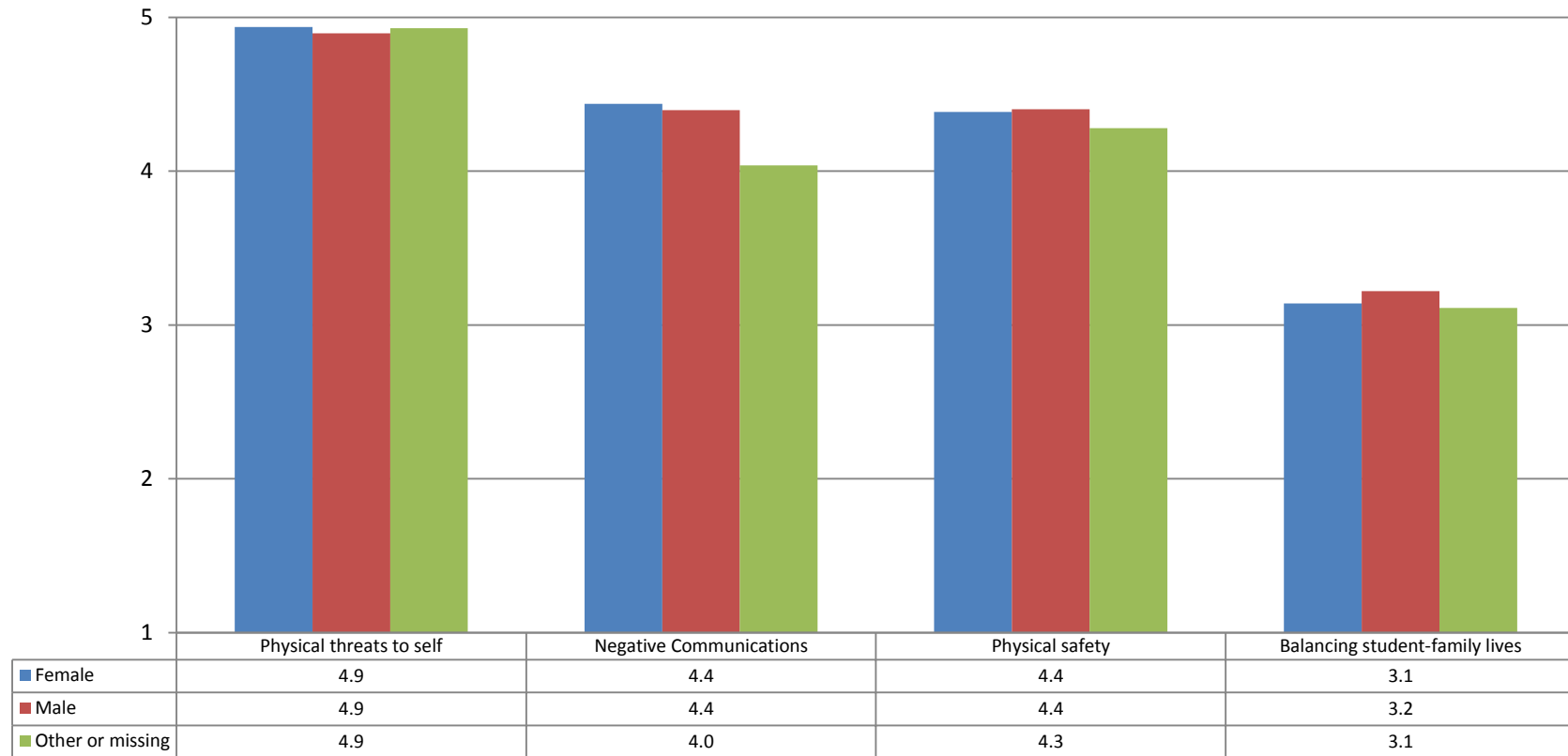


**Figure A2. Mean Scores on Variables Not Significantly Related to Overall Climate, by Race/Ethnicity:
Students**

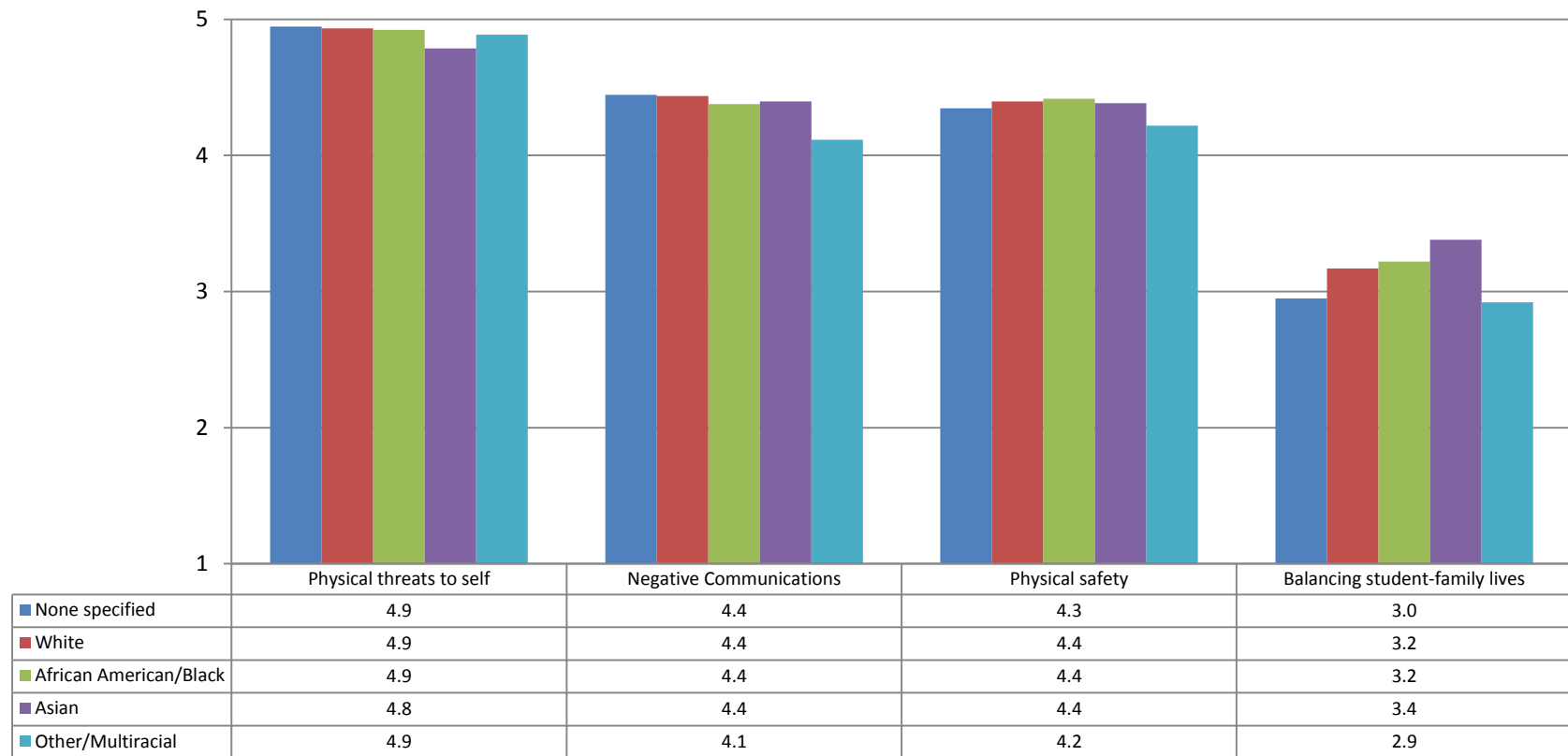


Figure A3. Mean Scores on Variables Not Significantly Related to Overall Climate, by Student Status: Students

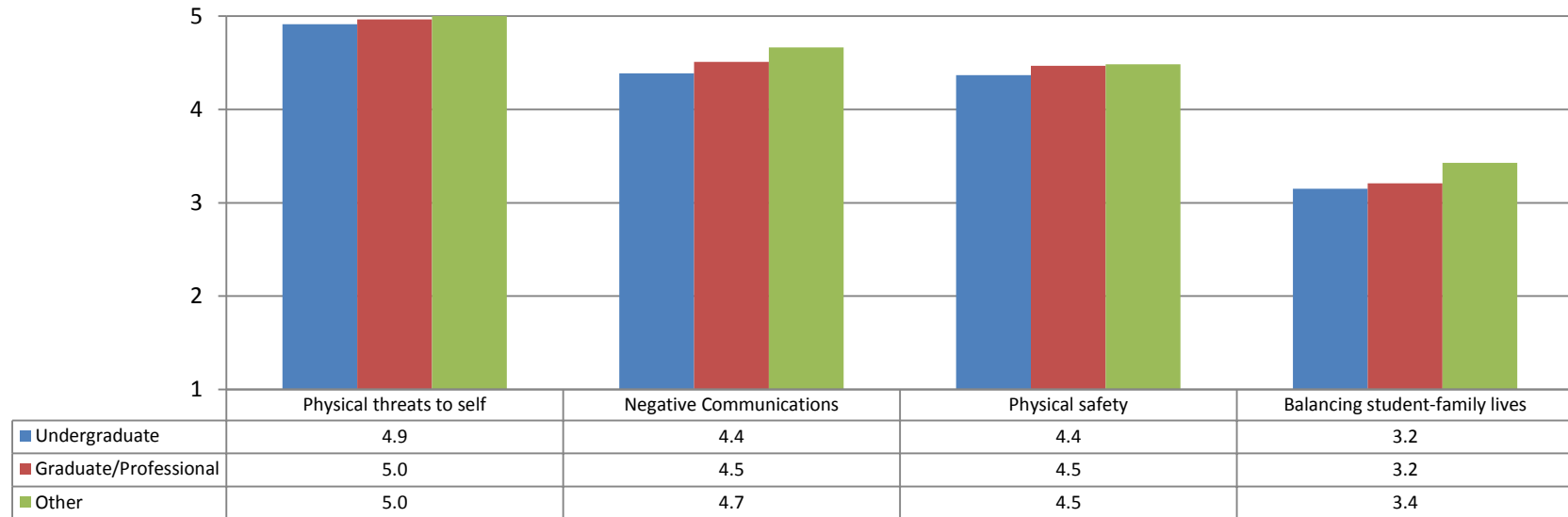


**Figure A4. Mean Scores on Variables Not Significantly Related to Overall Climate, by Age:
Students**

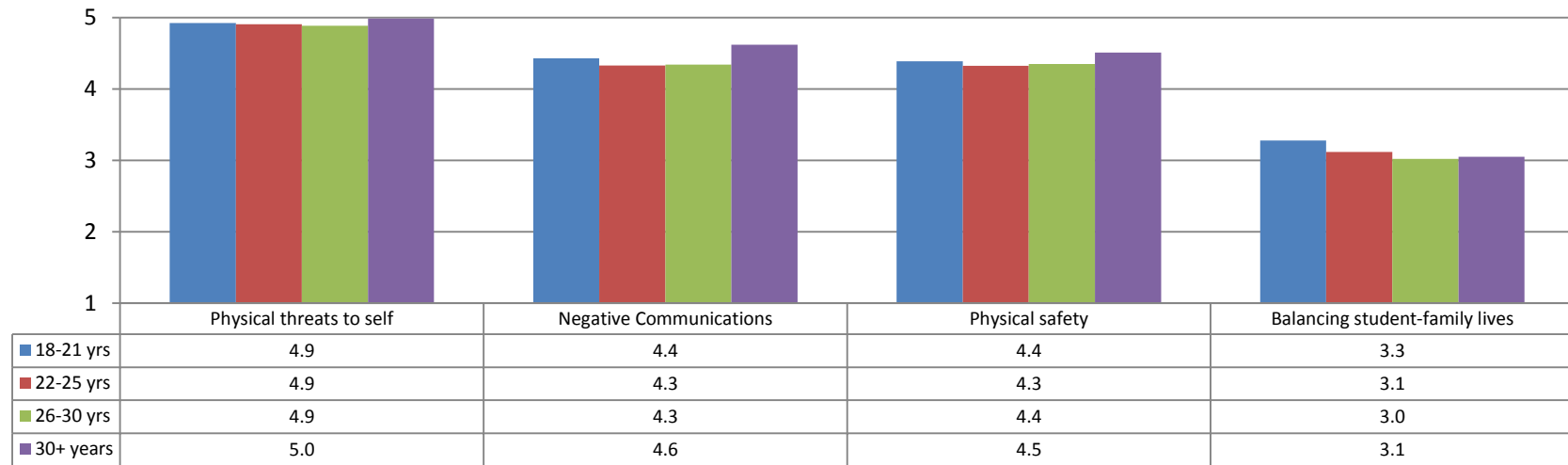


**Figure A5. Mean Scores on Variables Not Significantly Related to Overall Climate,
by Semesters Enrolled at University: Students**

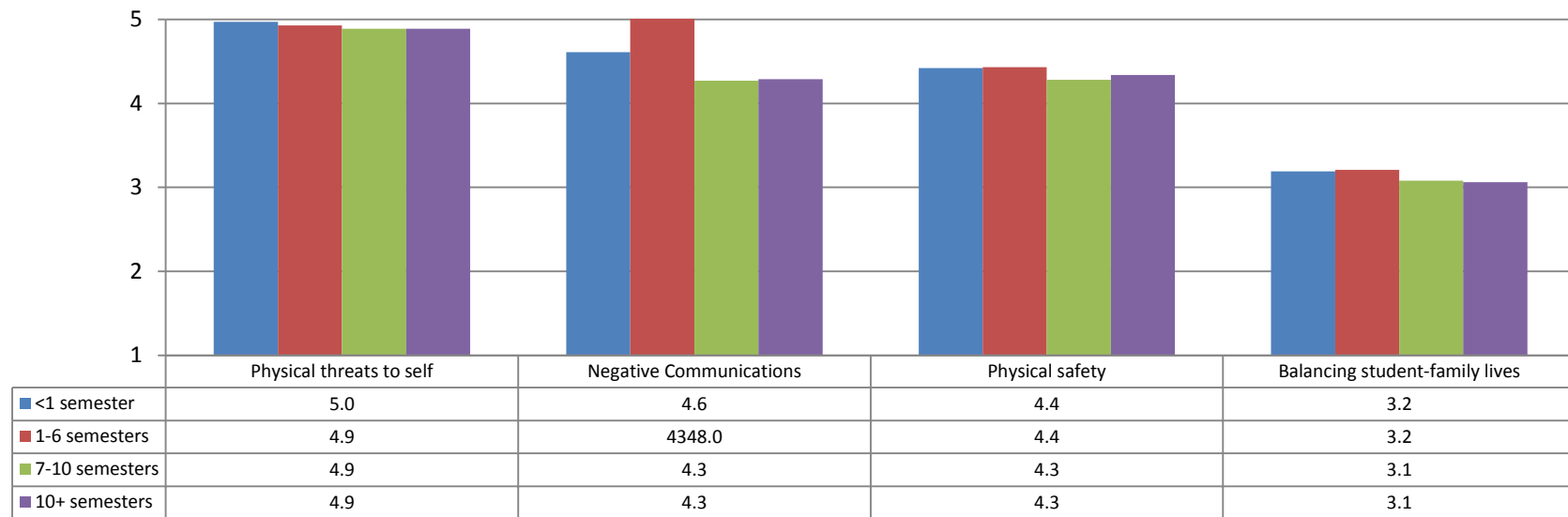


**Figure A6. Mean Scores on Variables Not Significantly Related to Overall Climate, by Sexual Orientation:
Students**

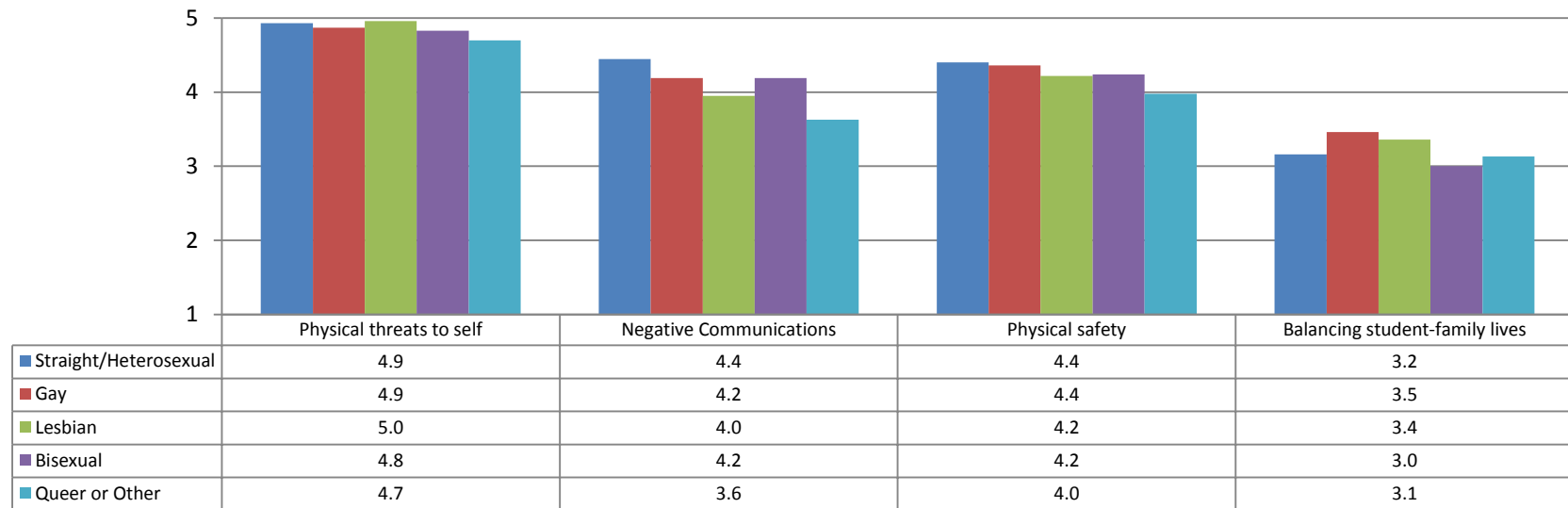
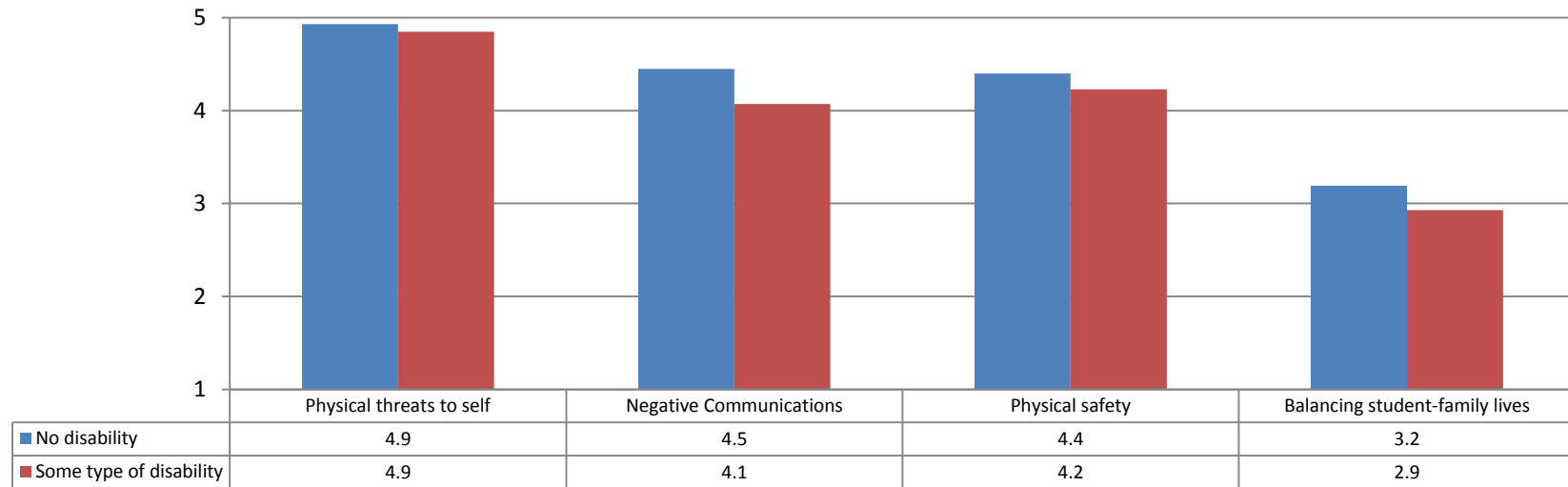


**Figure A7. Mean Scores on Variables Not Significantly Related to Overall Climate,
by Ability/Disability Status: Students**



Appendix B

Student Questionnaire

Oakland University Climate Study—Student Questionnaire

1. So that we can direct you to the appropriate set of questions, from the list below, please select your current position(s)/role at Oakland University.

- ☐ Faculty
- ☐ Academic Professional
- ☐ Academic Administrator/Staff
- ☐ Student

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

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

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

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

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

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

3. Overall, how isolated do you feel on your campus?

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

4. How unfriendly or friendly is your campus?

- ☐ Extremely unfriendly
- ☐ Somewhat unfriendly
- ☐ Neither friendly nor unfriendly
- ☐ Somewhat friendly
- ☐ Extremely friendly

5. How excluding or inclusive is your campus?

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

6. Overall, how satisfied are you with the diversity in each of the following settings on your campus?

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

	Not at all satisfied	Slightly satisfied	Moderately satisfied	Very satisfied	Extremely satisfied	Not enough information to say
Classroom/Academic settings	☐	☐	☐	☐	☐	☐
Dorms/University housing/Residential areas	☐	☐	☐	☐	☐	☐
Extracurricular student groups and activities	☐	☐	☐	☐	☐	☐
Oakland student center	☐	☐	☐	☐	☐	☐

Oakland University Climate Survey: Students

7. How much do each of the following groups on this campus respect diversity?

	Not at all	A little	To some extent	A lot	A great deal	Not enough information to say
Faculty	☐	☐	☐	☐	☐	☐
Staff	☐	☐	☐	☐	☐	☐
Students	☐	☐	☐	☐	☐	☐

8. How important is it to you that your campus be committed to building a diverse student body?

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

9. How comfortable do you feel expressing your personal identity on your campus?

- ☐ Not at all comfortable
- ☐ Not very comfortable
- ☐ Moderately comfortable
- ☐ Very comfortable
- ☐ Extremely comfortable

10. Thinking about your campus, how satisfied are you with the **social and cultural activities** that reflect your personal identity?

- ☐ Not at all satisfied
- ☐ Not very satisfied
- ☐ Moderately satisfied
- ☐ Very satisfied
- ☐ Extremely satisfied
- ☐ Not enough information to say

11. Thinking about your campus, how satisfied are you with the **academic programs** that reflect your personal identity?

- ☐ Not at all
- ☐ Not very
- ☐ Moderately
- ☐ Very
- ☐ Extremely
- ☐ *Not enough information to say*

12. How cooperative is the environment on your campus?

- ☐ Not at all cooperative
- ☐ Not very cooperative
- ☐ Moderately cooperative
- ☐ Very cooperative
- ☐ Extremely cooperative

13. On this campus, have you ever felt like you have been treated unfairly by any of the following groups, or have you never felt like that?

	Have felt	Have never felt
Faculty	☐	☐
Staff	☐	☐
Other students	☐	☐

[ASK #13a IF ANY RESPONSE TO #13 = "have felt"]

13a. In your opinion, which of the following best explains why you experienced this unfair treatment?

Please select all that apply.

- ☐ Ability/disability status
- ☐ Age
- ☐ Citizenship status
- ☐ Political beliefs
- ☐ Race/ethnicity
- ☐ Religious/spiritual beliefs
- ☐ Sex
- ☐ Gender identity/gender expression
- ☐ Sexual orientation
- ☐ Socioeconomic status
- ☐ National origin
- ☐ Marital or family status
- ☐ Veteran status
- ☐ Height
- ☐ Weight
- ☐ Other—PLEASE SPECIFY:

14. As far as you know, how often are students from minority groups treated unfairly on this campus?

PROGRAMMING NOTE: Rolling over the term “minority groups” will show this definition “A minority group is a category of people with a distinctive identity (either physical or cultural) who might experience discrimination based on that identity.”

- ☐ Never
- ☐ Not very often
- ☐ Moderately often
- ☐ Very often
- ☐ Extremely often

15. As far as you know, are there systems or offices in place to help students if they are treated unfairly, or does it not?

- ☐ There are systems/offices
- ☐ There are no systems/offices [SKIP TO #16]

15a. How effective are these systems or offices in addressing issues of unfair treatment?

- ☐ Not at all effective
- ☐ Not very effective
- ☐ Moderately effective
- ☐ Very effective
- ☐ Extremely effective
- ☐ Not enough information to say

16. If you experience unfair treatment, how confident are you that you can file a complaint without negative consequences?

- ☐ Not at all confident
- ☐ Not very confident
- ☐ Moderately confident
- ☐ Very confident
- ☐ Extremely confident

17. How often have you **personally experienced** any of the following as a student on this campus?

	Never	Not very often	Moderately often	Very often	Extremely often
Offensive verbal comments	☐	☐	☐	☐	☐
Offensive written comments	☐	☐	☐	☐	☐
Offensive visual images	☐	☐	☐	☐	☐
Threats of physical violence	☐	☐	☐	☐	☐
Physical assaults or injuries	☐	☐	☐	☐	☐

18. How often you have **heard or seen these things happening to others** on this campus?

	Never	Not very often	Moderately often	Very often	Extremely often
Offensive verbal comments	☐	☐	☐	☐	☐
Offensive written comments	☐	☐	☐	☐	☐
Offensive visual images	☐	☐	☐	☐	☐
Threats of physical violence	☐	☐	☐	☐	☐
Physical assaults or injuries	☐	☐	☐	☐	☐

19. Overall, how would you rate the physical safety of your campus?

- ☐ Not safe at all
- ☐ Not very safe
- ☐ Moderately safe
- ☐ Very safe
- ☐ Extremely safe
- ☐ Not applicable

20. Overall, how would you rate the physical safety of the areas close to campus?

- ☐ Not safe at all
- ☐ Not very safe
- ☐ Moderately safe
- ☐ Very safe
- ☐ Extremely safe
- ☐ Not applicable

21. Overall, how well does your campus meet the needs of those with disabilities?

- ☐ Not well at all
- ☐ Not very well
- ☐ Moderately well
- ☐ Very well
- ☐ Extremely well
- ☐ *Not enough information to say*

22. Overall, how easy is it for you to get access to financial aid services on campus you need to stay enrolled?

- ☐ Not easy at all
- ☐ Not very easy
- ☐ Moderately easy
- ☐ Very easy
- ☐ Extremely easy
- ☐ *Not applicable*

23. How easy is it for you to access computer equipment/technology on your campus?

- ☐ Not easy at all
- ☐ Not very easy
- ☐ Moderately easy
- ☐ Very easy
- ☐ Extremely easy
- ☐ *Not applicable*

24. How easy is it for you to access academic advising on your campus?

- ☐ Not easy at all
- ☐ Not very easy
- ☐ Moderately easy
- ☐ Very easy
- ☐ Extremely easy
- ☐ *Not applicable*

25. How easy is it for you to access personal counseling services on your campus?

- ☐ Not easy at all
- ☐ Not very easy
- ☐ Moderately easy
- ☐ Very easy
- ☐ Extremely easy
- ☐ *Not applicable*

26. How easy is it for you to access career/job search advising on your campus?

- ☐ Not easy at all
- ☐ Not very easy
- ☐ Moderately easy
- ☐ Very easy
- ☐ Extremely easy
- ☐ *Not applicable*

27. How easy is it for you to access tutoring services on your campus?

- ☐ Not easy at all
- ☐ Not very easy
- ☐ Moderately easy
- ☐ Very easy
- ☐ Extremely easy
- ☐ *Not applicable*

28. How easy is it for you to get something done when it involves multiple units on campus having to work together, such as the study abroad office, the financial aid office, or the registrar?

- ☐ Not easy at all
- ☐ Not very easy
- ☐ Moderately easy
- ☐ Very easy
- ☐ Extremely easy
- ☐ *Not applicable*

29. How easy is it for you to meet with faculty members/instructors on your campus when you need to?

- ☐ Not easy at all
- ☐ Not very easy
- ☐ Moderately easy
- ☐ Very easy
- ☐ Extremely easy
- ☐ *Not applicable*

30. How helpful are faculty members/instructors on your campus?

- ☐ Not helpful at all
- ☐ Not very helpful
- ☐ Moderately helpful
- ☐ Very helpful
- ☐ Extremely helpful
- ☐ *Not applicable*

31. How responsive are faculty/instructors on this campus in helping solve the academic problems of students?

- ☐ Not responsive at all
- ☐ Not very responsive
- ☐ Moderately responsive
- ☐ Very responsive
- ☐ Extremely responsive
- ☐ *Not applicable*

32. How active are faculty/instructors on this campus in empowering you to learn?

- ☐ Not at all active
- ☐ Not very active
- ☐ Moderately active
- ☐ Very active
- ☐ Extremely active

33. How much do the faculty/instructors on this campus value your contributions in class?

- ☐ Not at all
- ☐ A little
- ☐ A moderate amount
- ☐ A lot
- ☐ A great deal

34. How much do the faculty on this campus believe in your potential to succeed academically?

- ☐ Not at all
- ☐ A little
- ☐ A moderate amount
- ☐ A lot
- ☐ A great deal

35. How well do you think each of the following groups on campus treat you?

	Not well at all	Not very well	Moderately well	Very well	Extremely well	Not applicable
Faculty/instructors	☐	☐	☐	☐	☐	☐
Administrative support staff	☐	☐	☐	☐	☐	☐
Academic advising staff	☐	☐	☐	☐	☐	☐
Housing/Residential life staff	☐	☐	☐	☐	☐	☐
Other students on campus	☐	☐	☐	☐	☐	☐
Staff in the graduate studies office	☐	☐	☐	☐	☐	☐
Financial aid staff	☐	☐	☐	☐	☐	☐
Staff in the Registrar's office	☐	☐	☐	☐	☐	☐

36. Is there anyone at this University whom you currently consider to be a mentor, that is, someone who gives advice on academic issues and/or advocates for you, or is there no one at the University like that?

- ☐ Yes, there is
- ☐ No, there is not **[SKIP TO #37]**

36a. Is your mentor part of a mentorship program, or is he or she not part of a mentorship program?

- ☐ Part of a program
- ☐ Not part of a program
- ☐ Don't know

37. How much of a say do you feel you have about things that affect your academic success at this university?

- ☐ None at all
- ☐ A little bit
- ☐ A moderate amount
- ☐ A lot
- ☐ A great deal

38. As a student on this campus, how difficult is it for you to balance your student and family life?

- ☐ Not at all difficult
- ☐ Not very difficult
- ☐ Moderately difficult
- ☐ Very difficult
- ☐ Extremely difficult

39. Overall, how strongly would you recommend Oakland University to other students?

- ☐ Not at all strongly
- ☐ Not very strongly
- ☐ Moderately strongly
- ☐ Very strongly
- ☐ Extremely strongly

40. Please provide your suggestions for how the climate on your campus could be improved.

41. From the list below, please select the location at which you take most of your classes.

- ☐ Main campus / Rochester
- ☐ Other—PLEASE SPECIFY:

42. Did you transfer to Oakland University from another college or similar institution?

- ☐ Transferred [please specify name of college/institution]
- ☐ Did not transfer

43. Which of the following best describes your current status?

- ☐ Undergraduate student
- ☐ Graduate/Professional student
- ☐ Other student—PLEASE SPECIFY:

44. [ASK IF RESPONSE TO #43 = UNDERGRADUATE] Which of the following best describes you?

- ☐ Freshman
- ☐ Sophomore
- ☐ Junior
- ☐ Senior

45. In which school or college are you enrolled?

[DROP-DOWN MENU]

46. What is your primary major?

[DROP-DOWN MENU]

47. Toward what degree are you currently working?

- ☐ Bachelor's
- ☐ Master's
- ☐ Doctoral
- ☐ Professional
- ☐ Other (e. g. non-degree certificate)

48. For how many total semesters have you been a student at Oakland University?

Please report the total number of semesters you have been enrolled at the University, even if the enrollment was not all in consecutive semesters

- ☐ Less than 1 semester
- ☐ 1 to 3 semesters
- ☐ 4 to 6 semesters
- ☐ 7 to 8 semesters
- ☐ 9 to 10 semesters
- ☐ 10 to 14 semesters
- ☐ More than 14 semesters

49. For how many total credit hours are you enrolled this semester at Oakland University?

credit hours

50. In what year were you born?

51. What is the highest level of education you have completed?

- ☐ Less than high school
- ☐ High school diploma or GED
- ☐ 2-year college degree (e.g., Associate's)
- ☐ 4-year college degree (e.g., BA, BS)
- ☐ Master's degree (e.g., MA, MS, MBA)
- ☐ Professional degree (e.g., JD, MD)
- ☐ Doctoral degree (e.g., PhD, EdD)

52. Please indicate your sex.

- ☐ Female
- ☐ Male
- ☐ Transgender (Please specify, e.g., Male to Female)
- ☐ Other

53. Which of the following best describes you?

- ☐ Straight or heterosexual
- ☐ Gay
- ☐ Lesbian
- ☐ Bisexual
- ☐ Other [please specify]

54. What is your citizenship status?

- ☐ U.S. citizen
- ☐ Permanent Resident (e.g., Green Card holder)
- ☐ Non-resident alien/Visa holder
- ☐ Other

55. Do you have any dependent children (please include children you gave birth to, adopted, or are raising/have raised)?

- ☐ Have dependent children
- ☐ Do not have dependent children **[SKIP TO #56]**

55a. How many of your dependent children are...

Under the age of 18?

18 years or older?

56. Are you currently working for pay while attending the University this semester, or are you not?

- ☐ Am working for pay
- ☐ Am not working for pay [SKIP TO #58]

57. How many hours per week do you typically work for pay while attending the University this semester?

hours per week

58. Do you live on-campus, or do you not live on campus?

- ☐ On campus [SKIP TO #58]
- ☐ Not on campus

59. What is the approximate distance, in miles, between where you live and the Oakland University location at which you take most of your classes?

miles

60. When you are working for pay this semester, do you work for the University, not for the University, or both for and not for the University?

- ☐ For the University
- ☐ Not for the University
- ☐ Both of the above

61. Do you have any type of disability, or do you not?

- ☐ Have
- ☐ Do not have [SKIP TO #64]

62. Which of the following types of disability do you have? (PLEASE SELECT ALL THAT APPLY.)

- ☐ ADHD
- ☐ Blind
- ☐ Low-vision
- ☐ Acquired Brain Injury
- ☐ Deaf
- ☐ Hard-of-hearing
- ☐ Deaf-Blind
- ☐ Developmental Delay
- ☐ Specific Learning Disability
- ☐ Mobility
- ☐ Psychological
- ☐ Speech/Language Impairment
- ☐ Systemic/Chronic Health
- ☐ Other (Please specify)

63. Have you requested an accommodation from Disability Support Services, or have you not done that?

- ☐ Have requested
- ☐ Have not requested

64. Are you Hispanic/Latino, or are you not? (ROLL OVER TEXT FOR A DEFINITION OF "Hispanic/Latino")

[PROGRAMMING NOTE: DISPLAY "A person of Cuban, Mexican, Puerto Rican, Central or South American, or other Spanish cultures or origin, regardless of race" AS DEFINITION.]

- ☐ Hispanic/Latino(a)
- ☐ Not Hispanic/Latino(a)

65. Which of the following racial groups best describes you? (PLEASE SELECT ALL THAT APPLY.) (ROLL OVER TEXT FOR A DEFINITION OF RACE CATEGORIES.)

- ☐ American Indian or Alaskan Native [PROGRAMMING NOTE: DISPLAY “: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment” AS DEFINITION.]
- ☐ Asian [PROGRAMMING NOTE: DISPLAY “A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam” AS DEFINITION.]
- ☐ Black or African American [PROGRAMMING NOTE: DISPLAY “A person having origins in any of the Black racial groups of Africa” AS DEFINITION.]
- ☐ Native Hawaiian or Other Pacific Islander [PROGRAMMING NOTE: DISPLAY “A person having origins in any of the original persons of Hawaii, Guam, Samoa or other Pacific Islands” AS DEFINITION.]
- ☐ White [PROGRAMMING NOTE: DISPLAY “A person having origins in any of the original peoples of Europe, North Africa, or the Middle East” AS DEFINITION.]

66. This questionnaire asked about perceptions of climate and for demographic information. If an issue of climate was not covered or some demographic information was not covered in this questionnaire, please let us know.

Appendix C

Text of E-mail Invitation

Oakland University Climate Survey: Students

To the Oakland University community,

All students, faculty and staff are invited to participate in a 2013 study to assess Oakland University's culture. The survey will measure perceptions of climate including inclusiveness, diversity, friendliness, cooperation, professionalism, recognition, respect, accessibility, support and opportunities for career advancement and academic success here on campus.

To protect the confidentiality and anonymity of your responses, the Survey Research Laboratory (SRL) of the University of Illinois has been selected to administer the survey. Sowmya Anand and Linda Owens of the Survey Research Laboratory at the University of Illinois (IRB Protocol # 13636) are the surveyors. Should you have questions, please feel free to contact Sowmya Anand at (217) 333-2219.

If you have any questions about your rights as a participant in this study or any concerns or complaints, you may contact the Oakland University Institutional Review Board at 248-370-2762. You can also contact the University of Illinois Institutional Review Board at 217-333-2670 (collect calls will be accepted if you identify yourself as a research participant) or via email at irb@illinois.edu.

Your participation is important and will provide valuable insights into the issues being examined. Thank you in advance for your contribution to this important initiative. The deadline for completing the survey is April 16.

Click here <https://www.surveygizmo.com/s3/1181883/1137-Oakland-University-Climate-survey> to access survey.

Sincerely

Gary D. Russi
President

--

Gary D. Russi
President
Oakland University
204 Wilson Hall
Rochester, MI 48309-4401
248-370-3500
248-370-3504 (fax)

Appendix D

Tables of Individual Items: All Students

Tables for Outcome Variable "Overall climate"

	All students
n =	1304
Overall, how would you rate the climate on the campus where you are primarily located?	
Very poor	19
	1.5%
Poor	67
	5.1%
Fair	271
	20.8%
Good	681
	52.2%
Very good	266
	20.4%
Mean	3.85

	All students
n =	1301
Overall, how strongly would you recommend Oakland University to other students?	
Not at all strongly	55
	4.2%
Not very strongly	117
	9.0%
Moderately strongly	369
	28.4%
Very strongly	479
	36.8%
Extremely strongly	281
	21.6%
Mean	3.63

Tables for "Belongingness and Personal Identity" component

	All students
n =	1050
Thinking about your campus, how satisfied are you with the social and cultural activities that reflect your personal identity?	
Not at all satisfied	61
	5.8%
Not very satisfied	160
	15.2%
Moderately satisfied	378
	36.0%
Very satisfied	315
	30.0%
Extremely satisfied	136
	13.0%
Mean	3.29

		All students
n =		1296
How comfortable do you feel expressing your personal identity on your campus?	Not at all comfortable	37 2.9%
	Not very comfortable	109 8.4%
	Moderately comfortable	387 29.9%
	Very comfortable	495 38.2%
	Extremely comfortable	268 20.7%
Mean		3.65

		All students
n =		1303
Overall, how isolated do you feel on your campus? (reverse coded)	Extremely isolated	31 2.4%
	Very isolated	101 7.8%
	Moderately isolated	413 31.7%
	Not very isolated	500 38.4%
	Not at all isolated	258 19.8%
Mean		3.65

		All students
n =		1306
How unfriendly or friendly is your campus?	Extremely unfriendly	45 3.4%
	Somewhat unfriendly	149 11.4%
	Neither friendly nor unfriendly	170 13.0%
	Somewhat friendly	627 48.0%
	Extremely friendly	315 24.1%
Mean		3.78

	All students
n =	1285
How excluding or inclusive is your campus?	
Extremely excluding	42
	3.3%
Somewhat excluding	179
	13.9%
Neither inclusive nor excluding	395
	30.7%
Somewhat inclusive	475
	37.0%
Extremely inclusive	194
	15.1%
Mean	3.47

	All students
n =	1263
How well do you think each of the following groups on campus treat you? Other students on campus	
Not well at all	18
	1.4%
Not very well	45
	3.6%
Moderately well	353
	27.9%
Very well	576
	45.6%
Extremely well	271
	21.5%
Mean	3.82

	All students
n =	1218
Thinking about your campus, how satisfied are you with the academic programs that reflect your personal identity?	
Not at all satisfied	55
	4.5%
Not very satisfied	124
	10.2%
Moderately satisfied	376
	30.9%
Very satisfied	443
	36.4%
Extremely satisfied	220
	18.1%
Mean	3.53

	All students
n =	1303
How cooperative is the environment on your campus?	
Not at all cooperative	28
	2.1%
Not very cooperative	103
	7.9%
Moderately cooperative	512
	39.3%
Very cooperative	557
	42.7%
Extremely cooperative	103
	7.9%
Mean	3.46

	All students
n =	1297
If you experience unfair treatment, how confident are you that you can file a complaint without negative consequences?	
Not at all confident	129
	9.9%
Not very confident	251
	19.4%
Moderately confident	445
	34.3%
Very confident	325
	25.1%
Extremely confident	147
	11.3%
Mean	3.08

	All students
n =	1249
How much do each of the following groups on this campus respect diversity? Students	
Not at all	21
	1.7%
A little	92
	7.4%
To some extent	313
	25.1%
A lot	468
	37.5%
A great deal	355
	28.4%
Mean	3.84

Tables for "Respect for Diversity" component

	All students
n =	1149
How much do each of the following groups on this campus respect diversity? Staff	
Not at all	21 1.8%
A little	49 4.3%
To some extent	216 18.8%
A lot	407 35.4%
A great deal	456 39.7%
Mean	4.07

	All students
n =	1223
How much do each of the following groups on this campus respect diversity? Faculty	
Not at all	15 1.2%
A little	60 4.9%
To some extent	192 15.7%
A lot	406 33.2%
A great deal	550 45.0%
Mean	4.16

	All students
n =	1170
Overall, how satisfied are you with the diversity in the following settings: Oakland student center	
Not at all satisfied	35 3.0%
Slightly satisfied	113 9.7%
Moderately satisfied	280 23.9%
Very satisfied	464 39.7%
Extremely satisfied	278 23.8%
Mean	3.72

	All students
n =	1272
Overall, how satisfied are you with the diversity in the following settings: Classroom/Academic settings	Not at all satisfied 42 3.3% Slightly satisfied 109 8.6% Moderately satisfied 346 27.2% Very satisfied 540 42.5% Extremely satisfied 235 18.5%
Mean	3.64

	All students
n =	1140
How well do you think each of the following groups on campus treat you? Administrative support staff	Not well at all 34 3.0% Not very well 68 6.0% Moderately well 299 26.2% Very well 452 39.6% Extremely well 287 25.2%
Mean	3.78

Tables for "Academic Support" component

	All students
n =	1293
How active are faculty/instructors on this campus in empowering you to learn?	Not active at all 33 2.6% Not very active 96 7.4% Moderately active 405 31.3% Very active 506 39.1% Extremely active 253 19.6%
Mean	3.66

	All students
n =	1289
How helpful are faculty members/instructors on your campus?	
Not helpful at all	24
	1.9%
Not very helpful	57
	4.4%
Moderately helpful	339
	26.3%
Very helpful	564
	43.8%
Extremely helpful	305
	23.7%
Mean	3.83

	All students
n =	1283
How much do the faculty/instructors on this campus value your contributions in class?	
Not at all	35
	2.7%
A little	122
	9.5%
A moderate amount	315
	24.6%
A lot	483
	37.6%
A great deal	328
	25.6%
Mean	3.74

	All students
n =	1293
How well do you think each of the following groups on campus treat you?	
Faculty/instructors	
Not well at all	20
	1.5%
Not very well	37
	2.9%
Moderately well	252
	19.5%
Very well	573
	44.3%
Extremely well	411
	31.8%
Mean	4.02

	All students
n =	1234
How responsive are faculty/instructors on this campus in helping solve the academic problems of students?	
Not responsive at all	34 2.8%
Not very responsive	88 7.1%
Moderately responsive	380 30.8%
Very responsive	536 43.4%
Extremely responsive	196 15.9%
Mean	3.63

	All students
n =	1249
How much do the faculty/instructors on this campus believe in your potential to succeed academically?	
Not at all	27 2.2%
A little	104 8.3%
A moderate amount	275 22.0%
A lot	463 37.1%
A great deal	380 30.4%
Mean	3.85

	All students
n =	1259
How easy is it for you to meet with faculty members/instructors on your campus when you need to?	
Not easy at all	29 2.3%
Not very easy	92 7.3%
Moderately easy	466 37.0%
Very easy	447 35.5%
Extremely easy	225 17.9%
Mean	3.59

	All students
n =	1301
How much of a say do you feel you have about things that affect your academic success at this university?	
None at all	169 13.0%
A little bit	261 20.1%
A moderate amount	433 33.3%
A lot	283 21.8%
A great deal	155 11.9%
Mean	3.00

Table for "Commitment to Student Diversity" component

	All students
n =	1306
How important is it to you that your campus be committed to building a diverse student body?	
Not at all important	96 7.4%
Not very important	161 12.3%
Moderately important	388 29.7%
Very important	376 28.8%
Extremely important	285 21.8%
Mean	3.45

Tables for "Access to Services" component

	All students
n =	1268
How easy is it for you to access academic advising on your campus?	
Not easy at all	70 5.5%
Not very easy	150 11.8%
Moderately easy	342 27.0%
Very easy	432 34.1%
Extremely easy	274 21.6%
Mean	3.54

	All students
n =	900
How easy is it for you to access personal counseling services on your campus?	
Not easy at all	50
	5.6%
Not very easy	96
	10.7%
Moderately easy	268
	29.8%
Very easy	315
	35.0%
Extremely easy	171
	19.0%
Mean	3.51

	All students
n =	1014
How easy is it for you to access career/job search advising on your campus?	
Not easy at all	54
	5.3%
Not very easy	137
	13.5%
Moderately easy	308
	30.4%
Very easy	338
	33.3%
Extremely easy	177
	17.5%
Mean	3.44

	All students
n =	979
How easy is it for you to access tutoring services on your campus?	
Not easy at all	34
	3.5%
Not very easy	66
	6.7%
Moderately easy	248
	25.3%
Very easy	380
	38.8%
Extremely easy	251
	25.6%
Mean	3.76

	All students
n =	1251
How easy is it for you to access computer equipment/technology on your campus?	
Not easy at all	13
	1.0%
Not very easy	58
	4.6%
Moderately easy	234
	18.7%
Very easy	429
	34.3%
Extremely easy	517
	41.3%
Mean	4.10

	All students
n =	1206
How well do you think each of the following groups on campus treat you?	
Academic advising staff	
Not well at all	31
	2.6%
Not very well	89
	7.4%
Moderately well	274
	22.7%
Very well	434
	36.0%
Extremely well	378
	31.3%
Mean	3.86

	All students
n =	923
How easy is it for you to get something done when it involves multiple units on campus having to work together, such as the study abroad office, the financial aid office, or the registrar?	
Not easy at all	135
	14.6%
Not very easy	238
	25.8%
Moderately easy	338
	36.6%
Very easy	164
	17.8%
Extremely easy	48
	5.2%
Mean	2.73

	All students
n =	994
Overall, how well does your campus meet the needs of those with disabilities?	
Not well at all	16
	1.6%
Not very well	68
	6.8%
Moderately well	308
	31.0%
Very well	404
	40.6%
Extremely well	198
	19.9%
Mean	3.70

	All students
n =	1102
Overall, how easy is it for you to get access to financial aid services on campus you need to stay enrolled?	
Not easy at all	109
	9.9%
Not very easy	241
	21.9%
Moderately easy	345
	31.3%
Very easy	255
	23.1%
Extremely easy	152
	13.8%
Mean	3.09

Tables for "Physical threats to Self" component

	All students
n =	1301
How often have you personally experienced any of the following as a student on this campus? Physical assaults or injuries	
Very often	1
	.1%
Moderately often	10
	.8%
Not very often	44
	3.4%
Never	1246
	95.8%
Mean	4.95

	All students
n =	1297
How often have you personally experienced any of the following as a student on this campus? Threats of physical violence	
Extremely often	1 .1%
Very often	2 .2%
Moderately often	12 .9%
Not very often	93 7.2%
Never	1189 91.7%
Mean	4.90

Tables for "Negative Communications" component

	All students
n =	1301
How often have you personally experienced any of the following as a student on this campus? Offensive verbal comments	
Extremely often	20 1.5%
Very often	35 2.7%
Moderately often	125 9.6%
Not very often	428 32.9%
Never	693 53.3%
Mean	4.34

	All students
n =	1297
How often have you personally experienced any of the following as a student on this campus? Offensive visual images	
Extremely often	10 .8%
Very often	18 1.4%
Moderately often	68 5.2%
Not very often	298 23.0%
Never	903 69.6%
Mean	4.59

	All students
n =	1301
How often you have heard or seen these things happening to others on this campus? Offensive visual images	
Extremely often	12
	.9%
Very often	17
	1.3%
Moderately often	80
	6.1%
Not very often	331
	25.4%
Never	861
	66.2%
Mean	4.55

	All students
n =	1300
How often you have heard or seen these things happening to others on this campus? Offensive verbal comments	
Extremely often	19
	1.5%
Very often	56
	4.3%
Moderately often	204
	15.7%
Not very often	463
	35.6%
Never	558
	42.9%
Mean	4.14

	All students
n =	1297
How often have you personally experienced any of the following as a student on this campus? Offensive written comments	
Extremely often	12
	.9%
Very often	19
	1.5%
Moderately often	52
	4.0%
Not very often	242
	18.7%
Never	972
	74.9%
Mean	4.65

	All students
n =	1297
How often you have heard or seen these things happening to others on this campus? Offensive written comments	
Extremely often	11 .8%
Very often	31 2.4%
Moderately often	83 6.4%
Not very often	362 27.9%
Never	810 62.5%
Mean	4.49

	All students
n =	1297
As far as you know, how often are students from minority groups treated unfairly on this campus? (reverse coded)	
Extremely often	13 1.0%
Very often	30 2.3%
Moderately often	142 10.9%
Not very often	659 50.8%
Never	453 34.9%
Mean	4.16

Tables for "Physical Safety" component

	All students
n =	1265
Overall, how would you rate the physical safety of the areas close to campus?	
Not safe at all	9 .7%
Not very safe	33 2.6%
Moderately safe	337 26.6%
Very safe	620 49.0%
Extremely safe	266 21.0%
Mean	3.87

	All students
n =	1300
How often you have heard or seen these things happening to others on this campus? Physical assaults or injuries	
Extremely often	1
	.1%
Very often	5
	.4%
Moderately often	35
	2.7%
Not very often	212
	16.3%
Never	1047
	80.5%
Mean	4.77

	All students
n =	1300
How often you have heard or seen these things happening to others on this campus? Threats of physical violence	
Extremely often	2
	.2%
Very often	8
	.6%
Moderately often	54
	4.2%
Not very often	269
	20.7%
Never	967
	74.4%
Mean	4.69

	All students
n =	1289
Overall, how would you rate the physical safety of your campus?	
Not safe at all	3
	.2%
Not very safe	9
	.7%
Moderately safe	192
	14.9%
Very safe	613
	47.6%
Extremely safe	472
	36.6%
Mean	4.20

Table for "Balancing Student-family lives" component

		All students
n =		1294
As a student on this campus, how difficult is it for you to balance your student and family life? (reverse coded)	Extremely difficult	77 6.0%
	Very difficult	221 17.1%
	Moderately difficult	506 39.1%
	Not very difficult	393 30.4%
	Not at all difficult	97 7.5%
Mean		3.16

Appendix E

Tables of Individual Items: By Gender

Tables for Outcome Variable "Overall climate"

		Gender		
		Female	Male	Transgender, Other, or missing
n=		891	385	28
Overall, how would you rate the climate on the campus where you are primarily located?	Very poor	8	10	1
		.9%	2.6%	3.6%
	Poor	35	27	5
		3.9%	7.0%	17.9%
	Fair	174	88	9
		19.5%	22.9%	32.1%
	Good	473	200	8
		53.1%	51.9%	28.6%
	Very good	201	60	5
		22.6%	15.6%	17.9%
Mean		3.92	3.71	3.39

		Gender		
		Female	Male	Transgender, Other, or missing
n=		890	384	27
Overall, how strongly would you recommend Oakland University to other students?	Not at all strongly	32	22	1
		3.6%	5.7%	3.7%
	Not very strongly	73	39	5
		8.2%	10.2%	18.5%
	Moderately strongly	245	108	16
		27.5%	28.1%	59.3%
	Very strongly	327	148	4
		36.7%	38.5%	14.8%
	Extremely strongly	213	67	1
		23.9%	17.4%	3.7%
Mean		3.69	3.52	2.96

Tables for "Belongingness and Personal Identity" component

		Gender		
		Female	Male	Transgender, Other, or missing
n=		718	308	24
Thinking about your campus, how satisfied are you with the social and cultural activities that reflect your personal identity?	Not at all satisfied	32	28	1
		4.5%	9.1%	4.2%
	Not very satisfied	106	48	6
		14.8%	15.6%	25.0%
	Moderately satisfied	257	111	10
		35.8%	36.0%	41.7%
	Very satisfied	219	92	4
		30.5%	29.9%	16.7%
	Extremely satisfied	104	29	3
		14.5%	9.4%	12.5%
Mean		3.36	3.15	3.08

		Gender		
		Female	Male	Transgender, Other, or missing
n=		886	381	29
How comfortable do you feel expressing your personal identity on your campus?	Not at all comfortable	20 2.3%	16 4.2%	1 3.4%
	Not very comfortable	66 7.4%	37 9.7%	6 20.7%
	Moderately comfortable	272 30.7%	101 26.5%	14 48.3%
	Very comfortable	348 39.3%	142 37.3%	5 17.2%
	Extremely comfortable	180 20.3%	85 22.3%	3 10.3%
	Mean	3.68	3.64	3.10

		Gender		
		Female	Male	Transgender, Other, or missing
n=		892	383	28
Overall, how isolated do you feel on your campus? (reverse coded)	Extremely isolated	17 1.9%	14 3.7%	0 0.0%
	Very isolated	63 7.1%	33 8.6%	5 17.9%
	Moderately isolated	285 32.0%	118 30.8%	10 35.7%
	Not very isolated	353 39.6%	137 35.8%	10 35.7%
	Not at all isolated	174 19.5%	81 21.1%	3 10.7%
	Mean	3.68	3.62	3.39

		Gender		
		Female	Male	Transgender, Other, or missing
n=		892	385	29
How unfriendly or friendly is your campus?	Extremely unfriendly	26 2.9%	17 4.4%	2 6.9%
	Somewhat unfriendly	104 11.7%	41 10.6%	4 13.8%
	Neither friendly nor unfriendly	96 10.8%	67 17.4%	7 24.1%
	Somewhat friendly	426 47.8%	189 49.1%	12 41.4%
	Extremely friendly	240 26.9%	71 18.4%	4 13.8%
	Mean	3.84	3.66	3.41

		Gender		
		Female	Male	Transgender, Other, or missing
n=		876	381	28
How excluding or inclusive is your campus?	Extremely excluding	25	14	3
		2.9%	3.7%	10.7%
	Somewhat excluding	129	42	8
		14.7%	11.0%	28.6%
	Neither inclusive nor excluding	254	129	12
		29.0%	33.9%	42.9%
	Somewhat inclusive	331	140	4
		37.8%	36.7%	14.3%
	Extremely inclusive	137	56	1
		15.6%	14.7%	3.6%
Mean		3.49	3.48	2.71

		Gender		
		Female	Male	Transgender, Other, or missing
n=		863	375	25
How well do you think each of the following groups on campus treat you? Other students on campus	Not well at all	6	10	2
		.7%	2.7%	8.0%
	Not very well	27	16	2
		3.1%	4.3%	8.0%
	Moderately well	241	98	14
		27.9%	26.1%	56.0%
	Very well	410	161	5
		47.5%	42.9%	20.0%
	Extremely well	179	90	2
		20.7%	24.0%	8.0%
Mean		3.84	3.81	3.12

		Gender		
		Female	Male	Transgender, Other, or missing
n=		837	355	26
Thinking about your campus, how satisfied are you with the academic programs that reflect your personal identity?	Not at all satisfied	30	23	2
		3.6%	6.5%	7.7%
	Not very satisfied	74	46	4
		8.8%	13.0%	15.4%
	Moderately satisfied	265	103	8
		31.7%	29.0%	30.8%
	Very satisfied	312	122	9
		37.3%	34.4%	34.6%
	Extremely satisfied	156	61	3
		18.6%	17.2%	11.5%
Mean		3.59	3.43	3.27

		Gender		
		Female	Male	Transgender, Other, or missing
n=		890	384	29
How cooperative is the environment on your campus?	Not at all cooperative	13	13	2
		1.5%	3.4%	6.9%
	Not very cooperative	70	25	8
		7.9%	6.5%	27.6%
	Moderately cooperative	342	159	11
		38.4%	41.4%	37.9%
	Very cooperative	396	153	8
		44.5%	39.8%	27.6%
	Extremely cooperative	69	34	0
		7.8%	8.9%	0.0%
Mean		3.49	3.44	2.86

		Gender		
		Female	Male	Transgender, Other, or missing
n=		886	384	27
If you experience unfair treatment, how confident are you that you can file a complaint without negative consequences?	Not at all confident	78	42	9
		8.8%	10.9%	33.3%
	Not very confident	182	59	10
		20.5%	15.4%	37.0%
	Moderately confident	334	106	5
		37.7%	27.6%	18.5%
	Very confident	207	115	3
		23.4%	29.9%	11.1%
	Extremely confident	85	62	0
		9.6%	16.1%	0.0%
Mean		3.04	3.25	2.07

		Gender		
		Female	Male	Transgender, Other, or missing
n=		863	359	27
How much do each of the following groups on this campus respect diversity? Students	Not at all	10	9	2
		1.2%	2.5%	7.4%
	A little	57	31	4
		6.6%	8.6%	14.8%
	To some extent	209	94	10
		24.2%	26.2%	37.0%
	A lot	334	129	5
		38.7%	35.9%	18.5%
	A great deal	253	96	6
		29.3%	26.7%	22.2%
Mean		3.88	3.76	3.33

Tables for "Respect for Diversity" component

		Gender		
		Female	Male	Transgender, Other, or missing
n=		801	322	26
How much do each of the following groups on this campus respect diversity? Staff	Not at all	7 .9%	12 3.7%	2 7.7%
	A little	36 4.5%	9 2.8%	4 15.4%
	To some extent	142 17.7%	65 20.2%	9 34.6%
	A lot	302 37.7%	98 30.4%	7 26.9%
	A great deal	314 39.2%	138 42.9%	4 15.4%
	Mean	4.10	4.06	3.27

		Gender		
		Female	Male	Transgender, Other, or missing
n=		846	353	24
How much do each of the following groups on this campus respect diversity? Faculty	Not at all	8 .9%	6 1.7%	1 4.2%
	A little	43 5.1%	15 4.2%	2 8.3%
	To some extent	123 14.5%	62 17.6%	7 29.2%
	A lot	292 34.5%	106 30.0%	8 33.3%
	A great deal	380 44.9%	164 46.5%	6 25.0%
	Mean	4.17	4.15	3.67

		Gender		
		Female	Male	Transgender, Other, or missing
n=		801	342	27
Overall, how satisfied are you with the diversity in the following settings: Oakland student center	Not at all satisfied	15 1.9%	16 4.7%	4 14.8%
	Slightly satisfied	76 9.5%	33 9.6%	4 14.8%
	Moderately satisfied	197 24.6%	76 22.2%	7 25.9%
	Very satisfied	322 40.2%	133 38.9%	9 33.3%
	Extremely satisfied	191 23.8%	84 24.6%	3 11.1%
	Mean	3.75	3.69	3.11

		Gender		
		Female	Male	Transgender, Other, or missing
n=		873	371	28
Overall, how satisfied are you with the diversity in the following settings: Classroom/Academic settings	Not at all satisfied	25	15	2
		2.9%	4.0%	7.1%
	Slightly satisfied	76	29	4
		8.7%	7.8%	14.3%
	Moderately satisfied	236	102	8
		27.0%	27.5%	28.6%
	Very satisfied	372	159	9
		42.6%	42.9%	32.1%
	Extremely satisfied	164	66	5
		18.8%	17.8%	17.9%
Mean		3.66	3.63	3.39

		Gender		
		Female	Male	Transgender, Other, or missing
n=		780	337	23
How well do you think each of the following groups on campus treat you? Administrative support staff	Not well at all	14	17	3
		1.8%	5.0%	13.0%
	Not very well	48	18	2
		6.2%	5.3%	8.7%
	Moderately well	206	81	12
		26.4%	24.0%	52.2%
	Very well	323	123	6
		41.4%	36.5%	26.1%
	Extremely well	189	98	0
		24.2%	29.1%	0.0%
Mean		3.80	3.79	2.91

Tables for "Academic Support" component

		Gender		
		Female	Male	Transgender, Other, or missing
n=		886	380	27
How active are faculty/instructors on this campus in empowering you to learn?	Not active at all	18	14	1
		2.0%	3.7%	3.7%
	Not very active	62	30	4
		7.0%	7.9%	14.8%
	Moderately active	275	123	7
		31.0%	32.4%	25.9%
	Very active	348	147	11
		39.3%	38.7%	40.7%
	Extremely active	183	66	4
		20.7%	17.4%	14.8%
Mean		3.70	3.58	3.48

		Gender		
		Female	Male	Transgender, Other, or missing
n=		880	382	27
How helpful are faculty members/instructors on your campus?	Not helpful at all	13 1.5%	10 2.6%	1 3.7%
	Not very helpful	42 4.8%	13 3.4%	2 7.4%
	Moderately helpful	235 26.7%	94 24.6%	10 37.0%
	Very helpful	379 43.1%	176 46.1%	9 33.3%
	Extremely helpful	211 24.0%	89 23.3%	5 18.5%
	Mean	3.83	3.84	3.56

		Gender		
		Female	Male	Transgender, Other, or missing
n=		878	379	26
How much do the faculty/instructors on this campus value your contributions in class?	Not at all	21 2.4%	13 3.4%	1 3.8%
	A little	85 9.7%	35 9.2%	2 7.7%
	A moderate amount	207 23.6%	98 25.9%	10 38.5%
	A lot	327 37.2%	146 38.5%	10 38.5%
	A great deal	238 27.1%	87 23.0%	3 11.5%
	Mean	3.77	3.68	3.46

		Gender		
		Female	Male	Transgender, Other, or missing
n=		885	382	26
How well do you think each of the following groups on campus treat you? Faculty/instructors	Not well at all	11 1.2%	9 2.4%	0 0.0%
	Not very well	28 3.2%	7 1.8%	2 7.7%
	Moderately well	161 18.2%	82 21.5%	9 34.6%
	Very well	406 45.9%	156 40.8%	11 42.3%
	Extremely well	279 31.5%	128 33.5%	4 15.4%
	Mean	4.03	4.01	3.65

		Gender		
		Female	Male	Transgender, Other, or missing
n=		844	364	26
How responsive are faculty/instructors on this campus in helping solve the academic problems of students?	Not responsive at all	20 2.4%	14 3.8%	0 0.0%
	Not very responsive	62 7.3%	22 6.0%	4 15.4%
	Moderately responsive	268 31.8%	100 27.5%	12 46.2%
	Very responsive	362 42.9%	166 45.6%	8 30.8%
	Extremely responsive	132 15.6%	62 17.0%	2 7.7%
	Mean	3.62	3.66	3.31

		Gender		
		Female	Male	Transgender, Other, or missing
n=		861	364	24
How much do the faculty/instructors on this campus believe in your potential to succeed academically?	Not at all	15 1.7%	11 3.0%	1 4.2%
	A little	74 8.6%	30 8.2%	0 0.0%
	A moderate amount	187 21.7%	83 22.8%	5 20.8%
	A lot	316 36.7%	135 37.1%	12 50.0%
	A great deal	269 31.2%	105 28.8%	6 25.0%
	Mean	3.87	3.80	3.92

		Gender		
		Female	Male	Transgender, Other, or missing
n=		862	369	28
How easy is it for you to meet with faculty members/instructors on your campus when you need to?	Not easy at all	13 1.5%	15 4.1%	1 3.6%
	Not very easy	60 7.0%	28 7.6%	4 14.3%
	Moderately easy	320 37.1%	134 36.3%	12 42.9%
	Very easy	314 36.4%	126 34.1%	7 25.0%
	Extremely easy	155 18.0%	66 17.9%	4 14.3%
	Mean	3.62	3.54	3.32

		Gender		
		Female	Male	Transgender, Other, or missing
n=		890	384	27
How much of a say do you feel you have about things that affect your academic success at this university?	None at all	96	68	5
		10.8%	17.7%	18.5%
	A little bit	183	73	5
		20.6%	19.0%	18.5%
	A moderate amount	300	124	9
		33.7%	32.3%	33.3%
	A lot	200	78	5
		22.5%	20.3%	18.5%
	A great deal	111	41	3
		12.5%	10.7%	11.1%
Mean		3.05	2.87	2.85

Table for "Commitment to Student Diversity" component

		Gender		
		Female	Male	Transgender, Other, or missing
n=		892	385	29
How important is it to you that your campus be committed to building a diverse student body?	Not at all important	42	52	2
		4.7%	13.5%	6.9%
	Not very important	94	65	2
		10.5%	16.9%	6.9%
	Moderately important	285	96	7
		32.0%	24.9%	24.1%
	Very important	272	99	5
		30.5%	25.7%	17.2%
	Extremely important	199	73	13
		22.3%	19.0%	44.8%
Mean		3.55	3.20	3.86

Tables for "Access to Services" component

		Gender		
		Female	Male	Transgender, Other, or missing
n=		865	374	29
How easy is it for you to access academic advising on your campus?	Not easy at all	48	20	2
		5.5%	5.3%	6.9%
	Not very easy	99	42	9
		11.4%	11.2%	31.0%
	Moderately easy	231	100	11
		26.7%	26.7%	37.9%
	Very easy	280	146	6
		32.4%	39.0%	20.7%
	Extremely easy	207	66	1
		23.9%	17.6%	3.4%
Mean		3.58	3.52	2.83

		Gender		
		Female	Male	Transgender, Other, or missing
n=		642	241	17
How easy is it for you to access personal counseling services on your campus?	Not easy at all	32	16	2
		5.0%	6.6%	11.8%
	Not very easy	71	22	3
		11.1%	9.1%	17.6%
	Moderately easy	192	70	6
		29.9%	29.0%	35.3%
	Very easy	220	90	5
		34.3%	37.3%	29.4%
	Extremely easy	127	43	1
		19.8%	17.8%	5.9%
Mean		3.53	3.51	3.00

		Gender		
		Female	Male	Transgender, Other, or missing
n=		715	280	19
How easy is it for you to access career/job search advising on your campus?	Not easy at all	32	19	3
		4.5%	6.8%	15.8%
	Not very easy	92	40	5
		12.9%	14.3%	26.3%
	Moderately easy	226	78	4
		31.6%	27.9%	21.1%
	Very easy	228	105	5
		31.9%	37.5%	26.3%
	Extremely easy	137	38	2
		19.2%	13.6%	10.5%
Mean		3.48	3.37	2.89

		Gender		
		Female	Male	Transgender, Other, or missing
n=		697	264	18
How easy is it for you to access tutoring services on your campus?	Not easy at all	21	13	0
		3.0%	4.9%	0.0%
	Not very easy	48	16	2
		6.9%	6.1%	11.1%
	Moderately easy	181	61	6
		26.0%	23.1%	33.3%
	Very easy	258	113	9
		37.0%	42.8%	50.0%
	Extremely easy	189	61	1
		27.1%	23.1%	5.6%
Mean		3.78	3.73	3.50

		Gender		
		Female	Male	Transgender, Other, or missing
n=		853	370	28
How easy is it for you to access computer equipment/technology on your campus?	Not easy at all	4	9	0
		.5%	2.4%	0.0%
	Not very easy	35	19	4
		4.1%	5.1%	14.3%
	Moderately easy	160	65	9
		18.8%	17.6%	32.1%
	Very easy	299	124	6
		35.1%	33.5%	21.4%
	Extremely easy	355	153	9
		41.6%	41.4%	32.1%
Mean		4.13	4.06	3.71

		Gender		
		Female	Male	Transgender, Other, or missing
n=		832	352	22
How well do you think each of the following groups on campus treat you? Academic advising staff	Not well at all	20	10	1
		2.4%	2.8%	4.5%
	Not very well	64	24	1
		7.7%	6.8%	4.5%
	Moderately well	192	70	12
		23.1%	19.9%	54.5%
	Very well	297	131	6
		35.7%	37.2%	27.3%
	Extremely well	259	117	2
		31.1%	33.2%	9.1%
Mean		3.85	3.91	3.32

		Gender		
		Female	Male	Transgender, Other, or missing
n=		636	269	18
How easy is it for you to get something done when it involves multiple units on campus having to work together, such as the study abroad office, the financial aid office, or the registrar?	Not easy at all	88	40	7
		13.8%	14.9%	38.9%
	Not very easy	163	71	4
		25.6%	26.4%	22.2%
	Moderately easy	240	91	7
		37.7%	33.8%	38.9%
	Very easy	113	51	0
		17.8%	19.0%	0.0%
	Extremely easy	32	16	0
		5.0%	5.9%	0.0%
Mean		2.75	2.75	2.00

		Gender		
		Female	Male	Transgender, Other, or missing
n=		685	288	21
Overall, how well does your campus meet the needs of those with disabilities?	Not well at all	8	4	4
		1.2%	1.4%	19.0%
	Not very well	50	16	2
		7.3%	5.6%	9.5%
	Moderately well	223	80	5
		32.6%	27.8%	23.8%
	Very well	275	121	8
		40.1%	42.0%	38.1%
	Extremely well	129	67	2
		18.8%	23.3%	9.5%
Mean		3.68	3.80	3.10

		Gender		
		Female	Male	Transgender, Other, or missing
n=		771	309	22
Overall, how easy is it for you to get access to financial aid services on campus you need to stay enrolled?	Not easy at all	71	33	5
		9.2%	10.7%	22.7%
	Not very easy	186	50	5
		24.1%	16.2%	22.7%
	Moderately easy	247	89	9
		32.0%	28.8%	40.9%
	Very easy	172	82	1
		22.3%	26.5%	4.5%
	Extremely easy	95	55	2
		12.3%	17.8%	9.1%
Mean		3.04	3.25	2.55

Tables for "Physical threats to Self" component

		Gender		
		Female	Male	Transgender, Other, or missing
n=		890	382	29
How often have you personally experienced any of the following as a student on this campus? Physical assaults or injuries	Very often	1	0	0
		.1%	0.0%	0.0%
	Moderately often	5	5	0
		.6%	1.3%	0.0%
	Not very often	24	20	0
		2.7%	5.2%	0.0%
	Never	860	357	29
		96.6%	93.5%	
Mean		4.96	4.92	5.00

		Gender		
		Female	Male	Transgender, Other, or missing
n=		886	382	29
How often have you personally experienced any of the following as a student on this campus? Threats of physical violence	Extremely often	1	0	0
		.1%	0.0%	0.0%
	Very often	1	1	0
		.1%	.3%	0.0%
	Moderately often	4	8	0
		.5%	2.1%	0.0%
	Not very often	59	30	4
		6.7%	7.9%	13.8%
Never		821	343	25
		92.7%	89.8%	86.2%
Mean		4.92	4.87	4.86

Tables for "Negative Communications" component

		Gender		
		Female	Male	Transgender, Other, or missing
n=		890	382	29
How often have you personally experienced any of the following as a student on this campus? Offensive verbal comments	Extremely often	9	11	0
		1.0%	2.9%	0.0%
	Very often	25	7	3
		2.8%	1.8%	10.3%
	Moderately often	88	30	7
		9.9%	7.9%	24.1%
	Not very often	291	126	11
		32.7%	33.0%	37.9%
Never		477	208	8
		53.6%	54.5%	27.6%
Mean		4.35	4.34	3.83

		Gender		
		Female	Male	Transgender, Other, or missing
n=		887	381	29
How often have you personally experienced any of the following as a student on this campus? Offensive visual images	Extremely often	3	7	0
		.3%	1.8%	0.0%
	Very often	9	7	2
		1.0%	1.8%	6.9%
	Moderately often	45	20	3
		5.1%	5.2%	10.3%
	Not very often	191	98	9
		21.5%	25.7%	31.0%
Never		639	249	15
		72.0%	65.4%	51.7%
Mean		4.64	4.51	4.28

		Gender		
		Female	Male	Transgender, Other, or missing
n=		890	382	29
How often you have heard or seen these things happening to others on this campus? Offensive visual images	Extremely often	4 .4%	8 2.1%	0 0.0%
	Very often	12 1.3%	5 1.3%	0 0.0%
	Moderately often	49 5.5%	26 6.8%	5 17.2%
	Not very often	223 25.1%	100 26.2%	8 27.6%
	Never	602 67.6%	243 63.6%	16 55.2%
	Mean	4.58	4.48	4.38

		Gender		
		Female	Male	Transgender, Other, or missing
n=		888	383	29
How often you have heard or seen these things happening to others on this campus? Offensive verbal comments	Extremely often	7 .8%	10 2.6%	2 6.9%
	Very often	36 4.1%	16 4.2%	4 13.8%
	Moderately often	142 16.0%	58 15.1%	4 13.8%
	Not very often	325 36.6%	129 33.7%	9 31.0%
	Never	378 42.6%	170 44.4%	10 34.5%
	Mean	4.16	4.13	3.72

		Gender		
		Female	Male	Transgender, Other, or missing
n=		886	383	28
How often have you personally experienced any of the following as a student on this campus? Offensive written comments	Extremely often	6 .7%	6 1.6%	0 0.0%
	Very often	11 1.2%	7 1.8%	1 3.6%
	Moderately often	33 3.7%	15 3.9%	4 14.3%
	Not very often	164 18.5%	71 18.5%	7 25.0%
	Never	672 75.8%	284 74.2%	16 57.1%
	Mean	4.68	4.62	4.36

		Gender		
		Female	Male	Transgender, Other, or missing
n=		886	382	29
How often you have heard or seen these things happening to others on this campus? Offensive written comments	Extremely often	4	7	0
		.5%	1.8%	0.0%
	Very often	17	12	2
		1.9%	3.1%	6.9%
	Moderately often	57	22	4
		6.4%	5.8%	13.8%
	Not very often	247	108	7
		27.9%	28.3%	24.1%
	Never	561	233	16
		63.3%	61.0%	55.2%
Mean		4.52	4.43	4.28

		Gender		
		Female	Male	Transgender, Other, or missing
n=		887	383	27
As far as you know, how often are students from minority groups treated unfairly on this campus? (reverse coded)	Extremely often	4	6	3
		.5%	1.6%	11.1%
	Very often	21	3	6
		2.4%	.8%	22.2%
	Moderately often	110	27	5
		12.4%	7.0%	18.5%
	Not very often	461	192	6
		52.0%	50.1%	22.2%
	Never	291	155	7
		32.8%	40.5%	25.9%
Mean		4.14	4.27	3.30

Tables for "Physical Safety" component

		Gender		
		Female	Male	Transgender, Other, or missing
n=		868	371	26
Overall, how would you rate the physical safety of the areas close to campus?	Not safe at all	3	5	1
		.3%	1.3%	3.8%
	Not very safe	18	13	2
		2.1%	3.5%	7.7%
	Moderately safe	247	82	8
		28.5%	22.1%	30.8%
	Very safe	434	174	12
		50.0%	46.9%	46.2%
	Extremely safe	166	97	3
		19.1%	26.1%	11.5%
Mean		3.85	3.93	3.54

		Gender		
		Female	Male	Transgender, Other, or missing
n=		889	382	29
How often you have heard or seen these things happening to others on this campus? Physical assaults or injuries	Extremely often	1	0	0
		.1%	0.0%	0.0%
	Very often	2	3	0
		.2%	.8%	0.0%
	Moderately often	21	14	0
		2.4%	3.7%	0.0%
	Not very often	148	57	7
		16.6%	14.9%	24.1%
	Never	717	308	22
		80.7%	80.6%	75.9%
Mean		4.78	4.75	4.76

		Gender		
		Female	Male	Transgender, Other, or missing
n=		889	382	29
How often you have heard or seen these things happening to others on this campus? Threats of physical violence	Extremely often	2	0	0
		.2%	0.0%	0.0%
	Very often	5	3	0
		.6%	.8%	0.0%
	Moderately often	34	19	1
		3.8%	5.0%	3.4%
	Not very often	173	87	9
		19.5%	22.8%	31.0%
	Never	675	273	19
		75.9%	71.5%	65.5%
Mean		4.70	4.65	4.62

		Gender		
		Female	Male	Transgender, Other, or missing
n=		882	380	27
Overall, how would you rate the physical safety of your campus?	Not safe at all	0	3	0
		0.0%	.8%	0.0%
	Not very safe	7	2	0
		.8%	.5%	0.0%
	Moderately safe	133	55	4
		15.1%	14.5%	14.8%
	Very safe	434	160	19
		49.2%	42.1%	70.4%
	Extremely safe	308	160	4
		34.9%	42.1%	14.8%
Mean		4.18	4.24	4.00

Table for "Balancing Student-family lives" component

		Gender		
		Female	Male	Transgender, Other, or missing
n=		884	383	27
As a student on this campus, how difficult is it for you to balance your student and family life? (reverse coded)	Extremely difficult	49	26	2
		5.5%	6.8%	7.4%
	Very difficult	150	66	5
		17.0%	17.2%	18.5%
	Moderately difficult	367	128	11
		41.5%	33.4%	40.7%
	Not very difficult	265	122	6
		30.0%	31.9%	22.2%
	Not at all difficult	53	41	3
		6.0%	10.7%	11.1%
Mean		3.14	3.22	3.11

Appendix F

Tables of Individual Items: By Race/Ethnicity

Tables for Outcome Variable "Overall climate"

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		39	1077	71	54	63
Overall, how would you rate the climate on the campus where you are primarily located?	Very poor	0	16	2	0	1
		0.0%	1.5%	2.8%	0.0%	1.6%
	Poor	2	54	5	2	4
		5.1%	5.0%	7.0%	3.7%	6.3%
	Fair	11	217	19	9	15
		28.2%	20.1%	26.8%	16.7%	23.8%
	Good	16	576	29	30	30
		41.0%	53.5%	40.8%	55.6%	47.6%
	Very good	10	214	16	13	13
		25.6%	19.9%	22.5%	24.1%	20.6%
Mean		3.87	3.85	3.73	4.00	3.79

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		38	1076	70	54	63
Overall, how strongly would you recommend Oakland University to other students?	Not at all strongly	2	44	1	4	4
		5.3%	4.1%	1.4%	7.4%	6.3%
	Not very strongly	4	91	9	7	6
		10.5%	8.5%	12.9%	13.0%	9.5%
	Moderately strongly	20	300	18	13	18
		52.6%	27.9%	25.7%	24.1%	28.6%
	Very strongly	9	399	26	21	24
		23.7%	37.1%	37.1%	38.9%	38.1%
	Extremely strongly	3	242	16	9	11
		7.9%	22.5%	22.9%	16.7%	17.5%
Mean		3.18	3.65	3.67	3.44	3.51

Tables for "Belongingness and Personal Identity" component

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		31	863	61	46	49
Thinking about your campus, how satisfied are you with the social and cultural activities that reflect your personal identity?	Not at all satisfied	0	49	3	3	6
		0.0%	5.7%	4.9%	6.5%	12.2%
	Not very satisfied	5	128	12	8	7
		16.1%	14.8%	19.7%	17.4%	14.3%
	Moderately satisfied	11	316	19	13	19
		35.5%	36.6%	31.1%	28.3%	38.8%
	Very satisfied	12	260	19	13	11
		38.7%	30.1%	31.1%	28.3%	22.4%
	Extremely satisfied	3	110	8	9	6
		9.7%	12.7%	13.1%	19.6%	12.2%
Mean		3.42	3.29	3.28	3.37	3.08

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		40	1070	71	54	61
How comfortable do you feel expressing your personal identity on your campus?	Not at all comfortable	1 2.5%	29 2.7%	0 0.0%	2 3.7%	5 8.2%
	Not very comfortable	2 5.0%	87 8.1%	10 14.1%	4 7.4%	6 9.8%
	Moderately comfortable	17 42.5%	311 29.1%	21 29.6%	20 37.0%	18 29.5%
	Very comfortable	14 35.0%	420 39.3%	22 31.0%	19 35.2%	20 32.8%
	Extremely comfortable	6 15.0%	223 20.8%	18 25.4%	9 16.7%	12 19.7%
Mean		3.55	3.67	3.68	3.54	3.46

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		39	1076	71	54	63
Overall, how isolated do you feel on your campus? (reverse coded)	Extremely isolated	0 0.0%	19 1.8%	5 7.0%	4 7.4%	3 4.8%
	Very isolated	3 7.7%	81 7.5%	5 7.0%	5 9.3%	7 11.1%
	Moderately isolated	14 35.9%	338 31.4%	21 29.6%	22 40.7%	18 28.6%
	Not very isolated	14 35.9%	424 39.4%	25 35.2%	16 29.6%	21 33.3%
	Not at all isolated	8 20.5%	214 19.9%	15 21.1%	7 13.0%	14 22.2%
Mean		3.69	3.68	3.56	3.31	3.57

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		40	1078	71	54	63
How unfriendly or friendly is your campus?	Extremely unfriendly	0 0.0%	38 3.5%	3 4.2%	2 3.7%	2 3.2%
	Somewhat unfriendly	6 15.0%	119 11.0%	9 12.7%	8 14.8%	7 11.1%
	Neither friendly nor unfriendly	5 12.5%	141 13.1%	10 14.1%	6 11.1%	8 12.7%
	Somewhat friendly	21 52.5%	522 48.4%	26 36.6%	27 50.0%	31 49.2%
	Extremely friendly	8 20.0%	258 23.9%	23 32.4%	11 20.4%	15 23.8%
Mean		3.78	3.78	3.80	3.69	3.79

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		39	1060	71	53	62
How excluding or inclusive is your campus?	Extremely excluding	1 2.6%	35 3.3%	2 2.8%	2 3.8%	2 3.2%
	Somewhat excluding	7 17.9%	139 13.1%	14 19.7%	6 11.3%	13 21.0%
	Neither inclusive nor excluding	15 38.5%	324 30.6%	16 22.5%	21 39.6%	19 30.6%
	Somewhat inclusive	12 30.8%	401 37.8%	28 39.4%	16 30.2%	18 29.0%
	Extremely inclusive	4 10.3%	161 15.2%	11 15.5%	8 15.1%	10 16.1%
	Mean	3.28	3.48	3.45	3.42	3.34

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		36	1052	65	49	61
How well do you think each of the following groups on campus treat you? Other students on campus	Not well at all	0 0.0%	12 1.1%	4 6.2%	2 4.1%	0 0.0%
	Not very well	1 2.8%	41 3.9%	0 0.0%	0 0.0%	3 4.9%
	Moderately well	14 38.9%	278 26.4%	18 27.7%	17 34.7%	26 42.6%
	Very well	17 47.2%	494 47.0%	25 38.5%	21 42.9%	19 31.1%
	Extremely well	4 11.1%	227 21.6%	18 27.7%	9 18.4%	13 21.3%
	Mean	3.67	3.84	3.82	3.71	3.69

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		37	1017	60	48	56
Thinking about your campus, how satisfied are you with the academic programs that reflect your personal identity?	Not at all satisfied	5 13.5%	46 4.5%	1 1.7%	0 0.0%	3 5.4%
	Not very satisfied	1 2.7%	103 10.1%	8 13.3%	5 10.4%	7 12.5%
	Moderately satisfied	12 32.4%	301 29.6%	24 40.0%	16 33.3%	23 41.1%
	Very satisfied	13 35.1%	381 37.5%	19 31.7%	16 33.3%	14 25.0%
	Extremely satisfied	6 16.2%	186 18.3%	8 13.3%	11 22.9%	9 16.1%
	Mean	3.38	3.55	3.42	3.69	3.34

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		40	1076	71	54	62
How cooperative is the environment on your campus?	Not at all cooperative	1 2.5%	26 2.4%	1 1.4%	0 0.0%	0 0.0%
	Not very cooperative	7 17.5%	80 7.4%	7 9.9%	4 7.4%	5 8.1%
	Moderately cooperative	14 35.0%	422 39.2%	24 33.8%	26 48.1%	26 41.9%
	Very cooperative	17 42.5%	468 43.5%	30 42.3%	20 37.0%	22 35.5%
	Extremely cooperative	1 2.5%	80 7.4%	9 12.7%	4 7.4%	9 14.5%
	Mean	3.25	3.46	3.55	3.44	3.56

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		38	1073	71	53	62
If you experience unfair treatment, how confident are you that you can file a complaint without negative consequences?	Not at all confident	7 18.4%	101 9.4%	6 8.5%	7 13.2%	8 12.9%
	Not very confident	10 26.3%	195 18.2%	17 23.9%	12 22.6%	17 27.4%
	Moderately confident	14 36.8%	385 35.9%	16 22.5%	14 26.4%	16 25.8%
	Very confident	5 13.2%	276 25.7%	18 25.4%	13 24.5%	13 21.0%
	Extremely confident	2 5.3%	116 10.8%	14 19.7%	7 13.2%	8 12.9%
	Mean	2.61	3.10	3.24	3.02	2.94

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		36	1031	68	53	61
How much do each of the following groups on this campus respect diversity? Students	Not at all	1 2.8%	15 1.5%	4 5.9%	1 1.9%	0 0.0%
	A little	5 13.9%	67 6.5%	9 13.2%	5 9.4%	6 9.8%
	To some extent	7 19.4%	250 24.2%	14 20.6%	16 30.2%	26 42.6%
	A lot	15 41.7%	398 38.6%	23 33.8%	17 32.1%	15 24.6%
	A great deal	8 22.2%	301 29.2%	18 26.5%	14 26.4%	14 23.0%
	Mean	3.67	3.88	3.62	3.72	3.61

Tables for "Respect for Diversity" component

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		34	946	63	51	55
How much do each of the following groups on this campus respect diversity? Staff	Not at all	1 2.9%	15 1.6%	2 3.2%	1 2.0%	2 3.6%
	A little	2 5.9%	39 4.1%	4 6.3%	1 2.0%	3 5.5%
	To some extent	10 29.4%	169 17.9%	13 20.6%	13 25.5%	11 20.0%
	A lot	11 32.4%	328 34.7%	23 36.5%	25 49.0%	20 36.4%
	A great deal	10 29.4%	395 41.8%	21 33.3%	11 21.6%	19 34.5%
	Mean	3.79	4.11	3.90	3.86	3.93

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		34	1015	64	50	60
How much do each of the following groups on this campus respect diversity? Faculty	Not at all	1 2.9%	11 1.1%	2 3.1%	1 2.0%	0 0.0%
	A little	1 2.9%	50 4.9%	7 10.9%	0 0.0%	2 3.3%
	To some extent	12 35.3%	144 14.2%	14 21.9%	11 22.0%	11 18.3%
	A lot	11 32.4%	330 32.5%	19 29.7%	23 46.0%	23 38.3%
	A great deal	9 26.5%	480 47.3%	22 34.4%	15 30.0%	24 40.0%
	Mean	3.76	4.20	3.81	4.02	4.15

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		35	964	61	50	60
Overall, how satisfied are you with the diversity in the following settings: Oakland student center	Not at all satisfied	3 8.6%	25 2.6%	2 3.3%	2 4.0%	3 5.0%
	Slightly satisfied	3 8.6%	97 10.1%	2 3.3%	4 8.0%	7 11.7%
	Moderately satisfied	9 25.7%	222 23.0%	17 27.9%	16 32.0%	16 26.7%
	Very satisfied	16 45.7%	382 39.6%	22 36.1%	21 42.0%	23 38.3%
	Extremely satisfied	4 11.4%	238 24.7%	18 29.5%	7 14.0%	11 18.3%
	Mean	3.43	3.74	3.85	3.54	3.53

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		39	1048	69	54	62
Overall, how satisfied are you with the diversity in the following settings: Classroom/Academic settings	Not at all satisfied	3 7.7%	27 2.6%	11 15.9%	1 1.9%	0 0.0%
	Slightly satisfied	4 10.3%	87 8.3%	8 11.6%	5 9.3%	5 8.1%
	Moderately satisfied	12 30.8%	270 25.8%	24 34.8%	16 29.6%	24 38.7%
	Very satisfied	16 41.0%	466 44.5%	16 23.2%	22 40.7%	20 32.3%
	Extremely satisfied	4 10.3%	198 18.9%	10 14.5%	10 18.5%	13 21.0%
	Mean	3.36	3.69	3.09	3.65	3.66

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		33	943	62	46	56
How well do you think each of the following groups on campus treat you? Administrative support staff	Not well at all	3 9.1%	29 3.1%	0 0.0%	1 2.2%	1 1.8%
	Not very well	3 9.1%	56 5.9%	2 3.2%	2 4.3%	5 8.9%
	Moderately well	12 36.4%	245 26.0%	13 21.0%	18 39.1%	11 19.6%
	Very well	10 30.3%	376 39.9%	26 41.9%	12 26.1%	28 50.0%
	Extremely well	5 15.2%	237 25.1%	21 33.9%	13 28.3%	11 19.6%
	Mean	3.33	3.78	4.06	3.74	3.77

Tables for "Academic Support" component

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		37	1072	69	53	62
How active are faculty/instructors on this campus in empowering you to learn?	Not active at all	1 2.7%	29 2.7%	1 1.4%	1 1.9%	1 1.6%
	Not very active	6 16.2%	77 7.2%	6 8.7%	2 3.8%	5 8.1%
	Moderately active	11 29.7%	334 31.2%	23 33.3%	21 39.6%	16 25.8%
	Very active	12 32.4%	419 39.1%	29 42.0%	18 34.0%	28 45.2%
	Extremely active	7 18.9%	213 19.9%	10 14.5%	11 20.8%	12 19.4%
	Mean	3.49	3.66	3.59	3.68	3.73

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		37	1070	69	53	60
How helpful are faculty members/instructors on your campus?	Not helpful at all	2 5.4%	20 1.9%	0 0.0%	1 1.9%	1 1.7%
	Not very helpful	2 5.4%	51 4.8%	1 1.4%	1 1.9%	2 3.3%
	Moderately helpful	9 24.3%	272 25.4%	21 30.4%	15 28.3%	22 36.7%
	Very helpful	13 35.1%	478 44.7%	33 47.8%	20 37.7%	20 33.3%
	Extremely helpful	11 29.7%	249 23.3%	14 20.3%	16 30.2%	15 25.0%
	Mean	3.78	3.83	3.87	3.92	3.77

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		37	1065	69	49	63
How much do the faculty/instructors on this campus value your contributions in class?	Not at all	2 5.4%	30 2.8%	0 0.0%	2 4.1%	1 1.6%
	A little	5 13.5%	100 9.4%	7 10.1%	3 6.1%	7 11.1%
	A moderate amount	8 21.6%	259 24.3%	14 20.3%	16 32.7%	18 28.6%
	A lot	14 37.8%	403 37.8%	23 33.3%	20 40.8%	23 36.5%
	A great deal	8 21.6%	273 25.6%	25 36.2%	8 16.3%	14 22.2%
	Mean	3.57	3.74	3.96	3.59	3.67

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		38	1070	68	54	63
How well do you think each of the following groups on campus treat you? Faculty/instructors	Not well at all	2 5.3%	17 1.6%	0 0.0%	0 0.0%	1 1.6%
	Not very well	1 2.6%	31 2.9%	2 2.9%	1 1.9%	2 3.2%
	Moderately well	10 26.3%	196 18.3%	17 25.0%	12 22.2%	17 27.0%
	Very well	19 50.0%	478 44.7%	29 42.6%	23 42.6%	24 38.1%
	Extremely well	6 15.8%	348 32.5%	20 29.4%	18 33.3%	19 30.2%
	Mean	3.68	4.04	3.99	4.07	3.92

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		35	1024	64	51	60
How responsive are faculty/instructors on this campus in helping solve the academic problems of students?	Not responsive at all	1 2.9%	30 2.9%	1 1.6%	1 2.0%	1 1.7%
	Not very responsive	4 11.4%	72 7.0%	4 6.3%	2 3.9%	6 10.0%
	Moderately responsive	14 40.0%	316 30.9%	19 29.7%	13 25.5%	18 30.0%
	Very responsive	11 31.4%	440 43.0%	32 50.0%	24 47.1%	29 48.3%
	Extremely responsive	5 14.3%	166 16.2%	8 12.5%	11 21.6%	6 10.0%
	Mean	3.43	3.63	3.66	3.82	3.55

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		36	1034	67	50	62
How much do the faculty/instructors on this campus believe in your potential to succeed academically?	Not at all	2 5.6%	23 2.2%	0 0.0%	2 4.0%	0 0.0%
	A little	3 8.3%	83 8.0%	6 9.0%	2 4.0%	10 16.1%
	A moderate amount	8 22.2%	227 22.0%	14 20.9%	11 22.0%	15 24.2%
	A lot	10 27.8%	390 37.7%	25 37.3%	19 38.0%	19 30.6%
	A great deal	13 36.1%	311 30.1%	22 32.8%	16 32.0%	18 29.0%
	Mean	3.81	3.85	3.94	3.90	3.73

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		39	1043	66	52	59
How easy is it for you to meet with faculty members/instructors on your campus when you need to?	Not easy at all	2 5.1%	24 2.3%	1 1.5%	1 1.9%	1 1.7%
	Not very easy	3 7.7%	72 6.9%	4 6.1%	5 9.6%	8 13.6%
	Moderately easy	16 41.0%	383 36.7%	22 33.3%	21 40.4%	24 40.7%
	Very easy	12 30.8%	380 36.4%	25 37.9%	15 28.8%	15 25.4%
	Extremely easy	6 15.4%	184 17.6%	14 21.2%	10 19.2%	11 18.6%
	Mean	3.44	3.60	3.71	3.54	3.46

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		38	1077	69	54	63
How much of a say do you feel you have about things that affect your academic success at this university?	None at all	6 15.8%	142 13.2%	5 7.2%	7 13.0%	9 14.3%
	A little bit	12 31.6%	203 18.8%	19 27.5%	13 24.1%	14 22.2%
	A moderate amount	12 31.6%	364 33.8%	21 30.4%	16 29.6%	20 31.7%
	A lot	5 13.2%	247 22.9%	12 17.4%	9 16.7%	10 15.9%
	A great deal	3 7.9%	121 11.2%	12 17.4%	9 16.7%	10 15.9%
	Mean	2.66	3.00	3.10	3.00	2.97

Table for "Commitment to Student Diversity" component

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		40	1078	71	54	63
How important is it to you that your campus be committed to building a diverse student body?	Not at all important	3 7.5%	87 8.1%	0 0.0%	2 3.7%	4 6.3%
	Not very important	4 10.0%	144 13.4%	4 5.6%	4 7.4%	5 7.9%
	Moderately important	12 30.0%	341 31.6%	6 8.5%	10 18.5%	19 30.2%
	Very important	10 25.0%	312 28.9%	21 29.6%	16 29.6%	17 27.0%
	Extremely important	11 27.5%	194 18.0%	40 56.3%	22 40.7%	18 28.6%
	Mean	3.55	3.35	4.37	3.96	3.63

Tables for "Access to Services" component

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		40	1042	69	54	63
How easy is it for you to access academic advising on your campus?	Not easy at all	1 2.5%	61 5.9%	2 2.9%	2 3.7%	4 6.3%
	Not very easy	9 22.5%	123 11.8%	8 11.6%	6 11.1%	4 6.3%
	Moderately easy	12 30.0%	277 26.6%	15 21.7%	16 29.6%	22 34.9%
	Very easy	13 32.5%	358 34.4%	27 39.1%	16 29.6%	18 28.6%
	Extremely easy	5 12.5%	223 21.4%	17 24.6%	14 25.9%	15 23.8%
	Mean	3.30	3.54	3.71	3.63	3.57

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		25	744	47	38	46
How easy is it for you to access personal counseling services on your campus?	Not easy at all	0	47	1	1	1
		0.0%	6.3%	2.1%	2.6%	2.2%
	Not very easy	4	78	4	3	7
		16.0%	10.5%	8.5%	7.9%	15.2%
	Moderately easy	8	220	7	17	16
		32.0%	29.6%	14.9%	44.7%	34.8%
	Very easy	9	261	23	10	12
		36.0%	35.1%	48.9%	26.3%	26.1%
	Extremely easy	4	138	12	7	10
		16.0%	18.5%	25.5%	18.4%	21.7%
Mean		3.52	3.49	3.87	3.50	3.50

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		24	839	54	46	51
How easy is it for you to access career/job search advising on your campus?	Not easy at all	1	49	0	1	3
		4.2%	5.8%	0.0%	2.2%	5.9%
	Not very easy	3	112	7	9	6
		12.5%	13.3%	13.0%	19.6%	11.8%
	Moderately easy	10	252	16	13	17
		41.7%	30.0%	29.6%	28.3%	33.3%
	Very easy	7	284	18	13	16
		29.2%	33.8%	33.3%	28.3%	31.4%
	Extremely easy	3	142	13	10	9
		12.5%	16.9%	24.1%	21.7%	17.6%
Mean		3.33	3.43	3.69	3.48	3.43

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		22	818	54	35	50
How easy is it for you to access tutoring services on your campus?	Not easy at all	1	30	1	2	0
		4.5%	3.7%	1.9%	5.7%	0.0%
	Not very easy	1	55	5	3	2
		4.5%	6.7%	9.3%	8.6%	4.0%
	Moderately easy	6	203	12	10	17
		27.3%	24.8%	22.2%	28.6%	34.0%
	Very easy	10	316	23	14	17
		45.5%	38.6%	42.6%	40.0%	34.0%
	Extremely easy	4	214	13	6	14
		18.2%	26.2%	24.1%	17.1%	28.0%
Mean		3.68	3.77	3.78	3.54	3.86

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		37	1036	65	52	61
How easy is it for you to access computer equipment/technology on your campus?	Not easy at all	0 0.0%	12 1.2%	0 0.0%	1 1.9%	0 0.0%
	Not very easy	2 5.4%	48 4.6%	1 1.5%	3 5.8%	4 6.6%
	Moderately easy	11 29.7%	192 18.5%	10 15.4%	8 15.4%	13 21.3%
	Very easy	6 16.2%	364 35.1%	20 30.8%	18 34.6%	21 34.4%
	Extremely easy	18 48.6%	420 40.5%	34 52.3%	22 42.3%	23 37.7%
	Mean	4.08	4.09	4.34	4.10	4.03

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		31	1002	65	49	59
How well do you think each of the following groups on campus treat you? Academic advising staff	Not well at all	0 0.0%	29 2.9%	0 0.0%	1 2.0%	1 1.7%
	Not very well	5 16.1%	77 7.7%	4 6.2%	0 0.0%	3 5.1%
	Moderately well	5 16.1%	232 23.2%	10 15.4%	11 22.4%	16 27.1%
	Very well	16 51.6%	350 34.9%	24 36.9%	20 40.8%	24 40.7%
	Extremely well	5 16.1%	314 31.3%	27 41.5%	17 34.7%	15 25.4%
	Mean	3.68	3.84	4.14	4.06	3.83

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		27	761	51	39	45
How easy is it for you to get something done when it involves multiple units on campus having to work together, such as the study abroad office, the financial aid office, or the registrar?	Not easy at all	5 18.5%	119 15.6%	2 3.9%	6 15.4%	3 6.7%
	Not very easy	6 22.2%	199 26.1%	11 21.6%	8 20.5%	14 31.1%
	Moderately easy	9 33.3%	279 36.7%	21 41.2%	11 28.2%	18 40.0%
	Very easy	4 14.8%	127 16.7%	14 27.5%	9 23.1%	10 22.2%
	Extremely easy	3 11.1%	37 4.9%	3 5.9%	5 12.8%	0 0.0%
	Mean	2.78	2.69	3.10	2.97	2.78

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		24	834	47	40	49
Overall, how well does your campus meet the needs of those with disabilities?	Not well at all	4	9	0	0	3
		16.7%	1.1%	0.0%	0.0%	6.1%
	Not very well	1	57	5	2	3
		4.2%	6.8%	10.6%	5.0%	6.1%
	Moderately well	7	257	17	15	12
		29.2%	30.8%	36.2%	37.5%	24.5%
	Very well	6	348	15	18	17
		25.0%	41.7%	31.9%	45.0%	34.7%
	Extremely well	6	163	10	5	14
		25.0%	19.5%	21.3%	12.5%	28.6%
Mean		3.38	3.72	3.64	3.65	3.73

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		26	919	61	39	57
Overall, how easy is it for you to get access to financial aid services on campus you need to stay enrolled?	Not easy at all	2	93	5	4	5
		7.7%	10.1%	8.2%	10.3%	8.8%
	Not very easy	7	202	13	7	12
		26.9%	22.0%	21.3%	17.9%	21.1%
	Moderately easy	10	281	16	14	24
		38.5%	30.6%	26.2%	35.9%	42.1%
	Very easy	2	216	16	9	12
		7.7%	23.5%	26.2%	23.1%	21.1%
	Extremely easy	5	127	11	5	4
		19.2%	13.8%	18.0%	12.8%	7.0%
Mean		3.04	3.09	3.25	3.10	2.96

Tables for "Physical threats to Self" component

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		39	1075	71	54	62
How often have you personally experienced any of the following as a student on this campus? Physical assaults or injuries	Very often	0	1	0	0	0
		0.0%	.1%	0.0%	0.0%	0.0%
	Moderately often	0	6	0	3	1
		0.0%	.6%	0.0%	5.6%	1.6%
	Not very often	0	35	3	3	3
		0.0%	3.3%	4.2%	5.6%	4.8%
	Never	39	1033	68	48	58
			96.1%	95.8%	88.9%	93.5%
Mean		5.00	4.95	4.96	4.83	4.92

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		39	1071	71	54	62
How often have you personally experienced any of the following as a student on this campus? Threats of physical violence	Extremely often	0	0	0	1	0
		0.0%	0.0%	0.0%	1.9%	0.0%
	Very often	0	2	0	0	0
		0.0%	.2%	0.0%	0.0%	0.0%
	Moderately often	0	7	2	2	1
		0.0%	.7%	2.8%	3.7%	1.6%
	Not very often	4	72	4	6	7
		10.3%	6.7%	5.6%	11.1%	11.3%
Never		35	990	65	45	54
		89.7%	92.4%	91.5%	83.3%	87.1%
Mean		4.90	4.91	4.89	4.74	4.85

Tables for "Negative Communications" component

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		39	1076	71	53	62
How often have you personally experienced any of the following as a student on this campus? Offensive verbal comments	Extremely often	1	16	0	2	1
		2.6%	1.5%	0.0%	3.8%	1.6%
	Very often	0	26	3	1	5
		0.0%	2.4%	4.2%	1.9%	8.1%
	Moderately often	7	95	8	2	13
		17.9%	8.8%	11.3%	3.8%	21.0%
	Not very often	11	356	23	14	24
		28.2%	33.1%	32.4%	26.4%	38.7%
Never		20	583	37	34	19
		51.3%	54.2%	52.1%	64.2%	30.6%
Mean		4.26	4.36	4.32	4.45	3.89

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		39	1073	70	53	62
How often have you personally experienced any of the following as a student on this campus? Offensive visual images	Extremely often	0	7	0	2	1
		0.0%	.7%	0.0%	3.8%	1.6%
	Very often	0	12	3	1	2
		0.0%	1.1%	4.3%	1.9%	3.2%
	Moderately often	4	46	5	4	9
		10.3%	4.3%	7.1%	7.5%	14.5%
	Not very often	8	249	15	12	14
		20.5%	23.2%	21.4%	22.6%	22.6%
Never		27	759	47	34	36
		69.2%	70.7%	67.1%	64.2%	58.1%
Mean		4.59	4.62	4.51	4.42	4.32

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		39	1077	70	53	62
How often you have heard or seen these things happening to others on this campus? Offensive visual images	Extremely often	0 0.0%	9 .8%	0 0.0%	1 1.9%	2 3.2%
	Very often	0 0.0%	13 1.2%	1 1.4%	1 1.9%	2 3.2%
	Moderately often	2 5.1%	64 5.9%	6 8.6%	1 1.9%	7 11.3%
	Not very often	8 20.5%	274 25.4%	12 17.1%	14 26.4%	23 37.1%
	Never	29 74.4%	717 66.6%	51 72.9%	36 67.9%	28 45.2%
	Mean	4.69	4.56	4.61	4.57	4.18

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		39	1075	71	53	62
How often you have heard or seen these things happening to others on this campus? Offensive verbal comments	Extremely often	0 0.0%	17 1.6%	1 1.4%	1 1.9%	0 0.0%
	Very often	3 7.7%	40 3.7%	4 5.6%	1 1.9%	8 12.9%
	Moderately often	3 7.7%	163 15.2%	15 21.1%	8 15.1%	15 24.2%
	Not very often	12 30.8%	393 36.6%	20 28.2%	16 30.2%	22 35.5%
	Never	21 53.8%	462 43.0%	31 43.7%	27 50.9%	17 27.4%
	Mean	4.31	4.16	4.07	4.26	3.77

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		38	1074	70	53	62
How often have you personally experienced any of the following as a student on this campus? Offensive written comments	Extremely often	0 0.0%	9 .8%	0 0.0%	2 3.8%	1 1.6%
	Very often	0 0.0%	15 1.4%	0 0.0%	0 0.0%	4 6.5%
	Moderately often	3 7.9%	44 4.1%	1 1.4%	4 7.5%	0 0.0%
	Not very often	4 10.5%	190 17.7%	19 27.1%	9 17.0%	20 32.3%
	Never	31 81.6%	816 76.0%	50 71.4%	38 71.7%	37 59.7%
	Mean	4.74	4.67	4.70	4.53	4.42

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		39	1072	71	53	62
How often you have heard or seen these things happening to others on this campus? Offensive written comments	Extremely often	0 0.0%	8 .7%	1 1.4%	1 1.9%	1 1.6%
	Very often	2 5.1%	24 2.2%	0 0.0%	1 1.9%	4 6.5%
	Moderately often	1 2.6%	70 6.5%	3 4.2%	2 3.8%	7 11.3%
	Not very often	5 12.8%	309 28.8%	17 23.9%	14 26.4%	17 27.4%
	Never	31 79.5%	661 61.7%	50 70.4%	35 66.0%	33 53.2%
	Mean	4.67	4.48	4.62	4.53	4.24

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		37	1074	71	53	62
As far as you know, how often are students from minority groups treated unfairly on this campus? (reverse coded)	Extremely often	2 5.4%	8 .7%	1 1.4%	2 3.8%	0 0.0%
	Very often	3 8.1%	18 1.7%	6 8.5%	1 1.9%	2 3.2%
	Moderately often	8 21.6%	104 9.7%	14 19.7%	7 13.2%	9 14.5%
	Not very often	11 29.7%	555 51.7%	34 47.9%	27 50.9%	32 51.6%
	Never	13 35.1%	389 36.2%	16 22.5%	16 30.2%	19 30.6%
	Mean	3.81	4.21	3.82	4.02	4.10

Tables for "Physical Safety" component

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		37	1050	64	54	60
Overall, how would you rate the physical safety of the areas close to campus?	Not safe at all	2 5.4%	7 .7%	0 0.0%	0 0.0%	0 0.0%
	Not very safe	2 5.4%	27 2.6%	2 3.1%	0 0.0%	2 3.3%
	Moderately safe	10 27.0%	276 26.3%	15 23.4%	16 29.6%	20 33.3%
	Very safe	17 45.9%	511 48.7%	38 59.4%	26 48.1%	28 46.7%
	Extremely safe	6 16.2%	229 21.8%	9 14.1%	12 22.2%	10 16.7%
	Mean	3.62	3.88	3.84	3.93	3.77

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		38	1075	71	54	62
How often you have heard or seen these things happening to others on this campus? Physical assaults or injuries	Extremely often	0 0.0%	0 0.0%	0 0.0%	1 1.9%	0 0.0%
	Very often	0 0.0%	3 .3%	0 0.0%	0 0.0%	2 3.2%
	Moderately often	0 0.0%	26 2.4%	1 1.4%	2 3.7%	6 9.7%
	Not very often	6 15.8%	175 16.3%	8 11.3%	8 14.8%	15 24.2%
	Never	32 84.2%	871 81.0%	62 87.3%	43 79.6%	39 62.9%
	Mean	4.84	4.78	4.86	4.70	4.47

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		39	1074	71	54	62
How often you have heard or seen these things happening to others on this campus? Threats of physical violence	Extremely often	0 0.0%	0 0.0%	0 0.0%	1 1.9%	1 1.6%
	Very often	0 0.0%	4 .4%	1 1.4%	0 0.0%	3 4.8%
	Moderately often	0 0.0%	42 3.9%	4 5.6%	3 5.6%	5 8.1%
	Not very often	9 23.1%	229 21.3%	10 14.1%	7 13.0%	14 22.6%
	Never	30 76.9%	799 74.4%	56 78.9%	43 79.6%	39 62.9%
	Mean	4.77	4.70	4.70	4.69	4.40

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		37	1070	66	54	62
Overall, how would you rate the physical safety of your campus?	Not safe at all	0 0.0%	3 .3%	0 0.0%	0 0.0%	0 0.0%
	Not very safe	0 0.0%	8 .7%	0 0.0%	0 0.0%	1 1.6%
	Moderately safe	7 18.9%	159 14.9%	12 18.2%	6 11.1%	8 12.9%
	Very safe	22 59.5%	496 46.4%	35 53.0%	30 55.6%	30 48.4%
	Extremely safe	8 21.6%	404 37.8%	19 28.8%	18 33.3%	23 37.1%
	Mean	4.03	4.21	4.11	4.22	4.21

Table for "Balancing Student-family lives" component

		Race/Ethnicity				
		None	White	African American	Asian	Other or Multiracial
n=		37	1072	69	53	63
As a student on this campus, how difficult is it for you to balance your student and family life? (reverse coded)	Extremely difficult	4 10.8%	59 5.5%	5 7.2%	3 5.7%	6 9.5%
	Very difficult	9 24.3%	179 16.7%	9 13.0%	4 7.5%	20 31.7%
	Moderately difficult	13 35.1%	427 39.8%	29 42.0%	23 43.4%	14 22.2%
	Not very difficult	7 18.9%	333 31.1%	18 26.1%	16 30.2%	19 30.2%
	Not at all difficult	4 10.8%	74 6.9%	8 11.6%	7 13.2%	4 6.3%
	Mean	2.95	3.17	3.22	3.38	2.92

Appendix G

Tables of Individual Items: By Student Status

Tables for Outcome Variable "Overall climate"

		Student Status		
		Undergraduate student	Graduate/ Professional student	Other
n=		1037	241	21
Overall, how would you rate the climate on the campus where you are primarily located?	Very poor	13	6	0
		1.3%	2.5%	0.0%
	Poor	58	7	2
		5.6%	2.9%	9.5%
	Fair	227	40	4
		21.9%	16.6%	19.0%
	Good	548	124	7
		52.8%	51.5%	33.3%
	Very good	191	64	8
		18.4%	26.6%	38.1%
Mean		3.82	3.97	4.00

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1036	241	21
Overall, how strongly would you recommend Oakland University to other students?	Not at all strongly	49	5	1
		4.7%	2.1%	4.8%
	Not very strongly	99	17	1
		9.6%	7.1%	4.8%
	Moderately strongly	305	57	6
		29.4%	23.7%	28.6%
	Very strongly	371	100	8
		35.8%	41.5%	38.1%
	Extremely strongly	212	62	5
		20.5%	25.7%	23.8%
Mean		3.58	3.82	3.71

Tables for "Belongingness and Personal Identity" component

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		879	158	10
Thinking about your campus, how satisfied are you with the social and cultural activities that reflect your personal identity?	Not at all satisfied	52	9	0
		5.9%	5.7%	0.0%
	Not very satisfied	133	23	4
		15.1%	14.6%	40.0%
	Moderately satisfied	323	52	2
		36.7%	32.9%	20.0%
	Very satisfied	264	47	4
		30.0%	29.7%	40.0%
	Extremely satisfied	107	27	0
		12.2%	17.1%	0.0%
Mean		3.27	3.38	3.00

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1030	240	21
How comfortable do you feel expressing your personal identity on your campus?	Not at all comfortable	30 2.9%	7 2.9%	0 0.0%
	Not very comfortable	90 8.7%	16 6.7%	3 14.3%
	Moderately comfortable	313 30.4%	70 29.2%	3 14.3%
	Very comfortable	401 38.9%	83 34.6%	9 42.9%
	Extremely comfortable	196 19.0%	64 26.7%	6 28.6%
	Mean	3.62	3.75	3.86

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1036	241	21
Overall, how isolated do you feel on your campus? (reverse coded)	Extremely isolated	26 2.5%	5 2.1%	0 0.0%
	Very isolated	87 8.4%	13 5.4%	1 4.8%
	Moderately isolated	344 33.2%	59 24.5%	10 47.6%
	Not very isolated	392 37.8%	100 41.5%	5 23.8%
	Not at all isolated	187 18.1%	64 26.6%	5 23.8%
	Mean	3.61	3.85	3.67

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1038	242	21
How unfriendly or friendly is your campus?	Extremely unfriendly	35 3.4%	9 3.7%	1 4.8%
	Somewhat unfriendly	124 11.9%	23 9.5%	2 9.5%
	Neither friendly nor unfriendly	121 11.7%	46 19.0%	3 14.3%
	Somewhat friendly	512 49.3%	104 43.0%	9 42.9%
	Extremely friendly	246 23.7%	60 24.8%	6 28.6%
	Mean	3.78	3.76	3.81

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1021	239	21
How excluding or inclusive is your campus?	Extremely excluding	35	6	1
		3.4%	2.5%	4.8%
	Somewhat excluding	154	25	0
		15.1%	10.5%	0.0%
	Neither inclusive nor excluding	304	80	9
		29.8%	33.5%	42.9%
	Somewhat inclusive	386	82	7
		37.8%	34.3%	33.3%
	Extremely inclusive	142	46	4
		13.9%	19.2%	19.0%
Mean		3.44	3.57	3.62

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1015	225	20
How well do you think each of the following groups on campus treat you? Other students on campus	Not well at all	11	7	0
		1.1%	3.1%	0.0%
	Not very well	39	6	0
		3.8%	2.7%	0.0%
	Moderately well	302	45	6
		29.8%	20.0%	30.0%
	Very well	465	99	10
		45.8%	44.0%	50.0%
	Extremely well	198	68	4
		19.5%	30.2%	20.0%
Mean		3.79	3.96	3.90

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		979	217	17
Thinking about your campus, how satisfied are you with the academic programs that reflect your personal identity?	Not at all satisfied	46	8	1
		4.7%	3.7%	5.9%
	Not very satisfied	108	15	1
		11.0%	6.9%	5.9%
	Moderately satisfied	318	49	9
		32.5%	22.6%	52.9%
	Very satisfied	349	88	4
		35.6%	40.6%	23.5%
	Extremely satisfied	158	57	2
		16.1%	26.3%	11.8%
Mean		3.47	3.79	3.29

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1037	240	21
How cooperative is the environment on your campus?	Not at all cooperative	22	6	0
		2.1%	2.5%	0.0%
	Not very cooperative	90	12	1
		8.7%	5.0%	4.8%
	Moderately cooperative	408	92	11
		39.3%	38.3%	52.4%
	Very cooperative	444	104	5
		42.8%	43.3%	23.8%
	Extremely cooperative	73	26	4
		7.0%	10.8%	19.0%
Mean		3.44	3.55	3.57

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1036	237	20
If you experience unfair treatment, how confident are you that you can file a complaint without negative consequences?	Not at all confident	102	25	2
		9.8%	10.5%	10.0%
	Not very confident	208	38	4
		20.1%	16.0%	20.0%
	Moderately confident	355	81	8
		34.3%	34.2%	40.0%
	Very confident	258	61	4
		24.9%	25.7%	20.0%
	Extremely confident	113	32	2
		10.9%	13.5%	10.0%
Mean		3.07	3.16	3.00

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1002	222	20
How much do each of the following groups on this campus respect diversity? Students	Not at all	17	4	0
		1.7%	1.8%	0.0%
	A little	73	18	1
		7.3%	8.1%	5.0%
	To some extent	255	53	5
		25.4%	23.9%	25.0%
	A lot	385	75	5
		38.4%	33.8%	25.0%
	A great deal	272	72	9
		27.1%	32.4%	45.0%
Mean		3.82	3.87	4.10

Tables for "Respect for Diversity" component

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		940	191	14
How much do each of the following groups on this campus respect diversity? Staff	Not at all	15 1.6%	6 3.1%	0 0.0%
	A little	42 4.5%	7 3.7%	0 0.0%
	To some extent	178 18.9%	33 17.3%	3 21.4%
	A lot	331 35.2%	69 36.1%	6 42.9%
	A great deal	374 39.8%	76 39.8%	5 35.7%
Mean		4.07	4.06	4.14

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		974	227	19
How much do each of the following groups on this campus respect diversity? Faculty	Not at all	10 1.0%	5 2.2%	0 0.0%
	A little	45 4.6%	13 5.7%	2 10.5%
	To some extent	159 16.3%	29 12.8%	4 21.1%
	A lot	326 33.5%	75 33.0%	4 21.1%
	A great deal	434 44.6%	105 46.3%	9 47.4%
Mean		4.16	4.15	4.05

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		978	172	15
Overall, how satisfied are you with the diversity in the following settings: Oakland student center	Not at all satisfied	32 3.3%	3 1.7%	0 0.0%
	Slightly satisfied	94 9.6%	17 9.9%	2 13.3%
	Moderately satisfied	239 24.4%	37 21.5%	4 26.7%
	Very satisfied	392 40.1%	62 36.0%	6 40.0%
	Extremely satisfied	221 22.6%	53 30.8%	3 20.0%
Mean		3.69	3.84	3.67

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1019	229	19
Overall, how satisfied are you with the diversity in the following settings: Classroom/Academic settings	Not at all satisfied	33	8	1
		3.2%	3.5%	5.3%
	Slightly satisfied	90	18	1
		8.8%	7.9%	5.3%
	Moderately satisfied	292	48	6
		28.7%	21.0%	31.6%
	Very satisfied	433	97	7
		42.5%	42.4%	36.8%
	Extremely satisfied	171	58	4
		16.8%	25.3%	21.1%
Mean		3.61	3.78	3.63

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		910	210	18
How well do you think each of the following groups on campus treat you? Administrative support staff	Not well at all	27	7	0
		3.0%	3.3%	0.0%
	Not very well	57	10	1
		6.3%	4.8%	5.6%
	Moderately well	252	42	5
		27.7%	20.0%	27.8%
	Very well	364	78	9
		40.0%	37.1%	50.0%
	Extremely well	210	73	3
		23.1%	34.8%	16.7%
Mean		3.74	3.95	3.78

Tables for "Academic Support" component

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1028	240	21
How active are faculty/instructors on this campus in empowering you to learn?	Not active at all	26	7	0
		2.5%	2.9%	0.0%
	Not very active	82	13	1
		8.0%	5.4%	4.8%
	Moderately active	344	52	9
		33.5%	21.7%	42.9%
	Very active	396	101	6
		38.5%	42.1%	28.6%
	Extremely active	180	67	5
		17.5%	27.9%	23.8%
Mean		3.61	3.87	3.71

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1026	238	21
How helpful are faculty members/instructors on your campus?	Not helpful at all	19	5	0
		1.9%	2.1%	0.0%
	Not very helpful	48	8	1
		4.7%	3.4%	4.8%
	Moderately helpful	284	51	4
		27.7%	21.4%	19.0%
	Very helpful	462	88	11
		45.0%	37.0%	52.4%
	Extremely helpful	213	86	5
		20.8%	36.1%	23.8%
Mean		3.78	4.02	3.95

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1021	239	20
How much do the faculty/instructors on this campus value your contributions in class?	Not at all	31	4	0
		3.0%	1.7%	0.0%
	A little	107	12	3
		10.5%	5.0%	15.0%
	A moderate amount	267	43	4
		26.2%	18.0%	20.0%
	A lot	377	97	8
		36.9%	40.6%	40.0%
	A great deal	239	83	5
		23.4%	34.7%	25.0%
Mean		3.67	4.02	3.75

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1030	239	21
How well do you think each of the following groups on campus treat you? Faculty/instructors	Not well at all	13	6	1
		1.3%	2.5%	4.8%
	Not very well	34	2	1
		3.3%	.8%	4.8%
	Moderately well	211	37	4
		20.5%	15.5%	19.0%
	Very well	467	95	9
		45.3%	39.7%	42.9%
	Extremely well	305	99	6
		29.6%	41.4%	28.6%
Mean		3.99	4.17	3.86

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		990	221	19
How responsive are faculty/instructors on this campus in helping solve the academic problems of students?	Not responsive at all	28	6	0
		2.8%	2.7%	0.0%
	Not very responsive	74	12	2
		7.5%	5.4%	10.5%
	Moderately responsive	327	46	6
		33.0%	20.8%	31.6%
	Very responsive	434	91	8
		43.8%	41.2%	42.1%
	Extremely responsive	127	66	3
		12.8%	29.9%	15.8%
Mean		3.56	3.90	3.63

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		993	233	21
How much do the faculty/instructors on this campus believe in your potential to succeed academically?	Not at all	22	5	0
		2.2%	2.1%	0.0%
	A little	92	8	4
		9.3%	3.4%	19.0%
	A moderate amount	241	30	4
		24.3%	12.9%	19.0%
	A lot	369	87	6
		37.2%	37.3%	28.6%
	A great deal	269	103	7
		27.1%	44.2%	33.3%
Mean		3.78	4.18	3.76

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1002	233	20
How easy is it for you to meet with faculty members/instructors on your campus when you need to?	Not easy at all	19	9	1
		1.9%	3.9%	5.0%
	Not very easy	73	19	0
		7.3%	8.2%	0.0%
	Moderately easy	384	73	9
		38.3%	31.3%	45.0%
	Very easy	362	78	3
		36.1%	33.5%	15.0%
	Extremely easy	164	54	7
		16.4%	23.2%	35.0%
Mean		3.58	3.64	3.75

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1036	241	21
How much of a say do you feel you have about things that affect your academic success at this university?	None at all	136	33	0
		13.1%	13.7%	0.0%
	A little bit	209	43	9
		20.2%	17.8%	42.9%
	A moderate amount	349	75	7
		33.7%	31.1%	33.3%
	A lot	224	55	3
		21.6%	22.8%	14.3%
	A great deal	118	35	2
		11.4%	14.5%	9.5%
Mean		2.98	3.07	2.90

Table for "Commitment to Student Diversity" component

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1038	242	21
How important is it to you that your campus be committed to building a diverse student body?	Not at all important	76	20	0
		7.3%	8.3%	0.0%
	Not very important	135	26	0
		13.0%	10.7%	0.0%
	Moderately important	320	58	7
		30.8%	24.0%	33.3%
	Very important	292	74	9
		28.1%	30.6%	42.9%
	Extremely important	215	64	5
		20.7%	26.4%	23.8%
Mean		3.42	3.56	3.90

Tables for "Access to Services" component

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1029	217	17
How easy is it for you to access academic advising on your campus?	Not easy at all	57	12	1
		5.5%	5.5%	5.9%
	Not very easy	124	23	2
		12.1%	10.6%	11.8%
	Moderately easy	277	56	7
		26.9%	25.8%	41.2%
	Very easy	349	78	4
		33.9%	35.9%	23.5%
	Extremely easy	222	48	3
		21.6%	22.1%	17.6%
Mean		3.54	3.59	3.35

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		749	135	14
How easy is it for you to access personal counseling services on your campus?	Not easy at all	41	6	3
		5.5%	4.4%	21.4%
	Not very easy	82	12	2
		10.9%	8.9%	14.3%
	Moderately easy	232	33	3
		31.0%	24.4%	21.4%
	Very easy	263	48	3
		35.1%	35.6%	21.4%
	Extremely easy	131	36	3
		17.5%	26.7%	21.4%
Mean		3.48	3.71	3.07

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		846	153	12
How easy is it for you to access career/job search advising on your campus?	Not easy at all	44	8	2
		5.2%	5.2%	16.7%
	Not very easy	112	21	4
		13.2%	13.7%	33.3%
	Moderately easy	268	36	3
		31.7%	23.5%	25.0%
	Very easy	282	53	2
		33.3%	34.6%	16.7%
	Extremely easy	140	35	1
		16.5%	22.9%	8.3%
Mean		3.43	3.56	2.67

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		848	116	13
How easy is it for you to access tutoring services on your campus?	Not easy at all	23	8	3
		2.7%	6.9%	23.1%
	Not very easy	51	14	1
		6.0%	12.1%	7.7%
	Moderately easy	212	34	2
		25.0%	29.3%	15.4%
	Very easy	341	33	4
		40.2%	28.4%	30.8%
	Extremely easy	221	27	3
		26.1%	23.3%	23.1%
Mean		3.81	3.49	3.23

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1012	215	19
How easy is it for you to access computer equipment/technology on your campus?	Not easy at all	10	3	0
		1.0%	1.4%	0.0%
	Not very easy	42	14	2
		4.2%	6.5%	10.5%
	Moderately easy	176	52	4
		17.4%	24.2%	21.1%
	Very easy	360	66	2
		35.6%	30.7%	10.5%
	Extremely easy	424	80	11
		41.9%	37.2%	57.9%
Mean		4.13	3.96	4.16

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		997	192	14
How well do you think each of the following groups on campus treat you? Academic advising staff	Not well at all	27	4	0
		2.7%	2.1%	0.0%
	Not very well	75	13	1
		7.5%	6.8%	7.1%
	Moderately well	234	36	3
		23.5%	18.8%	21.4%
	Very well	348	78	7
		34.9%	40.6%	50.0%
	Extremely well	313	61	3
		31.4%	31.8%	21.4%
Mean		3.85	3.93	3.86

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		761	150	11
How easy is it for you to get something done when it involves multiple units on campus having to work together, such as the study abroad office, the financial aid office, or the registrar?	Not easy at all	105	29	1
		13.8%	19.3%	9.1%
	Not very easy	190	45	3
		25.0%	30.0%	27.3%
	Moderately easy	291	40	6
		38.2%	26.7%	54.5%
	Very easy	138	26	0
		18.1%	17.3%	0.0%
	Extremely easy	37	10	1
		4.9%	6.7%	9.1%
Mean		2.75	2.62	2.73

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		822	158	10
Overall, how well does your campus meet the needs of those with disabilities?	Not well at all	14	1	1
		1.7%	.6%	10.0%
	Not very well	52	15	1
		6.3%	9.5%	10.0%
	Moderately well	266	38	3
		32.4%	24.1%	30.0%
	Very well	325	73	5
		39.5%	46.2%	50.0%
	Extremely well	165	31	0
		20.1%	19.6%	0.0%
Mean		3.70	3.75	3.20

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		910	175	13
Overall, how easy is it for you to get access to financial aid services on campus you need to stay enrolled?	Not easy at all	94	12	2
		10.3%	6.9%	15.4%
	Not very easy	217	23	1
		23.8%	13.1%	7.7%
	Moderately easy	281	58	4
		30.9%	33.1%	30.8%
	Very easy	205	45	4
		22.5%	25.7%	30.8%
	Extremely easy	113	37	2
		12.4%	21.1%	15.4%
Mean		3.03	3.41	3.23

Tables for "Physical threats to Self" component

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1035	240	21
How often have you personally experienced any of the following as a student on this campus? Physical assaults or injuries	Very often	1	0	0
		.1%	0.0%	0.0%
	Moderately often	9	1	0
		.9%	.4%	0.0%
	Not very often	39	5	0
		3.8%	2.1%	0.0%
	Never	986	234	21
		95.3%	97.5%	
Mean		4.94	4.97	5.00

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1031	240	21
How often have you personally experienced any of the following as a student on this campus? Threats of physical violence	Extremely often	1 .1%	0 0.0%	0 0.0%
	Very often	2 .2%	0 0.0%	0 0.0%
	Moderately often	11 1.1%	1 .4%	0 0.0%
	Not very often	85 8.2%	7 2.9%	0 0.0%
	Never	932 90.4%	232 96.7%	21
Mean		4.89	4.96	5.00

Tables for "Negative Communications" component

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1037	238	21
How often have you personally experienced any of the following as a student on this campus? Offensive verbal comments	Extremely often	16 1.5%	4 1.7%	0 0.0%
	Very often	32 3.1%	3 1.3%	0 0.0%
	Moderately often	103 9.9%	20 8.4%	2 9.5%
	Not very often	360 34.7%	59 24.8%	6 28.6%
	Never	526 50.7%	152 63.9%	13 61.9%
Mean		4.30	4.48	4.52

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1033	238	21
How often have you personally experienced any of the following as a student on this campus? Offensive visual images	Extremely often	8 .8%	2 .8%	0 0.0%
	Very often	16 1.5%	2 .8%	0 0.0%
	Moderately often	57 5.5%	10 4.2%	0 0.0%
	Not very often	255 24.7%	41 17.2%	2 9.5%
	Never	697 67.5%	183 76.9%	19 90.5%
Mean		4.57	4.68	4.90

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1037	238	21
How often you have heard or seen these things happening to others on this campus? Offensive visual images	Extremely often	9	3	0
		.9%	1.3%	0.0%
	Very often	14	3	0
		1.4%	1.3%	0.0%
	Moderately often	69	10	1
		6.7%	4.2%	4.8%
	Not very often	280	48	1
		27.0%	20.2%	4.8%
Never		665	174	19
		64.1%	73.1%	90.5%
Mean		4.52	4.63	4.86

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1036	238	21
How often you have heard or seen these things happening to others on this campus? Offensive verbal comments	Extremely often	14	5	0
		1.4%	2.1%	0.0%
	Very often	48	8	0
		4.6%	3.4%	0.0%
	Moderately often	177	23	4
		17.1%	9.7%	19.0%
	Not very often	390	65	6
		37.6%	27.3%	28.6%
Never		407	137	11
		39.3%	57.6%	52.4%
Mean		4.09	4.35	4.33

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1033	238	21
How often have you personally experienced any of the following as a student on this campus? Offensive written comments	Extremely often	10	2	0
		1.0%	.8%	0.0%
	Very often	17	2	0
		1.6%	.8%	0.0%
	Moderately often	43	9	0
		4.2%	3.8%	0.0%
	Not very often	203	37	2
		19.7%	15.5%	9.5%
Never		760	188	19
		73.6%	79.0%	90.5%
Mean		4.63	4.71	4.90

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1034	237	21
How often you have heard or seen these things happening to others on this campus? Offensive written comments	Extremely often	10 1.0%	1 .4%	0 0.0%
	Very often	24 2.3%	7 3.0%	0 0.0%
	Moderately often	67 6.5%	15 6.3%	1 4.8%
	Not very often	315 30.5%	46 19.4%	0 0.0%
	Never	618 59.8%	168 70.9%	20 95.2%
Mean		4.46	4.57	4.90

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1035	237	21
As far as you know, how often are students from minority groups treated unfairly on this campus? (reverse coded)	Extremely often	11 1.1%	2 .8%	0 0.0%
	Very often	21 2.0%	9 3.8%	0 0.0%
	Moderately often	111 10.7%	28 11.8%	3 14.3%
	Not very often	545 52.7%	102 43.0%	10 47.6%
	Never	347 33.5%	96 40.5%	8 38.1%
Mean		4.16	4.19	4.24

Tables for "Physical Safety" component

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1018	225	18
Overall, how would you rate the physical safety of the areas close to campus?	Not safe at all	7 .7%	2 .9%	0 0.0%
	Not very safe	29 2.8%	3 1.3%	1 5.6%
	Moderately safe	277 27.2%	55 24.4%	5 27.8%
	Very safe	504 49.5%	105 46.7%	8 44.4%
	Extremely safe	201 19.7%	60 26.7%	4 22.2%
Mean		3.85	3.97	3.83

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1034	240	21
How often you have heard or seen these things happening to others on this campus? Physical assaults or injuries	Extremely often	1	0	0
		.1%	0.0%	0.0%
	Very often	4	1	0
		.4%	.4%	0.0%
	Moderately often	30	5	0
		2.9%	2.1%	0.0%
	Not very often	178	30	3
		17.2%	12.5%	14.3%
	Never	821	204	18
		79.4%	85.0%	85.7%
Mean		4.75	4.82	4.86

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1034	240	21
How often you have heard or seen these things happening to others on this campus? Threats of physical violence	Extremely often	2	0	0
		.2%	0.0%	0.0%
	Very often	7	1	0
		.7%	.4%	0.0%
	Moderately often	47	7	0
		4.5%	2.9%	0.0%
	Not very often	230	37	0
		22.2%	15.4%	0.0%
	Never	748	195	21
		72.3%	81.3%	
Mean		4.66	4.78	5.00

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1032	232	21
Overall, how would you rate the physical safety of your campus?	Not safe at all	1	2	0
		.1%	.9%	0.0%
	Not very safe	9	0	0
		.9%	0.0%	0.0%
	Moderately safe	152	35	5
		14.7%	15.1%	23.8%
	Very safe	499	102	9
		48.4%	44.0%	42.9%
	Extremely safe	371	93	7
		35.9%	40.1%	33.3%
Mean		4.19	4.22	4.10

Table for "Balancing Student-family lives" component

		Student Status		
		Undergraduate student	Graduate/Professional student	Other
n=		1033	237	21
As a student on this campus, how difficult is it for you to balance your student and family life? (reverse coded)	Extremely difficult	68 6.6%	9 3.8%	0 0.0%
	Very difficult	177 17.1%	41 17.3%	3 14.3%
	Moderately difficult	396 38.3%	101 42.6%	8 38.1%
	Not very difficult	320 31.0%	63 26.6%	8 38.1%
	Not at all difficult	72 7.0%	23 9.7%	2 9.5%
Mean		3.15	3.21	3.43

Appendix H

Tables of Individual Items: By Age

Tables for Outcome Variable "Overall climate"

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		469	427	138	219
Overall, how would you rate the climate on the campus where you are primarily located?	Very poor	4	7	2	4
		.9%	1.6%	1.4%	1.8%
	Poor	31	20	5	8
		6.6%	4.7%	3.6%	3.7%
	Fair	106	92	28	34
		22.6%	21.5%	20.3%	15.5%
	Good	243	241	67	105
		51.8%	56.4%	48.6%	47.9%
	Very good	85	67	36	68
		18.1%	15.7%	26.1%	31.1%
Mean		3.80	3.80	3.94	4.03

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		468	426	138	220
Overall, how strongly would you recommend Oakland University to other students?	Not at all strongly	21	19	10	5
		4.5%	4.5%	7.2%	2.3%
	Not very strongly	43	45	4	19
		9.2%	10.6%	2.9%	8.6%
	Moderately strongly	139	131	33	50
		29.7%	30.8%	23.9%	22.7%
	Very strongly	166	144	58	92
		35.5%	33.8%	42.0%	41.8%
	Extremely strongly	99	87	33	54
		21.2%	20.4%	23.9%	24.5%
Mean		3.60	3.55	3.72	3.78

Tables for "Belongingness and Personal Identity" component

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		403	352	100	154
Thinking about your campus, how satisfied are you with the social and cultural activities that reflect your personal identity?	Not at all satisfied	17	21	8	14
		4.2%	6.0%	8.0%	9.1%
	Not very satisfied	59	53	12	28
		14.6%	15.1%	12.0%	18.2%
	Moderately satisfied	159	125	33	49
		39.5%	35.5%	33.0%	31.8%
	Very satisfied	121	108	29	43
		30.0%	30.7%	29.0%	27.9%
	Extremely satisfied	47	45	18	20
		11.7%	12.8%	18.0%	13.0%
Mean		3.30	3.29	3.37	3.18

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		465	426	138	216
How comfortable do you feel expressing your personal identity on your campus?	Not at all comfortable	11 2.4%	12 2.8%	4 2.9%	9 4.2%
	Not very comfortable	38 8.2%	35 8.2%	15 10.9%	13 6.0%
	Moderately comfortable	141 30.3%	134 31.5%	33 23.9%	60 27.8%
	Very comfortable	192 41.3%	163 38.3%	45 32.6%	78 36.1%
	Extremely comfortable	83 17.8%	82 19.2%	41 29.7%	56 25.9%
Mean		3.64	3.63	3.75	3.74

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		469	426	138	219
Overall, how isolated do you feel on your campus? (reverse coded)	Extremely isolated	14 3.0%	7 1.6%	5 3.6%	4 1.8%
	Very isolated	37 7.9%	32 7.5%	14 10.1%	11 5.0%
	Moderately isolated	161 34.3%	141 33.1%	42 30.4%	53 24.2%
	Not very isolated	171 36.5%	180 42.3%	55 39.9%	76 34.7%
	Not at all isolated	86 18.3%	66 15.5%	22 15.9%	75 34.2%
Mean		3.59	3.62	3.54	3.95

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		470	427	138	220
How unfriendly or friendly is your campus?	Extremely unfriendly	13 2.8%	12 2.8%	6 4.3%	12 5.5%
	Somewhat unfriendly	44 9.4%	57 13.3%	17 12.3%	24 10.9%
	Neither friendly nor unfriendly	56 11.9%	57 13.3%	19 13.8%	32 14.5%
	Somewhat friendly	228 48.5%	211 49.4%	59 42.8%	104 47.3%
	Extremely friendly	129 27.4%	90 21.1%	37 26.8%	48 21.8%
Mean		3.89	3.73	3.75	3.69

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		462	425	135	215
How excluding or inclusive is your campus?	Extremely excluding	17	12	5	5
		3.7%	2.8%	3.7%	2.3%
	Somewhat excluding	54	75	13	32
		11.7%	17.6%	9.6%	14.9%
	Neither inclusive nor excluding	132	129	56	61
		28.6%	30.4%	41.5%	28.4%
	Somewhat inclusive	182	161	40	77
		39.4%	37.9%	29.6%	35.8%
	Extremely inclusive	77	48	21	40
		16.7%	11.3%	15.6%	18.6%
Mean		3.54	3.37	3.44	3.53

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		464	418	130	208
How well do you think each of the following groups on campus treat you? Other students on campus	Not well at all	6	6	1	3
		1.3%	1.4%	.8%	1.4%
	Not very well	15	18	3	7
		3.2%	4.3%	2.3%	3.4%
	Moderately well	125	137	34	43
		26.9%	32.8%	26.2%	20.7%
	Very well	228	181	59	95
		49.1%	43.3%	45.4%	45.7%
	Extremely well	90	76	33	60
		19.4%	18.2%	25.4%	28.8%
Mean		3.82	3.72	3.92	3.97

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		442	399	128	203
Thinking about your campus, how satisfied are you with the academic programs that reflect your personal identity?	Not at all satisfied	15	24	6	9
		3.4%	6.0%	4.7%	4.4%
	Not very satisfied	39	49	13	16
		8.8%	12.3%	10.2%	7.9%
	Moderately satisfied	161	108	33	60
		36.4%	27.1%	25.8%	29.6%
	Very satisfied	156	152	46	71
		35.3%	38.1%	35.9%	35.0%
	Extremely satisfied	71	66	30	47
		16.1%	16.5%	23.4%	23.2%
Mean		3.52	3.47	3.63	3.65

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		470	427	137	219
How cooperative is the environment on your campus?	Not at all cooperative	10 2.1%	9 2.1%	3 2.2%	5 2.3%
	Not very cooperative	39 8.3%	36 8.4%	11 8.0%	13 5.9%
	Moderately cooperative	179 38.1%	181 42.4%	52 38.0%	78 35.6%
	Very cooperative	206 43.8%	176 41.2%	56 40.9%	100 45.7%
	Extremely cooperative	36 7.7%	25 5.9%	15 10.9%	23 10.5%
	Mean	3.47	3.40	3.50	3.56

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		468	426	137	217
If you experience unfair treatment, how confident are you that you can file a complaint without negative consequences?	Not at all confident	36 7.7%	40 9.4%	21 15.3%	22 10.1%
	Not very confident	101 21.6%	88 20.7%	22 16.1%	30 13.8%
	Moderately confident	169 36.1%	149 35.0%	43 31.4%	64 29.5%
	Very confident	117 25.0%	106 24.9%	35 25.5%	62 28.6%
	Extremely confident	45 9.6%	43 10.1%	16 11.7%	39 18.0%
	Mean	3.07	3.06	3.02	3.30

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		455	416	131	197
How much do each of the following groups on this campus respect diversity? Students	Not at all	8 1.8%	7 1.7%	4 3.1%	1 .5%
	A little	34 7.5%	28 6.7%	7 5.3%	15 7.6%
	To some extent	129 28.4%	112 26.9%	32 24.4%	31 15.7%
	A lot	175 38.5%	162 38.9%	43 32.8%	74 37.6%
	A great deal	109 24.0%	107 25.7%	45 34.4%	76 38.6%
	Mean	3.75	3.80	3.90	4.06

Tables for "Respect for Diversity" component

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		438	380	116	168
How much do each of the following groups on this campus respect diversity? Staff	Not at all	5 1.1%	8 2.1%	3 2.6%	2 1.2%
	A little	14 3.2%	19 5.0%	5 4.3%	7 4.2%
	To some extent	85 19.4%	70 18.4%	22 19.0%	28 16.7%
	A lot	164 37.4%	132 34.7%	33 28.4%	61 36.3%
	A great deal	170 38.8%	151 39.7%	53 45.7%	70 41.7%
Mean		4.10	4.05	4.10	4.13

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		443	403	129	201
How much do each of the following groups on this campus respect diversity? Faculty	Not at all	4 .9%	4 1.0%	2 1.6%	4 2.0%
	A little	12 2.7%	26 6.5%	7 5.4%	10 5.0%
	To some extent	77 17.4%	70 17.4%	18 14.0%	20 10.0%
	A lot	162 36.6%	131 32.5%	36 27.9%	61 30.3%
	A great deal	188 42.4%	172 42.7%	66 51.2%	106 52.7%
Mean		4.17	4.09	4.22	4.27

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		446	397	116	165
Overall, how satisfied are you with the diversity in the following settings: Oakland student center	Not at all satisfied	17 3.8%	13 3.3%	2 1.7%	3 1.8%
	Slightly satisfied	35 7.8%	44 11.1%	15 12.9%	13 7.9%
	Moderately satisfied	109 24.4%	112 28.2%	20 17.2%	32 19.4%
	Very satisfied	173 38.8%	153 38.5%	46 39.7%	70 42.4%
	Extremely satisfied	112 25.1%	75 18.9%	33 28.4%	47 28.5%
Mean		3.74	3.59	3.80	3.88

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		465	418	134	205
Overall, how satisfied are you with the diversity in the following settings: Classroom/Academic settings	Not at all satisfied	12 2.6%	15 3.6%	5 3.7%	8 3.9%
	Slightly satisfied	38 8.2%	43 10.3%	7 5.2%	17 8.3%
	Moderately satisfied	124 26.7%	126 30.1%	32 23.9%	55 26.8%
	Very satisfied	207 44.5%	179 42.8%	57 42.5%	75 36.6%
	Extremely satisfied	84 18.1%	55 13.2%	33 24.6%	50 24.4%
Mean		3.67	3.52	3.79	3.69

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		416	372	120	192
How well do you think each of the following groups on campus treat you? Administrative support staff	Not well at all	9 2.2%	11 3.0%	5 4.2%	7 3.6%
	Not very well	14 3.4%	29 7.8%	10 8.3%	10 5.2%
	Moderately well	116 27.9%	113 30.4%	25 20.8%	39 20.3%
	Very well	173 41.6%	144 38.7%	43 35.8%	71 37.0%
	Extremely well	104 25.0%	75 20.2%	37 30.8%	65 33.9%
Mean		3.84	3.65	3.81	3.92

Tables for "Academic Support" component

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		465	424	138	219
How active are faculty/instructors on this campus in empowering you to learn?	Not active at all	10 2.2%	10 2.4%	7 5.1%	4 1.8%
	Not very active	40 8.6%	37 8.7%	8 5.8%	9 4.1%
	Moderately active	167 35.9%	139 32.8%	36 26.1%	47 21.5%
	Very active	180 38.7%	164 38.7%	49 35.5%	93 42.5%
	Extremely active	68 14.6%	74 17.5%	38 27.5%	66 30.1%
Mean		3.55	3.60	3.75	3.95

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		459	425	137	219
How helpful are faculty members/instructors on your campus?	Not helpful at all	6 1.3%	8 1.9%	5 3.6%	5 2.3%
	Not very helpful	19 4.1%	19 4.5%	8 5.8%	7 3.2%
	Moderately helpful	141 30.7%	107 25.2%	28 20.4%	43 19.6%
	Very helpful	214 46.6%	192 45.2%	58 42.3%	83 37.9%
	Extremely helpful	79 17.2%	99 23.3%	38 27.7%	81 37.0%
	Mean	3.74	3.84	3.85	4.04

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		461	419	137	218
How much do the faculty/instructors on this campus value your contributions in class?	Not at all	15 3.3%	10 2.4%	4 2.9%	5 2.3%
	A little	57 12.4%	34 8.1%	15 10.9%	12 5.5%
	A moderate amount	131 28.4%	113 27.0%	25 18.2%	30 13.8%
	A lot	170 36.9%	167 39.9%	48 35.0%	78 35.8%
	A great deal	88 19.1%	95 22.7%	45 32.8%	93 42.7%
	Mean	3.56	3.72	3.84	4.11

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		467	424	137	216
How well do you think each of the following groups on campus treat you? Faculty/instructors	Not well at all	5 1.1%	3 .7%	3 2.2%	7 3.2%
	Not very well	16 3.4%	14 3.3%	2 1.5%	4 1.9%
	Moderately well	100 21.4%	86 20.3%	23 16.8%	28 13.0%
	Very well	207 44.3%	214 50.5%	57 41.6%	79 36.6%
	Extremely well	139 29.8%	107 25.2%	52 38.0%	98 45.4%
	Mean	3.98	3.96	4.12	4.19

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		446	410	131	199
How responsive are faculty/instructors on this campus in helping solve the academic problems of students?	Not responsive at all	9 2.0%	15 3.7%	5 3.8%	4 2.0%
	Not very responsive	34 7.6%	28 6.8%	12 9.2%	13 6.5%
	Moderately responsive	161 36.1%	124 30.2%	31 23.7%	41 20.6%
	Very responsive	193 43.3%	189 46.1%	55 42.0%	83 41.7%
	Extremely responsive	49 11.0%	54 13.2%	28 21.4%	58 29.1%
	Mean	3.54	3.58	3.68	3.89

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		450	411	131	211
How much do the faculty/instructors on this campus believe in your potential to succeed academically?	Not at all	11 2.4%	9 2.2%	2 1.5%	4 1.9%
	A little	45 10.0%	34 8.3%	8 6.1%	13 6.2%
	A moderate amount	125 27.8%	95 23.1%	23 17.6%	22 10.4%
	A lot	162 36.0%	158 38.4%	49 37.4%	73 34.6%
	A great deal	107 23.8%	115 28.0%	49 37.4%	99 46.9%
	Mean	3.69	3.82	4.03	4.18

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		446	419	136	208
How easy is it for you to meet with faculty members/instructors on your campus when you need to?	Not easy at all	5 1.1%	12 2.9%	6 4.4%	6 2.9%
	Not very easy	29 6.5%	23 5.5%	12 8.8%	22 10.6%
	Moderately easy	160 35.9%	173 41.3%	45 33.1%	63 30.3%
	Very easy	187 41.9%	140 33.4%	44 32.4%	64 30.8%
	Extremely easy	65 14.6%	71 16.9%	29 21.3%	53 25.5%
	Mean	3.62	3.56	3.57	3.65

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		469	426	138	220
How much of a say do you feel you have about things that affect your academic success at this university?	None at all	47	64	20	32
		10.0%	15.0%	14.5%	14.5%
	A little bit	93	92	26	43
		19.8%	21.6%	18.8%	19.5%
	A moderate amount	164	144	38	65
		35.0%	33.8%	27.5%	29.5%
	A lot	110	83	36	43
		23.5%	19.5%	26.1%	19.5%
	A great deal	55	43	18	37
		11.7%	10.1%	13.0%	16.8%
Mean		3.07	2.88	3.04	3.05

Table for "Commitment to Student Diversity" component

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		470	427	138	220
How important is it to you that your campus be committed to building a diverse student body?	Not at all important	34	35	9	14
		7.2%	8.2%	6.5%	6.4%
	Not very important	78	47	16	17
		16.6%	11.0%	11.6%	7.7%
	Moderately important	153	121	35	58
		32.6%	28.3%	25.4%	26.4%
	Very important	122	124	47	72
		26.0%	29.0%	34.1%	32.7%
	Extremely important	83	100	31	59
		17.7%	23.4%	22.5%	26.8%
Mean		3.30	3.48	3.54	3.66

Tables for "Access to Services" component

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		463	418	130	207
How easy is it for you to access academic advising on your campus?	Not easy at all	17	28	10	13
		3.7%	6.7%	7.7%	6.3%
	Not very easy	52	48	13	30
		11.2%	11.5%	10.0%	14.5%
	Moderately easy	119	123	31	50
		25.7%	29.4%	23.8%	24.2%
	Very easy	155	152	49	61
		33.5%	36.4%	37.7%	29.5%
	Extremely easy	120	67	27	53
		25.9%	16.0%	20.8%	25.6%
Mean		3.67	3.44	3.54	3.54

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		348	306	93	121
How easy is it for you to access personal counseling services on your campus?	Not easy at all	17 4.9%	18 5.9%	7 7.5%	8 6.6%
	Not very easy	38 10.9%	33 10.8%	7 7.5%	12 9.9%
	Moderately easy	108 31.0%	94 30.7%	28 30.1%	29 24.0%
	Very easy	122 35.1%	115 37.6%	27 29.0%	40 33.1%
	Extremely easy	63 18.1%	46 15.0%	24 25.8%	32 26.4%
Mean		3.51	3.45	3.58	3.63

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		384	364	107	127
How easy is it for you to access career/job search advising on your campus?	Not easy at all	20 5.2%	15 4.1%	7 6.5%	11 8.7%
	Not very easy	51 13.3%	55 15.1%	14 13.1%	15 11.8%
	Moderately easy	115 29.9%	114 31.3%	32 29.9%	32 25.2%
	Very easy	130 33.9%	129 35.4%	29 27.1%	39 30.7%
	Extremely easy	68 17.7%	51 14.0%	25 23.4%	30 23.6%
Mean		3.46	3.40	3.48	3.49

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		404	336	84	118
How easy is it for you to access tutoring services on your campus?	Not easy at all	7 1.7%	9 2.7%	8 9.5%	7 5.9%
	Not very easy	23 5.7%	22 6.5%	7 8.3%	10 8.5%
	Moderately easy	94 23.3%	86 25.6%	20 23.8%	37 31.4%
	Very easy	154 38.1%	143 42.6%	26 31.0%	44 37.3%
	Extremely easy	126 31.2%	76 22.6%	23 27.4%	20 16.9%
Mean		3.91	3.76	3.58	3.51

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		461	418	128	194
How easy is it for you to access computer equipment/technology on your campus?	Not easy at all	3 .7%	5 1.2%	1 .8%	3 1.5%
	Not very easy	23 5.0%	14 3.3%	8 6.3%	12 6.2%
	Moderately easy	78 16.9%	76 18.2%	25 19.5%	42 21.6%
	Very easy	155 33.6%	157 37.6%	39 30.5%	59 30.4%
	Extremely easy	202 43.8%	166 39.7%	55 43.0%	78 40.2%
	Mean	4.15	4.11	4.09	4.02

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		455	395	124	189
How well do you think each of the following groups on campus treat you? Academic advising staff	Not well at all	13 2.9%	7 1.8%	2 1.6%	8 4.2%
	Not very well	21 4.6%	34 8.6%	13 10.5%	19 10.1%
	Moderately well	98 21.5%	106 26.8%	21 16.9%	35 18.5%
	Very well	149 32.7%	155 39.2%	44 35.5%	69 36.5%
	Extremely well	174 38.2%	93 23.5%	44 35.5%	58 30.7%
	Mean	3.99	3.74	3.93	3.79

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		342	324	98	122
How easy is it for you to get something done when it involves multiple units on campus having to work together, such as the study abroad office, the financial aid office, or the registrar?	Not easy at all	44 12.9%	53 16.4%	14 14.3%	16 13.1%
	Not very easy	79 23.1%	97 29.9%	29 29.6%	28 23.0%
	Moderately easy	140 40.9%	108 33.3%	29 29.6%	46 37.7%
	Very easy	62 18.1%	56 17.3%	16 16.3%	24 19.7%
	Extremely easy	17 5.0%	10 3.1%	10 10.2%	8 6.6%
	Mean	2.79	2.61	2.79	2.84

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		375	349	88	141
Overall, how well does your campus meet the needs of those with disabilities?	Not well at all	3	8	4	1
		.8%	2.3%	4.5%	.7%
	Not very well	17	27	10	12
		4.5%	7.7%	11.4%	8.5%
	Moderately well	114	109	27	41
		30.4%	31.2%	30.7%	29.1%
	Very well	161	142	31	55
		42.9%	40.7%	35.2%	39.0%
	Extremely well	80	63	16	32
		21.3%	18.1%	18.2%	22.7%
Mean		3.79	3.64	3.51	3.74

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		413	363	119	165
Overall, how easy is it for you to get access to financial aid services on campus you need to stay enrolled?	Not easy at all	41	42	13	8
		9.9%	11.6%	10.9%	4.8%
	Not very easy	99	97	16	20
		24.0%	26.7%	13.4%	12.1%
	Moderately easy	144	111	35	43
		34.9%	30.6%	29.4%	26.1%
	Very easy	88	74	34	47
		21.3%	20.4%	28.6%	28.5%
	Extremely easy	41	39	21	47
		9.9%	10.7%	17.6%	28.5%
Mean		2.97	2.92	3.29	3.64

Tables for "Physical threats to Self" component

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		468	426	138	218
How often have you personally experienced any of the following as a student on this campus? Physical assaults or injuries	Very often	1	0	0	0
		.2%	0.0%	0.0%	0.0%
	Moderately often	1	4	4	0
		.2%	.9%	2.9%	0.0%
	Not very often	18	19	6	0
		3.8%	4.5%	4.3%	0.0%
	Never	448	403	128	218
		95.7%	94.6%	92.8%	
Mean		4.95	4.94	4.90	5.00

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		467	424	138	217
How often have you personally experienced any of the following as a student on this campus? Threats of physical violence	Extremely often	0 0.0%	0 0.0%	1 .7%	0 0.0%
	Very often	1 .2%	1 .2%	0 0.0%	0 0.0%
	Moderately often	3 .6%	6 1.4%	2 1.4%	0 0.0%
	Not very often	37 7.9%	36 8.5%	9 6.5%	6 2.8%
	Never	426 91.2%	381 89.9%	126 91.3%	211 97.2%
	Mean	4.90	4.88	4.88	4.97

Tables for "Negative Communications" component

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		470	426	137	218
How often have you personally experienced any of the following as a student on this campus? Offensive verbal comments	Extremely often	6 1.3%	3 .7%	4 2.9%	7 3.2%
	Very often	11 2.3%	18 4.2%	3 2.2%	2 .9%
	Moderately often	48 10.2%	37 8.7%	13 9.5%	17 7.8%
	Not very often	149 31.7%	172 40.4%	44 32.1%	41 18.8%
	Never	256 54.5%	196 46.0%	73 53.3%	151 69.3%
	Mean	4.36	4.27	4.31	4.50

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		469	424	137	217
How often have you personally experienced any of the following as a student on this campus? Offensive visual images	Extremely often	2 .4%	2 .5%	5 3.6%	1 .5%
	Very often	7 1.5%	7 1.7%	3 2.2%	0 0.0%
	Moderately often	18 3.8%	23 5.4%	10 7.3%	10 4.6%
	Not very often	117 24.9%	118 27.8%	24 17.5%	27 12.4%
	Never	325 69.3%	274 64.6%	95 69.3%	179 82.5%
	Mean	4.61	4.54	4.47	4.76

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		469	427	138	217
How often you have heard or seen these things happening to others on this campus? Offensive visual images	Extremely often	3 .6%	3 .7%	6 4.3%	0 0.0%
	Very often	5 1.1%	6 1.4%	5 3.6%	1 .5%
	Moderately often	26 5.5%	34 8.0%	4 2.9%	10 4.6%
	Not very often	121 25.8%	131 30.7%	31 22.5%	34 15.7%
	Never	314 67.0%	253 59.3%	92 66.7%	172 79.3%
	Mean	4.57	4.46	4.43	4.74

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		469	427	137	218
How often you have heard or seen these things happening to others on this campus? Offensive verbal comments	Extremely often	5 1.1%	8 1.9%	5 3.6%	1 .5%
	Very often	18 3.8%	22 5.2%	5 3.6%	10 4.6%
	Moderately often	78 16.6%	76 17.8%	16 11.7%	19 8.7%
	Not very often	187 39.9%	172 40.3%	46 33.6%	49 22.5%
	Never	181 38.6%	149 34.9%	65 47.4%	139 63.8%
	Mean	4.11	4.01	4.18	4.44

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		468	424	138	217
How often have you personally experienced any of the following as a student on this campus? Offensive written comments	Extremely often	3 .6%	2 .5%	5 3.6%	2 .9%
	Very often	8 1.7%	8 1.9%	2 1.4%	0 0.0%
	Moderately often	16 3.4%	21 5.0%	6 4.3%	5 2.3%
	Not very often	81 17.3%	101 23.8%	27 19.6%	20 9.2%
	Never	360 76.9%	292 68.9%	98 71.0%	190 87.6%
	Mean	4.68	4.59	4.53	4.82

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		468	427	137	215
How often you have heard or seen these things happening to others on this campus? Offensive written comments	Extremely often	5 1.1%	3 .7%	3 2.2%	0 0.0%
	Very often	8 1.7%	13 3.0%	8 5.8%	1 .5%
	Moderately often	25 5.3%	40 9.4%	6 4.4%	6 2.8%
	Not very often	144 30.8%	143 33.5%	30 21.9%	31 14.4%
	Never	286 61.1%	228 53.4%	90 65.7%	177 82.3%
	Mean	4.49	4.36	4.43	4.79

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		469	426	138	217
As far as you know, how often are students from minority groups treated unfairly on this campus? (reverse coded)	Extremely often	4 .9%	5 1.2%	4 2.9%	0 0.0%
	Very often	6 1.3%	8 1.9%	6 4.3%	8 3.7%
	Moderately often	48 10.2%	47 11.0%	18 13.0%	20 9.2%
	Not very often	254 54.2%	246 57.7%	57 41.3%	81 37.3%
	Never	157 33.5%	120 28.2%	53 38.4%	108 49.8%
	Mean	4.18	4.10	4.08	4.33

Tables for "Physical Safety" component

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		459	420	132	206
Overall, how would you rate the physical safety of the areas close to campus?	Not safe at all	5 1.1%	1 .2%	2 1.5%	1 .5%
	Not very safe	15 3.3%	10 2.4%	3 2.3%	4 1.9%
	Moderately safe	117 25.5%	115 27.4%	39 29.5%	53 25.7%
	Very safe	220 47.9%	222 52.9%	58 43.9%	94 45.6%
	Extremely safe	102 22.2%	72 17.1%	30 22.7%	54 26.2%
	Mean	3.87	3.84	3.84	3.95

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		467	426	138	218
How often you have heard or seen these things happening to others on this campus? Physical assaults or injuries	Extremely often	0	0	1	0
		0.0%	0.0%	.7%	0.0%
	Very often	3	1	1	0
		.6%	.2%	.7%	0.0%
	Moderately often	10	18	5	1
		2.1%	4.2%	3.6%	.5%
	Not very often	79	91	20	15
		16.9%	21.4%	14.5%	6.9%
	Never	375	316	111	202
		80.3%	74.2%	80.4%	92.7%
Mean		4.77	4.69	4.73	4.92

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		468	426	138	217
How often you have heard or seen these things happening to others on this campus? Threats of physical violence	Extremely often	1	0	1	0
		.2%	0.0%	.7%	0.0%
	Very often	5	2	1	0
		1.1%	.5%	.7%	0.0%
	Moderately often	18	25	7	2
		3.8%	5.9%	5.1%	.9%
	Not very often	99	115	19	24
		21.2%	27.0%	13.8%	11.1%
	Never	345	284	110	191
		73.7%	66.7%	79.7%	88.0%
Mean		4.67	4.60	4.71	4.87

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		467	425	134	214
Overall, how would you rate the physical safety of your campus?	Not safe at all	0	1	2	0
		0.0%	.2%	1.5%	0.0%
	Not very safe	4	2	3	0
		.9%	.5%	2.2%	0.0%
	Moderately safe	58	66	25	32
		12.4%	15.5%	18.7%	15.0%
	Very safe	213	220	60	96
		45.6%	51.8%	44.8%	44.9%
	Extremely safe	192	136	44	86
		41.1%	32.0%	32.8%	40.2%
Mean		4.27	4.15	4.05	4.25

Table for "Balancing Student-family lives" component

		Respondent age			
		18-21 years	22 to 25 years	26 to 30 years	30+ years
n=		467	424	137	217
As a student on this campus, how difficult is it for you to balance your student and family life? (reverse coded)	Extremely difficult	18 3.9%	29 6.8%	15 10.9%	15 6.9%
	Very difficult	76 16.3%	75 17.7%	22 16.1%	44 20.3%
	Moderately difficult	167 35.8%	166 39.2%	51 37.2%	92 42.4%
	Not very difficult	167 35.8%	123 29.0%	43 31.4%	48 22.1%
	Not at all difficult	39 8.4%	31 7.3%	6 4.4%	18 8.3%
	Mean	3.28	3.12	3.02	3.05

Appendix I

Tables of Individual Items: By Semesters Enrolled

Tables for Outcome Variable "Overall climate"

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		43	799	274	183
Overall, how would you rate the climate on the campus where you are primarily located?	Very poor	0	8	5	6
		0.0%	1.0%	1.8%	3.3%
	Poor	1	45	15	5
		2.3%	5.6%	5.5%	2.7%
	Fair	7	166	65	32
		16.3%	20.8%	23.7%	17.5%
	Good	26	417	142	95
		60.5%	52.2%	51.8%	51.9%
	Very good	9	163	47	45
		20.9%	20.4%	17.2%	24.6%
Mean		4.00	3.85	3.77	3.92

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		43	797	274	184
Overall, how strongly would you recommend Oakland University to other students?	Not at all strongly	1	31	13	10
		2.3%	3.9%	4.7%	5.4%
	Not very strongly	2	60	36	17
		4.7%	7.5%	13.1%	9.2%
	Moderately strongly	15	229	81	43
		34.9%	28.7%	29.6%	23.4%
	Very strongly	19	300	83	77
		44.2%	37.6%	30.3%	41.8%
	Extremely strongly	6	177	61	37
		14.0%	22.2%	22.3%	20.1%
Mean		3.63	3.67	3.52	3.62

Tables for "Belongingness and Personal Identity" component

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		29	635	228	154
Thinking about your campus, how satisfied are you with the social and cultural activities that reflect your personal identity?	Not at all satisfied	1	31	17	12
		3.4%	4.9%	7.5%	7.8%
	Not very satisfied	6	87	47	20
		20.7%	13.7%	20.6%	13.0%
	Moderately satisfied	10	241	72	54
		34.5%	38.0%	31.6%	35.1%
	Very satisfied	10	193	66	46
		34.5%	30.4%	28.9%	29.9%
	Extremely satisfied	2	83	26	22
		6.9%	13.1%	11.4%	14.3%
Mean		3.21	3.33	3.16	3.30

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		43	793	273	182
How comfortable do you feel expressing your personal identity on your campus?	Not at all comfortable	0	18	10	9
		0.0%	2.3%	3.7%	4.9%
	Not very comfortable	3	63	29	14
		7.0%	7.9%	10.6%	7.7%
	Moderately comfortable	18	244	73	50
		41.9%	30.8%	26.7%	27.5%
	Very comfortable	17	301	95	80
		39.5%	38.0%	34.8%	44.0%
	Extremely comfortable	5	167	66	29
		11.6%	21.1%	24.2%	15.9%
Mean		3.56	3.68	3.65	3.58

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		43	798	274	183
Overall, how isolated do you feel on your campus? (reverse coded)	Extremely isolated	0	17	6	7
		0.0%	2.1%	2.2%	3.8%
	Very isolated	2	66	20	13
		4.7%	8.3%	7.3%	7.1%
	Moderately isolated	16	252	95	50
		37.2%	31.6%	34.7%	27.3%
	Not very isolated	19	304	101	73
		44.2%	38.1%	36.9%	39.9%
	Not at all isolated	6	159	52	40
		14.0%	19.9%	19.0%	21.9%
Mean		3.67	3.65	3.63	3.69

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		43	800	274	184
How unfriendly or friendly is your campus?	Extremely unfriendly	1	25	7	12
		2.3%	3.1%	2.6%	6.5%
	Somewhat unfriendly	5	86	39	19
		11.6%	10.8%	14.2%	10.3%
	Neither friendly nor unfriendly	4	103	38	23
		9.3%	12.9%	13.9%	12.5%
	Somewhat friendly	27	376	129	94
		62.8%	47.0%	47.1%	51.1%
	Extremely friendly	6	210	61	36
		14.0%	26.3%	22.3%	19.6%
Mean		3.74	3.83	3.72	3.67

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		42	786	272	181
How excluding or inclusive is your campus?	Extremely excluding	1 2.4%	20 2.5%	10 3.7%	10 5.5%
	Somewhat excluding	7 16.7%	90 11.5%	57 21.0%	25 13.8%
	Neither inclusive nor excluding	23 54.8%	256 32.6%	67 24.6%	47 26.0%
	Somewhat inclusive	9 21.4%	292 37.2%	98 36.0%	76 42.0%
	Extremely inclusive	2 4.8%	128 16.3%	40 14.7%	23 12.7%
	Mean	3.10	3.53	3.37	3.43

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		41	776	268	175
How well do you think each of the following groups on campus treat you? Other students on campus	Not well at all	0 0.0%	11 1.4%	3 1.1%	3 1.7%
	Not very well	1 2.4%	31 4.0%	8 3.0%	5 2.9%
	Moderately well	13 31.7%	212 27.3%	88 32.8%	40 22.9%
	Very well	19 46.3%	355 45.7%	114 42.5%	87 49.7%
	Extremely well	8 19.5%	167 21.5%	55 20.5%	40 22.9%
	Mean	3.83	3.82	3.78	3.89

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		38	739	260	176
Thinking about your campus, how satisfied are you with the academic programs that reflect your personal identity?	Not at all satisfied	1 2.6%	30 4.1%	16 6.2%	8 4.5%
	Not very satisfied	3 7.9%	68 9.2%	34 13.1%	19 10.8%
	Moderately satisfied	13 34.2%	238 32.2%	75 28.8%	49 27.8%
	Very satisfied	17 44.7%	262 35.5%	97 37.3%	66 37.5%
	Extremely satisfied	4 10.5%	141 19.1%	38 14.6%	34 19.3%
	Mean	3.53	3.56	3.41	3.56

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		42	798	274	184
How cooperative is the environment on your campus?	Not at all cooperative	0	16	6	6
		0.0%	2.0%	2.2%	3.3%
	Not very cooperative	2	61	23	15
		4.8%	7.6%	8.4%	8.2%
	Moderately cooperative	16	305	115	75
		38.1%	38.2%	42.0%	40.8%
	Very cooperative	22	348	109	76
		52.4%	43.6%	39.8%	41.3%
		2	68	21	12
		4.8%	8.5%	7.7%	6.5%
Mean		3.57	3.49	3.42	3.40

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		42	795	274	181
If you experience unfair treatment, how confident are you that you can file a complaint without negative consequences?	Not at all confident	5	71	27	25
		11.9%	8.9%	9.9%	13.8%
	Not very confident	5	144	65	35
		11.9%	18.1%	23.7%	19.3%
	Moderately confident	21	278	88	58
		50.0%	35.0%	32.1%	32.0%
	Very confident	6	212	62	43
		14.3%	26.7%	22.6%	23.8%
		5	90	32	20
		11.9%	11.3%	11.7%	11.0%
Mean		3.02	3.13	3.03	2.99

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		40	766	265	174
How much do each of the following groups on this campus respect diversity? Students	Not at all	0	9	8	4
		0.0%	1.2%	3.0%	2.3%
	A little	4	50	30	8
		10.0%	6.5%	11.3%	4.6%
	To some extent	14	202	53	44
		35.0%	26.4%	20.0%	25.3%
	A lot	14	287	102	64
		35.0%	37.5%	38.5%	36.8%
		8	218	72	54
		20.0%	28.5%	27.2%	31.0%
Mean		3.65	3.86	3.75	3.90

Tables for "Respect for Diversity" component

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		37	699	247	162
How much do each of the following groups on this campus respect diversity? Staff	Not at all	1 2.7%	10 1.4%	5 2.0%	5 3.1%
	A little	1 2.7%	26 3.7%	13 5.3%	9 5.6%
	To some extent	7 18.9%	134 19.2%	47 19.0%	27 16.7%
	A lot	14 37.8%	256 36.6%	76 30.8%	59 36.4%
	A great deal	14 37.8%	273 39.1%	106 42.9%	62 38.3%
	Mean	4.05	4.08	4.07	4.01

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		37	749	260	174
How much do each of the following groups on this campus respect diversity? Faculty	Not at all	0 0.0%	7 .9%	2 .8%	6 3.4%
	A little	3 8.1%	27 3.6%	20 7.7%	10 5.7%
	To some extent	4 10.8%	123 16.4%	46 17.7%	19 10.9%
	A lot	17 45.9%	249 33.2%	76 29.2%	63 36.2%
	A great deal	13 35.1%	343 45.8%	116 44.6%	76 43.7%
	Mean	4.08	4.19	4.09	4.11

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		36	710	255	164
Overall, how satisfied are you with the diversity in the following settings: Oakland student center	Not at all satisfied	1 2.8%	23 3.2%	6 2.4%	5 3.0%
	Slightly satisfied	2 5.6%	59 8.3%	35 13.7%	16 9.8%
	Moderately satisfied	10 27.8%	172 24.2%	64 25.1%	34 20.7%
	Very satisfied	18 50.0%	279 39.3%	96 37.6%	68 41.5%
	Extremely satisfied	5 13.9%	177 24.9%	54 21.2%	41 25.0%
	Mean	3.67	3.74	3.62	3.76

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		39	783	268	177
Overall, how satisfied are you with the diversity in the following settings: Classroom/Academic settings	Not at all satisfied	0	20	12	10
		0.0%	2.6%	4.5%	5.6%
	Slightly satisfied	1	62	30	15
		2.6%	7.9%	11.2%	8.5%
	Moderately satisfied	11	219	77	39
		28.2%	28.0%	28.7%	22.0%
	Very satisfied	21	336	107	74
		53.8%	42.9%	39.9%	41.8%
	Extremely satisfied	6	146	42	39
		15.4%	18.6%	15.7%	22.0%
Mean		3.82	3.67	3.51	3.66

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		38	700	238	161
How well do you think each of the following groups on campus treat you? Administrative support staff	Not well at all	1	14	10	9
		2.6%	2.0%	4.2%	5.6%
	Not very well	0	39	18	11
		0.0%	5.6%	7.6%	6.8%
	Moderately well	11	182	74	31
		28.9%	26.0%	31.1%	19.3%
	Very well	14	293	81	62
		36.8%	41.9%	34.0%	38.5%
	Extremely well	12	172	55	48
		31.6%	24.6%	23.1%	29.8%
Mean		3.95	3.81	3.64	3.80

Tables for "Academic Support" component

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		41	792	272	184
How active are faculty/instructors on this campus in empowering you to learn?	Not active at all	1	14	10	8
		2.4%	1.8%	3.7%	4.3%
	Not very active	3	60	22	9
		7.3%	7.6%	8.1%	4.9%
	Moderately active	10	262	84	49
		24.4%	33.1%	30.9%	26.6%
	Very active	20	308	97	79
		48.8%	38.9%	35.7%	42.9%
	Extremely active	7	148	59	39
		17.1%	18.7%	21.7%	21.2%
Mean		3.71	3.65	3.64	3.72

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		42	786	273	184
How helpful are faculty members/instructors on your campus?	Not helpful at all	2	12	6	4
		4.8%	1.5%	2.2%	2.2%
	Not very helpful	4	33	10	9
		9.5%	4.2%	3.7%	4.9%
	Moderately helpful	10	216	64	49
		23.8%	27.5%	23.4%	26.6%
	Very helpful	19	356	114	72
		45.2%	45.3%	41.8%	39.1%
		7	169	79	50
		16.7%	21.5%	28.9%	27.2%
Mean		3.60	3.81	3.92	3.84

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		40	787	271	182
How much do the faculty/instructors on this campus value your contributions in class?	Not at all	1	19	8	7
		2.5%	2.4%	3.0%	3.8%
	A little	2	81	25	14
		5.0%	10.3%	9.2%	7.7%
	A moderate amount	13	206	59	35
		32.5%	26.2%	21.8%	19.2%
	A lot	14	285	109	74
		35.0%	36.2%	40.2%	40.7%
		10	196	70	52
		25.0%	24.9%	25.8%	28.6%
Mean		3.75	3.71	3.77	3.82

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		42	795	270	183
How well do you think each of the following groups on campus treat you? Faculty/instructors	Not well at all	0	11	4	5
		0.0%	1.4%	1.5%	2.7%
	Not very well	2	22	10	3
		4.8%	2.8%	3.7%	1.6%
	Moderately well	7	159	55	30
		16.7%	20.0%	20.4%	16.4%
	Very well	21	356	118	77
		50.0%	44.8%	43.7%	42.1%
		12	247	83	68
		28.6%	31.1%	30.7%	37.2%
Mean		4.02	4.01	3.99	4.09

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		38	750	263	179
How responsive are faculty/instructors on this campus in helping solve the academic problems of students?	Not responsive at all	1 2.6%	12 1.6%	11 4.2%	10 5.6%
	Not very responsive	2 5.3%	55 7.3%	19 7.2%	11 6.1%
	Moderately responsive	12 31.6%	245 32.7%	75 28.5%	47 26.3%
	Very responsive	19 50.0%	323 43.1%	114 43.3%	78 43.6%
	Extremely responsive	4 10.5%	115 15.3%	44 16.7%	33 18.4%
	Mean	3.61	3.63	3.61	3.63

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		39	766	263	178
How much do the faculty/instructors on this campus believe in your potential to succeed academically?	Not at all	0 0.0%	19 2.5%	4 1.5%	4 2.2%
	A little	3 7.7%	67 8.7%	25 9.5%	9 5.1%
	A moderate amount	12 30.8%	170 22.2%	60 22.8%	33 18.5%
	A lot	13 33.3%	293 38.3%	85 32.3%	70 39.3%
	A great deal	11 28.2%	217 28.3%	89 33.8%	62 34.8%
	Mean	3.82	3.81	3.87	3.99

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		40	762	270	183
How easy is it for you to meet with faculty members/instructors on your campus when you need to?	Not easy at all	1 2.5%	16 2.1%	8 3.0%	4 2.2%
	Not very easy	4 10.0%	55 7.2%	18 6.7%	14 7.7%
	Moderately easy	14 35.0%	288 37.8%	100 37.0%	64 35.0%
	Very easy	16 40.0%	276 36.2%	87 32.2%	65 35.5%
	Extremely easy	5 12.5%	127 16.7%	57 21.1%	36 19.7%
	Mean	3.50	3.58	3.62	3.63

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		43	797	274	184
How much of a say do you feel you have about things that affect your academic success at this university?	None at all	6	96	39	28
		14.0%	12.0%	14.2%	15.2%
	A little bit	10	161	55	35
		23.3%	20.2%	20.1%	19.0%
	A moderate amount	17	275	86	53
		39.5%	34.5%	31.4%	28.8%
	A lot	6	168	64	45
		14.0%	21.1%	23.4%	24.5%
	A great deal	4	97	30	23
		9.3%	12.2%	10.9%	12.5%
Mean		2.81	3.01	2.97	3.00

Table for "Commitment to Student Diversity" component

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		43	800	274	184
How important is it to you that your campus be committed to building a diverse student body?	Not at all important	0	57	25	14
		0.0%	7.1%	9.1%	7.6%
	Not very important	8	110	31	11
		18.6%	13.8%	11.3%	6.0%
	Moderately important	15	247	71	52
		34.9%	30.9%	25.9%	28.3%
	Very important	13	219	86	58
		30.2%	27.4%	31.4%	31.5%
	Extremely important	7	167	61	49
		16.3%	20.9%	22.3%	26.6%
Mean		3.44	3.41	3.46	3.64

Tables for "Access to Services" component

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		41	776	269	177
How easy is it for you to access academic advising on your campus?	Not easy at all	2	36	22	10
		4.9%	4.6%	8.2%	5.6%
	Not very easy	9	82	36	21
		22.0%	10.6%	13.4%	11.9%
	Moderately easy	9	210	77	45
		22.0%	27.1%	28.6%	25.4%
	Very easy	16	267	84	63
		39.0%	34.4%	31.2%	35.6%
	Extremely easy	5	181	50	38
		12.2%	23.3%	18.6%	21.5%
Mean		3.32	3.61	3.39	3.55

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		27	559	196	117
How easy is it for you to access personal counseling services on your campus?	Not easy at all	0	28	13	9
		0.0%	5.0%	6.6%	7.7%
	Not very easy	5	61	22	8
		18.5%	10.9%	11.2%	6.8%
	Moderately easy	11	169	56	32
		40.7%	30.2%	28.6%	27.4%
	Very easy	6	192	69	47
		22.2%	34.3%	35.2%	40.2%
	Extremely easy	5	109	36	21
		18.5%	19.5%	18.4%	17.9%
Mean		3.41	3.52	3.47	3.54

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		23	611	228	149
How easy is it for you to access career/job search advising on your campus?	Not easy at all	0	30	15	9
		0.0%	4.9%	6.6%	6.0%
	Not very easy	5	80	34	18
		21.7%	13.1%	14.9%	12.1%
	Moderately easy	9	188	73	37
		39.1%	30.8%	32.0%	24.8%
	Very easy	6	203	72	55
		26.1%	33.2%	31.6%	36.9%
	Extremely easy	3	110	34	30
		13.0%	18.0%	14.9%	20.1%
Mean		3.30	3.46	3.33	3.53

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		23	603	214	137
How easy is it for you to access tutoring services on your campus?	Not easy at all	0	19	8	7
		0.0%	3.2%	3.7%	5.1%
	Not very easy	4	33	16	13
		17.4%	5.5%	7.5%	9.5%
	Moderately easy	5	163	47	33
		21.7%	27.0%	22.0%	24.1%
	Very easy	9	227	92	50
		39.1%	37.6%	43.0%	36.5%
	Extremely easy	5	161	51	34
		21.7%	26.7%	23.8%	24.8%
Mean		3.65	3.79	3.76	3.66

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		38	765	269	174
How easy is it for you to access computer equipment/technology on your campus?	Not easy at all	0	7	3	3
		0.0%	.9%	1.1%	1.7%
	Not very easy	2	31	15	10
		5.3%	4.1%	5.6%	5.7%
	Moderately easy	9	144	46	33
		23.7%	18.8%	17.1%	19.0%
	Very easy	16	254	99	58
		42.1%	33.2%	36.8%	33.3%
	Extremely easy	11	329	106	70
		28.9%	43.0%	39.4%	40.2%
Mean		3.95	4.13	4.08	4.05

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		41	742	257	163
How well do you think each of the following groups on campus treat you? Academic advising staff	Not well at all	0	17	9	5
		0.0%	2.3%	3.5%	3.1%
	Not very well	3	45	27	14
		7.3%	6.1%	10.5%	8.6%
	Moderately well	12	160	66	35
		29.3%	21.6%	25.7%	21.5%
	Very well	15	268	83	66
		36.6%	36.1%	32.3%	40.5%
	Extremely well	11	252	72	43
		26.8%	34.0%	28.0%	26.4%
Mean		3.83	3.93	3.71	3.79

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		26	543	217	135
How easy is it for you to get something done when it involves multiple units on campus having to work together, such as the study abroad office, the financial aid office, or the registrar?	Not easy at all	1	69	40	24
		3.8%	12.7%	18.4%	17.8%
	Not very easy	9	123	60	46
		34.6%	22.7%	27.6%	34.1%
	Moderately easy	12	208	81	36
		46.2%	38.3%	37.3%	26.7%
	Very easy	3	114	26	21
		11.5%	21.0%	12.0%	15.6%
	Extremely easy	1	29	10	8
		3.8%	5.3%	4.6%	5.9%
Mean		2.77	2.84	2.57	2.58

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		29	592	226	143
Overall, how well does your campus meet the needs of those with disabilities?	Not well at all	0	6	6	4
		0.0%	1.0%	2.7%	2.8%
	Not very well	1	33	22	12
		3.4%	5.6%	9.7%	8.4%
	Moderately well	12	179	70	47
		41.4%	30.2%	31.0%	32.9%
	Very well	10	250	90	52
		34.5%	42.2%	39.8%	36.4%
	Extremely well	6	124	38	28
		20.7%	20.9%	16.8%	19.6%
Mean		3.72	3.77	3.58	3.62

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		35	680	238	144
Overall, how easy is it for you to get access to financial aid services on campus you need to stay enrolled?	Not easy at all	4	52	34	16
		11.4%	7.6%	14.3%	11.1%
	Not very easy	2	146	62	31
		5.7%	21.5%	26.1%	21.5%
	Moderately easy	12	216	70	45
		34.3%	31.8%	29.4%	31.3%
	Very easy	13	168	43	31
		37.1%	24.7%	18.1%	21.5%
	Extremely easy	4	98	29	21
		11.4%	14.4%	12.2%	14.6%
Mean		3.31	3.17	2.88	3.07

Tables for "Physical threats to Self" component

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		43	796	274	183
How often have you personally experienced any of the following as a student on this campus? Physical assaults or injuries	Very often	0	1	0	0
		0.0%	.1%	0.0%	0.0%
	Moderately often	0	3	3	4
		0.0%	.4%	1.1%	2.2%
	Not very often	1	25	11	7
		2.3%	3.1%	4.0%	3.8%
	Never	42	767	260	172
		97.7%	96.4%	94.9%	94.0%
Mean		4.98	4.96	4.94	4.92

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		43	794	273	182
How often have you personally experienced any of the following as a student on this campus? Threats of physical violence	Extremely often	0	0	0	1
		0.0%	0.0%	0.0%	.5%
	Very often	0	1	1	0
		0.0%	.1%	.4%	0.0%
	Moderately often	0	5	4	3
		0.0%	.6%	1.5%	1.6%
	Not very often	1	49	29	13
		2.3%	6.2%	10.6%	7.1%
	Never	42	739	239	165
		97.7%	93.1%	87.5%	90.7%
Mean		4.98	4.92	4.85	4.87

Tables for "Negative Communications" component

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		43	799	273	181
How often have you personally experienced any of the following as a student on this campus? Offensive verbal comments	Extremely often	1	12	3	4
		2.3%	1.5%	1.1%	2.2%
	Very often	0	14	16	5
		0.0%	1.8%	5.9%	2.8%
	Moderately often	3	76	25	21
		7.0%	9.5%	9.2%	11.6%
	Not very often	10	237	117	60
		23.3%	29.7%	42.9%	33.1%
	Never	29	460	112	91
		67.4%	57.6%	41.0%	50.3%
Mean		4.53	4.40	4.17	4.27

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		43	796	273	180
How often have you personally experienced any of the following as a student on this campus? Offensive visual images	Extremely often	0	3	3	4
		0.0%	.4%	1.1%	2.2%
	Very often	0	9	7	2
		0.0%	1.1%	2.6%	1.1%
	Moderately often	0	41	13	13
		0.0%	5.2%	4.8%	7.2%
	Not very often	9	166	77	46
		20.9%	20.9%	28.2%	25.6%
	Never	34	577	173	115
		79.1%	72.5%	63.4%	63.9%
Mean		4.79	4.64	4.50	4.48

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		43	798	274	181
How often you have heard or seen these things happening to others on this campus? Offensive visual images	Extremely often	0	6	1	5
		0.0%	.8%	.4%	2.8%
	Very often	0	8	6	3
		0.0%	1.0%	2.2%	1.7%
	Moderately often	1	42	25	12
		2.3%	5.3%	9.1%	6.6%
	Not very often	8	178	87	57
		18.6%	22.3%	31.8%	31.5%
	Never	34	564	155	104
		79.1%	70.7%	56.6%	57.5%
Mean		4.77	4.61	4.42	4.39

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		43	797	274	181
How often you have heard or seen these things happening to others on this campus? Offensive verbal comments	Extremely often	0	8	3	7
		0.0%	1.0%	1.1%	3.9%
	Very often	0	25	23	8
		0.0%	3.1%	8.4%	4.4%
	Moderately often	7	116	55	25
		16.3%	14.6%	20.1%	13.8%
	Not very often	11	284	103	64
		25.6%	35.6%	37.6%	35.4%
	Never	25	364	90	77
		58.1%	45.7%	32.8%	42.5%
Mean		4.42	4.22	3.93	4.08

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		43	795	273	181
How often have you personally experienced any of the following as a student on this campus? Offensive written comments	Extremely often	0	4	4	4
		0.0%	.5%	1.5%	2.2%
	Very often	1	12	4	2
		2.3%	1.5%	1.5%	1.1%
	Moderately often	1	28	14	9
		2.3%	3.5%	5.1%	5.0%
	Not very often	4	129	65	43
		9.3%	16.2%	23.8%	23.8%
	Never	37	622	186	123
		86.0%	78.2%	68.1%	68.0%
Mean		4.79	4.70	4.56	4.54

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		42	796	272	182
How often you have heard or seen these things happening to others on this campus? Offensive written comments	Extremely often	0	5	2	4
		0.0%	.6%	.7%	2.2%
	Very often	0	12	12	7
		0.0%	1.5%	4.4%	3.8%
	Moderately often	0	43	26	13
		0.0%	5.4%	9.6%	7.1%
	Not very often	9	194	90	68
		21.4%	24.4%	33.1%	37.4%
Never		33	542	142	90
		78.6%	68.1%	52.2%	49.5%
Mean		4.79	4.58	4.32	4.28

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		41	795	274	182
As far as you know, how often are students from minority groups treated unfairly on this campus? (reverse coded)	Extremely often	0	5	3	5
		0.0%	.6%	1.1%	2.7%
	Very often	2	14	11	3
		4.9%	1.8%	4.0%	1.6%
	Moderately often	5	88	26	23
		12.2%	11.1%	9.5%	12.6%
	Not very often	16	382	162	96
		39.0%	48.1%	59.1%	52.7%
Never		18	306	72	55
		43.9%	38.5%	26.3%	30.2%
Mean		4.22	4.22	4.05	4.06

Tables for "Physical Safety" component

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		40	772	268	180
Overall, how would you rate the physical safety of the areas close to campus?	Not safe at all	1	6	0	2
		2.5%	.8%	0.0%	1.1%
	Not very safe	1	19	7	6
		2.5%	2.5%	2.6%	3.3%
	Moderately safe	15	198	81	42
		37.5%	25.6%	30.2%	23.3%
	Very safe	16	385	134	82
		40.0%	49.9%	50.0%	45.6%
Extremely safe		7	164	46	48
		17.5%	21.2%	17.2%	26.7%
Mean		3.68	3.88	3.82	3.93

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		43	797	272	183
How often you have heard or seen these things happening to others on this campus? Physical assaults or injuries	Extremely often	0	0	0	1
		0.0%	0.0%	0.0%	.5%
	Very often	0	3	1	1
		0.0%	.4%	.4%	.5%
	Moderately often	0	17	10	8
		0.0%	2.1%	3.7%	4.4%
	Not very often	2	104	71	34
		4.7%	13.0%	26.1%	18.6%
	Never	41	673	190	139
		95.3%	84.4%	69.9%	76.0%
Mean		4.95	4.82	4.65	4.69

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		43	796	273	183
How often you have heard or seen these things happening to others on this campus? Threats of physical violence	Extremely often	0	1	0	1
		0.0%	.1%	0.0%	.5%
	Very often	0	4	2	2
		0.0%	.5%	.7%	1.1%
	Moderately often	0	28	14	12
		0.0%	3.5%	5.1%	6.6%
	Not very often	6	130	89	42
		14.0%	16.3%	32.6%	23.0%
	Never	37	633	168	126
		86.0%	79.5%	61.5%	68.9%
Mean		4.86	4.75	4.55	4.58

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		41	787	273	183
Overall, how would you rate the physical safety of your campus?	Not safe at all	0	1	0	2
		0.0%	.1%	0.0%	1.1%
	Not very safe	0	4	3	2
		0.0%	.5%	1.1%	1.1%
	Moderately safe	6	109	50	26
		14.6%	13.9%	18.3%	14.2%
	Very safe	25	364	135	86
		61.0%	46.3%	49.5%	47.0%
	Extremely safe	10	309	85	67
		24.4%	39.3%	31.1%	36.6%
Mean		4.10	4.24	4.11	4.17

Table for "Balancing Student-family lives" component

		Number of semesters enrolled at Oakland			
		Less than 1 semester	1 to 6 semesters	7 to 10 semesters	10+ semesters
n=		43	791	274	183
As a student on this campus, how difficult is it for you to balance your student and family life? (reverse coded)	Extremely difficult	5	35	20	17
		11.6%	4.4%	7.3%	9.3%
	Very difficult	6	131	50	34
		14.0%	16.6%	18.2%	18.6%
	Moderately difficult	13	313	112	67
		30.2%	39.6%	40.9%	36.6%
	Not very difficult	14	255	72	51
		32.6%	32.2%	26.3%	27.9%
	Not at all difficult	5	57	20	14
		11.6%	7.2%	7.3%	7.7%
Mean		3.19	3.21	3.08	3.06

Appendix J

Tables of Individual Items: By Sexual Orientation

Tables for Outcome Variable "Overall climate"

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1183	24	15	39	23
Overall, how would you rate the climate on the campus where you are primarily located?	Very poor	17	1	0	0	1
		1.4%	4.2%	0.0%	0.0%	4.3%
	Poor	56	2	2	2	4
		4.7%	8.3%	13.3%	5.1%	17.4%
	Fair	226	7	2	18	12
		19.1%	29.2%	13.3%	46.2%	52.2%
	Good	630	13	9	17	4
		53.3%	54.2%	60.0%	43.6%	17.4%
	Very good	254	1	2	2	2
		21.5%	4.2%	13.3%	5.1%	8.7%
Mean		3.89	3.46	3.73	3.49	3.09

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1182	24	14	39	24
Overall, how strongly would you recommend Oakland University to other students?	Not at all strongly	48	3	0	0	2
		4.1%	12.5%	0.0%	0.0%	8.3%
	Not very strongly	104	2	1	5	5
		8.8%	8.3%	7.1%	12.8%	20.8%
	Moderately strongly	322	6	5	15	10
		27.2%	25.0%	35.7%	38.5%	41.7%
	Very strongly	442	10	5	16	3
		37.4%	41.7%	35.7%	41.0%	12.5%
	Extremely strongly	266	3	3	3	4
		22.5%	12.5%	21.4%	7.7%	16.7%
Mean		3.65	3.33	3.71	3.44	3.08

Tables for "Belongingness and Personal Identity" component

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		944	23	14	32	23
Thinking about your campus, how satisfied are you with the social and cultural activities that reflect your personal identity?	Not at all satisfied	54	3	0	1	3
		5.7%	13.0%	0.0%	3.1%	13.0%
	Not very satisfied	139	6	3	7	4
		14.7%	26.1%	21.4%	21.9%	17.4%
	Moderately satisfied	324	11	9	16	12
		34.3%	47.8%	64.3%	50.0%	52.2%
	Very satisfied	301	2	1	4	2
		31.9%	8.7%	7.1%	12.5%	8.7%
	Extremely satisfied	126	1	1	4	2
		13.3%	4.3%	7.1%	12.5%	8.7%
Mean		3.32	2.65	3.00	3.09	2.83

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1175	24	15	38	24
How comfortable do you feel expressing your personal identity on your campus?	Not at all comfortable	30	3	1	2	0
		2.6%	12.5%	6.7%	5.3%	0.0%
	Not very comfortable	89	4	3	1	9
		7.6%	16.7%	20.0%	2.6%	37.5%
	Moderately comfortable	345	7	6	14	6
		29.4%	29.2%	40.0%	36.8%	25.0%
	Very comfortable	456	7	3	16	8
		38.8%	29.2%	20.0%	42.1%	33.3%
	Extremely comfortable	255	3	2	5	1
		21.7%	12.5%	13.3%	13.2%	4.2%
Mean		3.70	3.13	3.13	3.55	3.04

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1182	24	15	39	23
Overall, how isolated do you feel on your campus? (reverse coded)	Extremely isolated	26	1	1	1	2
		2.2%	4.2%	6.7%	2.6%	8.7%
	Very isolated	86	4	1	4	6
		7.3%	16.7%	6.7%	10.3%	26.1%
	Moderately isolated	369	8	6	15	9
		31.2%	33.3%	40.0%	38.5%	39.1%
	Not very isolated	457	9	5	16	4
		38.7%	37.5%	33.3%	41.0%	17.4%
	Not at all isolated	244	2	2	3	2
		20.6%	8.3%	13.3%	7.7%	8.7%
Mean		3.68	3.29	3.40	3.41	2.91

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1184	24	15	39	24
How unfriendly or friendly is your campus?	Extremely unfriendly	39	2	1	1	2
		3.3%	8.3%	6.7%	2.6%	8.3%
	Somewhat unfriendly	132	5	3	3	3
		11.1%	20.8%	20.0%	7.7%	12.5%
	Neither friendly nor unfriendly	150	3	0	8	6
		12.7%	12.5%	0.0%	20.5%	25.0%
	Somewhat friendly	564	11	8	21	12
		47.6%	45.8%	53.3%	53.8%	50.0%
	Extremely friendly	299	3	3	6	1
		25.3%	12.5%	20.0%	15.4%	4.2%
Mean		3.80	3.33	3.60	3.72	3.29

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1165	24	15	38	24
How excluding or inclusive is your campus?	Extremely excluding	38	1	0	0	3
		3.3%	4.2%	0.0%	0.0%	12.5%
	Somewhat excluding	154	2	4	9	7
		13.2%	8.3%	26.7%	23.7%	29.2%
	Neither inclusive nor excluding	349	9	5	15	8
		30.0%	37.5%	33.3%	39.5%	33.3%
	Somewhat inclusive	444	8	5	8	5
		38.1%	33.3%	33.3%	21.1%	20.8%
	Extremely inclusive	180	4	1	6	1
		15.5%	16.7%	6.7%	15.8%	4.2%
Mean		3.49	3.50	3.20	3.29	2.75

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1148	23	14	38	24
How well do you think each of the following groups on campus treat you? Other students on campus	Not well at all	16	1	0	0	1
		1.4%	4.3%	0.0%	0.0%	4.2%
	Not very well	36	1	2	3	3
		3.1%	4.3%	14.3%	7.9%	12.5%
	Moderately well	303	12	4	18	10
		26.4%	52.2%	28.6%	47.4%	41.7%
	Very well	538	5	5	13	6
		46.9%	21.7%	35.7%	34.2%	25.0%
	Extremely well	255	4	3	4	4
		22.2%	17.4%	21.4%	10.5%	16.7%
Mean		3.85	3.43	3.64	3.47	3.38

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1107	21	14	36	23
Thinking about your campus, how satisfied are you with the academic programs that reflect your personal identity?	Not at all satisfied	44	3	1	1	3
		4.0%	14.3%	7.1%	2.8%	13.0%
	Not very satisfied	107	4	5	6	2
		9.7%	19.0%	35.7%	16.7%	8.7%
	Moderately satisfied	336	8	4	13	11
		30.4%	38.1%	28.6%	36.1%	47.8%
	Very satisfied	412	6	3	11	5
		37.2%	28.6%	21.4%	30.6%	21.7%
	Extremely satisfied	208	0	1	5	2
		18.8%	0.0%	7.1%	13.9%	8.7%
Mean		3.57	2.81	2.86	3.36	3.04

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1182	24	15	39	24
How cooperative is the environment on your campus?	Not at all cooperative	20	2	0	0	5
		1.7%	8.3%	0.0%	0.0%	20.8%
	Not very cooperative	88	2	0	7	4
		7.4%	8.3%	0.0%	17.9%	16.7%
	Moderately cooperative	450	16	8	18	11
		38.1%	66.7%	53.3%	46.2%	45.8%
	Very cooperative	528	2	6	12	2
		44.7%	8.3%	40.0%	30.8%	8.3%
	Extremely cooperative	96	2	1	2	2
		8.1%	8.3%	6.7%	5.1%	8.3%
Mean		3.50	3.00	3.53	3.23	2.67

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1177	24	15	39	23
If you experience unfair treatment, how confident are you that you can file a complaint without negative consequences?	Not at all confident	113	5	1	4	4
		9.6%	20.8%	6.7%	10.3%	17.4%
	Not very confident	216	5	8	11	5
		18.4%	20.8%	53.3%	28.2%	21.7%
	Moderately confident	405	5	4	18	6
		34.4%	20.8%	26.7%	46.2%	26.1%
	Very confident	304	6	1	4	6
		25.8%	25.0%	6.7%	10.3%	26.1%
	Extremely confident	139	3	1	2	2
		11.8%	12.5%	6.7%	5.1%	8.7%
Mean		3.12	2.88	2.53	2.72	2.87

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1131	24	15	38	24
How much do each of the following groups on this campus respect diversity? Students	Not at all	18	1	0	0	1
		1.6%	4.2%	0.0%	0.0%	4.2%
	A little	75	4	2	5	4
		6.6%	16.7%	13.3%	13.2%	16.7%
	To some extent	272	7	5	15	10
		24.0%	29.2%	33.3%	39.5%	41.7%
	A lot	429	10	5	10	6
		37.9%	41.7%	33.3%	26.3%	25.0%
	A great deal	337	2	3	8	3
		29.8%	8.3%	20.0%	21.1%	12.5%
Mean		3.88	3.33	3.60	3.55	3.25

Tables for "Respect for Diversity" component

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1039	23	14	37	21
How much do each of the following groups on this campus respect diversity? Staff	Not at all	16	3	1	0	1
		1.5%	13.0%	7.1%	0.0%	4.8%
	A little	41	0	0	3	3
		3.9%	0.0%	0.0%	8.1%	14.3%
	To some extent	184	4	6	12	6
		17.7%	17.4%	42.9%	32.4%	28.6%
	A lot	369	7	3	13	7
		35.5%	30.4%	21.4%	35.1%	33.3%
A great deal		429	9	4	9	4
		41.3%	39.1%	28.6%	24.3%	19.0%
Mean		4.11	3.83	3.64	3.76	3.48

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1108	24	15	37	23
How much do each of the following groups on this campus respect diversity? Faculty	Not at all	12	2	1	0	0
		1.1%	8.3%	6.7%	0.0%	0.0%
	A little	50	1	2	3	2
		4.5%	4.2%	13.3%	8.1%	8.7%
	To some extent	162	3	3	10	8
		14.6%	12.5%	20.0%	27.0%	34.8%
	A lot	373	5	1	13	8
		33.7%	20.8%	6.7%	35.1%	34.8%
A great deal		511	13	8	11	5
		46.1%	54.2%	53.3%	29.7%	21.7%
Mean		4.19	4.08	3.87	3.86	3.70

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1054	24	15	38	24
Overall, how satisfied are you with the diversity in the following settings: Oakland student center	Not at all satisfied	27	2	0	2	1
		2.6%	8.3%	0.0%	5.3%	4.2%
	Slightly satisfied	91	5	3	9	4
		8.6%	20.8%	20.0%	23.7%	16.7%
	Moderately satisfied	245	10	4	8	9
		23.2%	41.7%	26.7%	21.1%	37.5%
	Very satisfied	428	5	5	11	9
		40.6%	20.8%	33.3%	28.9%	37.5%
Extremely satisfied		263	2	3	8	1
		25.0%	8.3%	20.0%	21.1%	4.2%
Mean		3.77	3.00	3.53	3.37	3.21

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1153	24	15	37	24
Overall, how satisfied are you with the diversity in the following settings: Classroom/Academic settings	Not at all satisfied	36	3	0	1	0
		3.1%	12.5%	0.0%	2.7%	0.0%
	Slightly satisfied	86	3	4	9	5
		7.5%	12.5%	26.7%	24.3%	20.8%
	Moderately satisfied	308	9	3	11	10
		26.7%	37.5%	20.0%	29.7%	41.7%
	Very satisfied	502	8	6	10	6
		43.5%	33.3%	40.0%	27.0%	25.0%
	Extremely satisfied	221	1	2	6	3
		19.2%	4.2%	13.3%	16.2%	12.5%
Mean		3.68	3.04	3.40	3.30	3.29

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1038	21	12	35	22
How well do you think each of the following groups on campus treat you? Administrative support staff	Not well at all	26	3	0	0	3
		2.5%	14.3%	0.0%	0.0%	13.6%
	Not very well	60	0	0	2	3
		5.8%	0.0%	0.0%	5.7%	13.6%
	Moderately well	266	4	4	16	6
		25.6%	19.0%	33.3%	45.7%	27.3%
	Very well	415	9	4	13	7
		40.0%	42.9%	33.3%	37.1%	31.8%
	Extremely well	271	5	4	4	3
		26.1%	23.8%	33.3%	11.4%	13.6%
Mean		3.81	3.62	4.00	3.54	3.18

Tables for "Academic Support" component

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1174	24	14	39	24
How active are faculty/instructors on this campus in empowering you to learn?	Not active at all	27	2	0	3	0
		2.3%	8.3%	0.0%	7.7%	0.0%
	Not very active	85	0	1	5	3
		7.2%	0.0%	7.1%	12.8%	12.5%
	Moderately active	372	7	5	9	9
		31.7%	29.2%	35.7%	23.1%	37.5%
	Very active	464	9	3	17	8
		39.5%	37.5%	21.4%	43.6%	33.3%
	Extremely active	226	6	5	5	4
		19.3%	25.0%	35.7%	12.8%	16.7%
Mean		3.66	3.71	3.86	3.41	3.54

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1172	24	14	37	24
How helpful are faculty members/instructors on your campus?	Not helpful at all	21	1	0	1	0
		1.8%	4.2%	0.0%	2.7%	0.0%
	Not very helpful	51	1	1	1	2
		4.4%	4.2%	7.1%	2.7%	8.3%
	Moderately helpful	309	5	2	14	5
		26.4%	20.8%	14.3%	37.8%	20.8%
	Very helpful	516	12	7	13	10
		44.0%	50.0%	50.0%	35.1%	41.7%
	Extremely helpful	275	5	4	8	7
		23.5%	20.8%	28.6%	21.6%	29.2%
Mean		3.83	3.79	4.00	3.70	3.92

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1167	22	14	39	24
How much do the faculty/instructors on this campus value your contributions in class?	Not at all	27	2	0	4	1
		2.3%	9.1%	0.0%	10.3%	4.2%
	A little	112	1	1	3	3
		9.6%	4.5%	7.1%	7.7%	12.5%
	A moderate amount	286	4	1	14	6
		24.5%	18.2%	7.1%	35.9%	25.0%
	A lot	440	5	8	14	10
		37.7%	22.7%	57.1%	35.9%	41.7%
	A great deal	302	10	4	4	4
		25.9%	45.5%	28.6%	10.3%	16.7%
Mean		3.75	3.91	4.07	3.28	3.54

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1174	24	14	39	24
How well do you think each of the following groups on campus treat you? Faculty/instructors	Not well at all	18	2	0	0	0
		1.5%	8.3%	0.0%	0.0%	0.0%
	Not very well	32	0	0	2	1
		2.7%	0.0%	0.0%	5.1%	4.2%
	Moderately well	228	3	5	8	6
		19.4%	12.5%	35.7%	20.5%	25.0%
	Very well	519	9	4	18	12
		44.2%	37.5%	28.6%	46.2%	50.0%
	Extremely well	377	10	5	11	5
		32.1%	41.7%	35.7%	28.2%	20.8%
Mean		4.03	4.04	4.00	3.97	3.88

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1119	24	14	37	23
How responsive are faculty/instructors on this campus in helping solve the academic problems of students?	Not responsive at all	27	2	1	3	0
		2.4%	8.3%	7.1%	8.1%	0.0%
	Not very responsive	77	1	0	5	4
		6.9%	4.2%	0.0%	13.5%	17.4%
	Moderately responsive	345	5	5	11	9
		30.8%	20.8%	35.7%	29.7%	39.1%
	Very responsive	496	12	4	13	6
		44.3%	50.0%	28.6%	35.1%	26.1%
	Extremely responsive	174	4	4	5	4
		15.5%	16.7%	28.6%	13.5%	17.4%
Mean		3.64	3.63	3.71	3.32	3.43

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1138	21	14	37	23
How much do the faculty/instructors on this campus believe in your potential to succeed academically?	Not at all	22	1	0	1	1
		1.9%	4.8%	0.0%	2.7%	4.3%
	A little	93	1	1	4	4
		8.2%	4.8%	7.1%	10.8%	17.4%
	A moderate amount	256	2	2	12	2
		22.5%	9.5%	14.3%	32.4%	8.7%
	A lot	423	7	6	13	10
		37.2%	33.3%	42.9%	35.1%	43.5%
	A great deal	344	10	5	7	6
		30.2%	47.6%	35.7%	18.9%	26.1%
Mean		3.86	4.14	4.07	3.57	3.70

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1142	24	14	37	23
How easy is it for you to meet with faculty members/instructors on your campus when you need to?	Not easy at all	25	2	0	1	0
		2.2%	8.3%	0.0%	2.7%	0.0%
	Not very easy	83	1	0	5	1
		7.3%	4.2%	0.0%	13.5%	4.3%
	Moderately easy	425	6	6	12	11
		37.2%	25.0%	42.9%	32.4%	47.8%
	Very easy	406	12	4	13	6
		35.6%	50.0%	28.6%	35.1%	26.1%
	Extremely easy	203	3	4	6	5
		17.8%	12.5%	28.6%	16.2%	21.7%
Mean		3.59	3.54	3.86	3.49	3.65

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1182	24	14	39	24
How much of a say do you feel you have about things that affect your academic success at this university?	None at all	149	4	1	9	4
		12.6%	16.7%	7.1%	23.1%	16.7%
	A little bit	240	4	1	9	4
		20.3%	16.7%	7.1%	23.1%	16.7%
	A moderate amount	390	11	7	11	7
		33.0%	45.8%	50.0%	28.2%	29.2%
	A lot	260	3	3	9	6
		22.0%	12.5%	21.4%	23.1%	25.0%
	A great deal	143	2	2	1	3
		12.1%	8.3%	14.3%	2.6%	12.5%
Mean		3.01	2.79	3.29	2.59	3.00

Table for "Commitment to Student Diversity" component

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1184	24	15	39	24
How important is it to you that your campus be committed to building a diverse student body?	Not at all important	88	2	1	2	1
		7.4%	8.3%	6.7%	5.1%	4.2%
	Not very important	150	3	0	4	2
		12.7%	12.5%	0.0%	10.3%	8.3%
	Moderately important	365	3	1	7	3
		30.8%	12.5%	6.7%	17.9%	12.5%
	Very important	342	8	1	14	8
		28.9%	33.3%	6.7%	35.9%	33.3%
	Extremely important	239	8	12	12	10
		20.2%	33.3%	80.0%	30.8%	41.7%
Mean		3.42	3.71	4.53	3.77	4.00

Tables for "Access to Services" component

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1147	24	15	39	24
How easy is it for you to access academic advising on your campus?	Not easy at all	62	2	1	4	1
		5.4%	8.3%	6.7%	10.3%	4.2%
	Not very easy	129	4	2	4	7
		11.2%	16.7%	13.3%	10.3%	29.2%
	Moderately easy	306	9	3	9	6
		26.7%	37.5%	20.0%	23.1%	25.0%
	Very easy	396	7	7	13	5
		34.5%	29.2%	46.7%	33.3%	20.8%
	Extremely easy	254	2	2	9	5
		22.1%	8.3%	13.3%	23.1%	20.8%
Mean		3.57	3.13	3.47	3.49	3.25

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		808	19	12	32	19
How easy is it for you to access personal counseling services on your campus?	Not easy at all	41	4	0	3	2
		5.1%	21.1%	0.0%	9.4%	10.5%
	Not very easy	85	2	2	6	0
		10.5%	10.5%	16.7%	18.8%	0.0%
	Moderately easy	234	6	5	11	9
		29.0%	31.6%	41.7%	34.4%	47.4%
	Very easy	287	5	5	8	5
		35.5%	26.3%	41.7%	25.0%	26.3%
	Extremely easy	161	2	0	4	3
		19.9%	10.5%	0.0%	12.5%	15.8%
Mean		3.55	2.95	3.25	3.13	3.37

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		913	21	14	34	20
How easy is it for you to access career/job search advising on your campus?	Not easy at all	46	3	1	2	1
		5.0%	14.3%	7.1%	5.9%	5.0%
	Not very easy	119	3	3	4	6
		13.0%	14.3%	21.4%	11.8%	30.0%
	Moderately easy	275	8	3	12	6
		30.1%	38.1%	21.4%	35.3%	30.0%
	Very easy	308	7	5	10	5
		33.7%	33.3%	35.7%	29.4%	25.0%
	Extremely easy	165	0	2	6	2
		18.1%	0.0%	14.3%	17.6%	10.0%
Mean		3.47	2.90	3.29	3.41	3.05

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		889	20	10	30	19
How easy is it for you to access tutoring services on your campus?	Not easy at all	31	2	0	0	1
		3.5%	10.0%	0.0%	0.0%	5.3%
	Not very easy	59	3	1	3	0
		6.6%	15.0%	10.0%	10.0%	0.0%
	Moderately easy	219	3	4	10	8
		24.6%	15.0%	40.0%	33.3%	42.1%
	Very easy	344	8	3	10	8
		38.7%	40.0%	30.0%	33.3%	42.1%
	Extremely easy	236	4	2	7	2
		26.5%	20.0%	20.0%	23.3%	10.5%
Mean		3.78	3.45	3.60	3.70	3.53

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1134	24	14	38	23
How easy is it for you to access computer equipment/technology on your campus?	Not easy at all	11	0	0	1	1
		1.0%	0.0%	0.0%	2.6%	4.3%
	Not very easy	52	2	0	2	1
		4.6%	8.3%	0.0%	5.3%	4.3%
	Moderately easy	206	3	4	9	5
		18.2%	12.5%	28.6%	23.7%	21.7%
	Very easy	382	13	7	14	10
		33.7%	54.2%	50.0%	36.8%	43.5%
	Extremely easy	483	6	3	12	6
		42.6%	25.0%	21.4%	31.6%	26.1%
Mean		4.12	3.96	3.93	3.89	3.83

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1100	22	13	36	23
How well do you think each of the following groups on campus treat you? Academic advising staff	Not well at all	29	1	0	1	0
		2.6%	4.5%	0.0%	2.8%	0.0%
	Not very well	79	0	1	3	5
		7.2%	0.0%	7.7%	8.3%	21.7%
	Moderately well	240	8	5	11	7
		21.8%	36.4%	38.5%	30.6%	30.4%
	Very well	398	7	4	13	5
		36.2%	31.8%	30.8%	36.1%	21.7%
	Extremely well	354	6	3	8	6
		32.2%	27.3%	23.1%	22.2%	26.1%
Mean		3.88	3.77	3.69	3.67	3.52

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		833	17	12	29	20
How easy is it for you to get something done when it involves multiple units on campus having to work together, such as the study abroad office, the financial aid office, or the registrar?	Not easy at all	119	2	3	6	4
		14.3%	11.8%	25.0%	20.7%	20.0%
	Not very easy	202	6	4	13	11
		24.2%	35.3%	33.3%	44.8%	55.0%
	Moderately easy	315	7	3	4	2
		37.8%	41.2%	25.0%	13.8%	10.0%
	Very easy	152	2	1	5	2
		18.2%	11.8%	8.3%	17.2%	10.0%
	Extremely easy	45	0	1	1	1
		5.4%	0.0%	8.3%	3.4%	5.0%
Mean		2.76	2.53	2.42	2.38	2.25

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		898	20	14	31	18
Overall, how well does your campus meet the needs of those with disabilities?	Not well at all	11	0	0	0	2
		1.2%	0.0%	0.0%	0.0%	11.1%
	Not very well	54	2	0	6	5
		6.0%	10.0%	0.0%	19.4%	27.8%
	Moderately well	271	7	8	14	6
		30.2%	35.0%	57.1%	45.2%	33.3%
	Very well	379	6	5	7	4
		42.2%	30.0%	35.7%	22.6%	22.2%
	Extremely well	183	5	1	4	1
		20.4%	25.0%	7.1%	12.9%	5.6%
Mean		3.74	3.70	3.50	3.29	2.83

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1001	20	13	35	19
Overall, how easy is it for you to get access to financial aid services on campus you need to stay enrolled?	Not easy at all	95	2	2	2	7
		9.5%	10.0%	15.4%	5.7%	36.8%
	Not very easy	210	3	5	14	7
		21.0%	15.0%	38.5%	40.0%	36.8%
	Moderately easy	313	7	2	12	3
		31.3%	35.0%	15.4%	34.3%	15.8%
	Very easy	240	5	1	7	1
		24.0%	25.0%	7.7%	20.0%	5.3%
	Extremely easy	143	3	3	0	1
		14.3%	15.0%	23.1%	0.0%	5.3%
Mean		3.13	3.20	2.85	2.69	2.05

Tables for "Physical threats to Self" component

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1179	24	15	39	24
How often have you personally experienced any of the following as a student on this campus? Physical assaults or injuries	Very often	1	0	0	0	0
		.1%	0.0%	0.0%	0.0%	0.0%
	Moderately often	9	0	0	0	1
		.8%	0.0%	0.0%	0.0%	4.2%
	Not very often	35	2	0	5	2
		3.0%	8.3%	0.0%	12.8%	8.3%
	Never	1134	22	15	34	21
		96.2%	91.7%		87.2%	87.5%
Mean		4.95	4.92	5.00	4.87	4.83

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1175	24	15	39	24
How often have you personally experienced any of the following as a student on this campus? Threats of physical violence	Extremely often	0	0	0	0	1
		0.0%	0.0%	0.0%	0.0%	4.2%
	Very often	2	0	0	0	0
		.2%	0.0%	0.0%	0.0%	0.0%
	Moderately often	11	0	0	1	0
		.9%	0.0%	0.0%	2.6%	0.0%
	Not very often	75	4	1	6	6
		6.4%	16.7%	6.7%	15.4%	25.0%
	Never	1087	20	14	32	17
		92.5%	83.3%	93.3%	82.1%	70.8%
Mean		4.91	4.83	4.93	4.79	4.58

Tables for "Negative Communications" component

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1181	23	15	39	23
How often have you personally experienced any of the following as a student on this campus? Offensive verbal comments	Extremely often	16	1	1	0	2
		1.4%	4.3%	6.7%	0.0%	8.7%
	Very often	30	0	2	1	2
		2.5%	0.0%	13.3%	2.6%	8.7%
	Moderately often	99	5	0	9	8
		8.4%	21.7%	0.0%	23.1%	34.8%
	Not very often	383	9	9	14	6
		32.4%	39.1%	60.0%	35.9%	26.1%
	Never	653	8	3	15	5
		55.3%	34.8%	20.0%	38.5%	21.7%
Mean		4.38	4.00	3.73	4.10	3.43

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1175	24	15	39	24
How often have you personally experienced any of the following as a student on this campus? Offensive visual images	Extremely often	7	1	0	0	2
		.6%	4.2%	0.0%	0.0%	8.3%
	Very often	17	0	1	0	0
		1.4%	0.0%	6.7%	0.0%	0.0%
	Moderately often	56	1	1	6	3
		4.8%	4.2%	6.7%	15.4%	12.5%
	Not very often	259	9	8	10	9
		22.0%	37.5%	53.3%	25.6%	37.5%
	Never	836	13	5	23	10
		71.1%	54.2%	33.3%	59.0%	41.7%
Mean		4.62	4.38	4.13	4.44	4.04

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1179	24	15	39	24
How often you have heard or seen these things happening to others on this campus? Offensive visual images	Extremely often	9	1	0	0	2
		.8%	4.2%	0.0%	0.0%	8.3%
	Very often	13	0	1	1	2
		1.1%	0.0%	6.7%	2.6%	8.3%
	Moderately often	67	2	3	4	4
		5.7%	8.3%	20.0%	10.3%	16.7%
	Not very often	291	6	5	18	8
		24.7%	25.0%	33.3%	46.2%	33.3%
	Never	799	15	6	16	8
		67.8%	62.5%	40.0%	41.0%	33.3%
Mean		4.58	4.42	4.07	4.26	3.75

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1178	24	15	39	24
How often you have heard or seen these things happening to others on this campus? Offensive verbal comments	Extremely often	14	1	1	0	3
		1.2%	4.2%	6.7%	0.0%	12.5%
	Very often	46	0	2	2	5
		3.9%	0.0%	13.3%	5.1%	20.8%
	Moderately often	177	7	4	9	5
		15.0%	29.2%	26.7%	23.1%	20.8%
	Not very often	420	10	4	18	7
		35.7%	41.7%	26.7%	46.2%	29.2%
	Never	521	6	4	10	4
		44.2%	25.0%	26.7%	25.6%	16.7%
Mean		4.18	3.83	3.53	3.92	3.17

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1176	24	15	39	24
How often have you personally experienced any of the following as a student on this campus? Offensive written comments	Extremely often	9	1	0	0	2
		.8%	4.2%	0.0%	0.0%	8.3%
	Very often	17	0	0	2	0
		1.4%	0.0%	0.0%	5.1%	0.0%
	Moderately often	42	3	0	1	5
		3.6%	12.5%	0.0%	2.6%	20.8%
	Not very often	213	4	6	11	6
		18.1%	16.7%	40.0%	28.2%	25.0%
	Never	895	16	9	25	11
		76.1%	66.7%	60.0%	64.1%	45.8%
Mean		4.67	4.42	4.60	4.51	4.00

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1175	24	15	39	24
How often you have heard or seen these things happening to others on this campus? Offensive written comments	Extremely often	8	1	0	0	2
		.7%	4.2%	0.0%	0.0%	8.3%
	Very often	24	1	0	3	3
		2.0%	4.2%	0.0%	7.7%	12.5%
	Moderately often	69	1	2	4	6
		5.9%	4.2%	13.3%	10.3%	25.0%
	Not very often	327	6	7	15	4
		27.8%	25.0%	46.7%	38.5%	16.7%
	Never	747	15	6	17	9
		63.6%	62.5%	40.0%	43.6%	37.5%
Mean		4.52	4.38	4.27	4.18	3.63

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1178	24	15	39	23
As far as you know, how often are students from minority groups treated unfairly on this campus? (reverse coded)	Extremely often	8	1	0	0	2
		.7%	4.2%	0.0%	0.0%	8.7%
	Very often	21	0	2	1	4
		1.8%	0.0%	13.3%	2.6%	17.4%
	Moderately often	112	6	8	8	6
		9.5%	25.0%	53.3%	20.5%	26.1%
	Not very often	613	10	3	23	6
		52.0%	41.7%	20.0%	59.0%	26.1%
	Never	424	7	2	7	5
		36.0%	29.2%	13.3%	17.9%	21.7%
Mean		4.21	3.92	3.33	3.92	3.35

Tables for "Physical Safety" component

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1152	21	14	37	23
Overall, how would you rate the physical safety of the areas close to campus?	Not safe at all	6	1	0	1	1
		.5%	4.8%	0.0%	2.7%	4.3%
	Not very safe	27	0	1	5	0
		2.3%	0.0%	7.1%	13.5%	0.0%
	Moderately safe	303	5	5	11	11
		26.3%	23.8%	35.7%	29.7%	47.8%
	Very safe	571	9	6	16	6
		49.6%	42.9%	42.9%	43.2%	26.1%
	Extremely safe	245	6	2	4	5
		21.3%	28.6%	14.3%	10.8%	21.7%
Mean		3.89	3.90	3.64	3.46	3.61

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1180	23	15	38	24
How often you have heard or seen these things happening to others on this campus? Physical assaults or injuries	Extremely often	0	0	0	0	1
		0.0%	0.0%	0.0%	0.0%	4.2%
	Very often	4	0	0	1	0
		.3%	0.0%	0.0%	2.6%	0.0%
	Moderately often	33	0	1	0	1
		2.8%	0.0%	6.7%	0.0%	4.2%
	Not very often	184	3	3	10	7
		15.6%	13.0%	20.0%	26.3%	29.2%
	Never	959	20	11	27	15
		81.3%	87.0%	73.3%	71.1%	62.5%
Mean		4.78	4.87	4.67	4.66	4.46

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1179	24	15	38	24
How often you have heard or seen these things happening to others on this campus? Threats of physical violence	Extremely often	1	0	0	0	1
		.1%	0.0%	0.0%	0.0%	4.2%
	Very often	6	1	0	1	0
		.5%	4.2%	0.0%	2.6%	0.0%
	Moderately often	47	0	1	3	3
		4.0%	0.0%	6.7%	7.9%	12.5%
	Not very often	234	7	4	7	12
		19.8%	29.2%	26.7%	18.4%	50.0%
	Never	891	16	10	27	8
		75.6%	66.7%	66.7%	71.1%	33.3%
Mean		4.70	4.58	4.60	4.58	4.08

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1169	24	15	39	24
Overall, how would you rate the physical safety of your campus?	Not safe at all	1	1	0	0	1
		.1%	4.2%	0.0%	0.0%	4.2%
	Not very safe	9	0	0	0	0
		.8%	0.0%	0.0%	0.0%	0.0%
	Moderately safe	171	6	3	4	7
		14.6%	25.0%	20.0%	10.3%	29.2%
	Very safe	550	7	10	22	11
		47.0%	29.2%	66.7%	56.4%	45.8%
	Extremely safe	438	10	2	13	5
		37.5%	41.7%	13.3%	33.3%	20.8%
Mean		4.21	4.04	3.93	4.23	3.79

Table for "Balancing Student-family lives" component

		Sexual orientation				
		Straight or heterosexual	Gay	Lesbian	Bisexual	Queer & Other
n=		1175	24	14	39	24
As a student on this campus, how difficult is it for you to balance your student and family life? (reverse coded)	Extremely difficult	69	2	0	3	1
		5.9%	8.3%	0.0%	7.7%	4.2%
	Very difficult	202	1	2	8	6
		17.2%	4.2%	14.3%	20.5%	25.0%
	Moderately difficult	462	7	5	14	9
		39.3%	29.2%	35.7%	35.9%	37.5%
	Not very difficult	351	12	7	14	5
		29.9%	50.0%	50.0%	35.9%	20.8%
	Not at all difficult	91	2	0	0	3
		7.7%	8.3%	0.0%	0.0%	12.5%
Mean		3.16	3.46	3.36	3.00	3.13

Appendix K

Tables of Individual Items: By Ability/Disability Status

Tables for Outcome Variable "Overall climate"

		Disability Status	
		Have	Do not have
n=		123	1170
Overall, how would you rate the climate on the campus where you are primarily located?	Very poor	2	17
		1.6%	1.5%
	Poor	6	61
		4.9%	5.2%
	Fair	39	228
		31.7%	19.5%
	Good	54	623
		43.9%	53.2%
	Very good	22	241
		17.9%	20.6%
Mean		3.72	3.86

		Disability Status	
		Have	Do not have
n=		123	1169
Overall, how strongly would you recommend Oakland University to other students?	Not at all strongly	10	45
		8.1%	3.8%
	Not very strongly	16	100
		13.0%	8.6%
	Moderately strongly	39	324
		31.7%	27.7%
	Very strongly	34	445
		27.6%	38.1%
	Extremely strongly	24	255
		19.5%	21.8%
Mean		3.37	3.65

Tables for "Belongingness and Personal Identity" component

		Disability Status	
		Have	Do not have
n=		106	935
Thinking about your campus, how satisfied are you with the social and cultural activities that reflect your personal identity?	Not at all satisfied	10	51
		9.4%	5.5%
	Not very satisfied	25	135
		23.6%	14.4%
	Moderately satisfied	35	339
		33.0%	36.3%
	Very satisfied	23	289
		21.7%	30.9%
	Extremely satisfied	13	121
		12.3%	12.9%
Mean		3.04	3.31

		Disability Status	
		Have	Do not have
n=		122	1163
How comfortable do you feel expressing your personal identity on your campus?	Not at all comfortable	10 8.2%	27 2.3%
	Not very comfortable	18 14.8%	91 7.8%
	Moderately comfortable	43 35.2%	337 29.0%
	Very comfortable	28 23.0%	463 39.8%
	Extremely comfortable	23 18.9%	245 21.1%
	Mean	3.30	3.69

		Disability Status	
		Have	Do not have
n=		123	1169
Overall, how isolated do you feel on your campus? (reverse coded)	Extremely isolated	5 4.1%	26 2.2%
	Very isolated	14 11.4%	86 7.4%
	Moderately isolated	51 41.5%	360 30.8%
	Not very isolated	38 30.9%	456 39.0%
	Not at all isolated	15 12.2%	241 20.6%
	Mean	3.36	3.68

		Disability Status	
		Have	Do not have
n=		123	1172
How unfriendly or friendly is your campus?	Extremely unfriendly	6 4.9%	39 3.3%
	Somewhat unfriendly	19 15.4%	130 11.1%
	Neither friendly nor unfriendly	22 17.9%	146 12.5%
	Somewhat friendly	50 40.7%	572 48.8%
	Extremely friendly	26 21.1%	285 24.3%
	Mean	3.58	3.80

		Disability Status	
		Have	Do not have
n=		118	1157
How excluding or inclusive is your campus?	Extremely excluding	4	38
		3.4%	3.3%
	Somewhat excluding	24	154
		20.3%	13.3%
	Neither inclusive nor excluding	41	349
		34.7%	30.2%
	Somewhat inclusive	38	435
		32.2%	37.6%
	Extremely inclusive	11	181
		9.3%	15.6%
Mean		3.24	3.49

		Disability Status	
		Have	Do not have
n=		121	1134
How well do you think each of the following groups on campus treat you? Other students on campus	Not well at all	2	16
		1.7%	1.4%
	Not very well	9	36
		7.4%	3.2%
	Moderately well	50	300
		41.3%	26.5%
	Very well	43	530
		35.5%	46.7%
	Extremely well	17	252
		14.0%	22.2%
Mean		3.53	3.85

		Disability Status	
		Have	Do not have
n=		118	1091
Thinking about your campus, how satisfied are you with the academic programs that reflect your personal identity?	Not at all satisfied	12	43
		10.2%	3.9%
	Not very satisfied	20	104
		16.9%	9.5%
	Moderately satisfied	40	335
		33.9%	30.7%
	Very satisfied	32	406
		27.1%	37.2%
	Extremely satisfied	14	203
		11.9%	18.6%
Mean		3.14	3.57

		Disability Status	
		Have	Do not have
n=		122	1170
How cooperative is the environment on your campus?	Not at all cooperative	6 4.9%	22 1.9%
	Not very cooperative	16 13.1%	86 7.4%
	Moderately cooperative	61 50.0%	445 38.0%
	Very cooperative	32 26.2%	522 44.6%
	Extremely cooperative	7 5.7%	95 8.1%
	Mean	3.15	3.50

		Disability Status	
		Have	Do not have
n=		123	1163
If you experience unfair treatment, how confident are you that you can file a complaint without negative consequences?	Not at all confident	30 24.4%	99 8.5%
	Not very confident	21 17.1%	225 19.3%
	Moderately confident	36 29.3%	407 35.0%
	Very confident	27 22.0%	294 25.3%
	Extremely confident	9 7.3%	138 11.9%
	Mean	2.71	3.13

		Disability Status	
		Have	Do not have
n=		117	1122
How much do each of the following groups on this campus respect diversity? Students	Not at all	2 1.7%	19 1.7%
	A little	19 16.2%	72 6.4%
	To some extent	21 17.9%	289 25.8%
	A lot	37 31.6%	428 38.1%
	A great deal	38 32.5%	314 28.0%
	Mean	3.77	3.84

Tables for "Respect for Diversity" component

		Disability Status	
		Have	Do not have
n=		105	1034
How much do each of the following groups on this campus respect diversity? Staff	Not at all	2 1.9%	19 1.8%
	A little	9 8.6%	40 3.9%
	To some extent	28 26.7%	184 17.8%
	A lot	33 31.4%	371 35.9%
	A great deal	33 31.4%	420 40.6%
Mean		3.82	4.10

		Disability Status	
		Have	Do not have
n=		109	1105
How much do each of the following groups on this campus respect diversity? Faculty	Not at all	1 .9%	14 1.3%
	A little	10 9.2%	49 4.4%
	To some extent	27 24.8%	162 14.7%
	A lot	33 30.3%	371 33.6%
	A great deal	38 34.9%	509 46.1%
Mean		3.89	4.19

		Disability Status	
		Have	Do not have
n=		113	1047
Overall, how satisfied are you with the diversity in the following settings: Oakland student center	Not at all satisfied	2 1.8%	31 3.0%
	Slightly satisfied	20 17.7%	92 8.8%
	Moderately satisfied	34 30.1%	245 23.4%
	Very satisfied	35 31.0%	424 40.5%
	Extremely satisfied	22 19.5%	255 24.4%
Mean		3.49	3.74

		Disability Status	
		Have	Do not have
n=		118	1144
Overall, how satisfied are you with the diversity in the following settings: Classroom/Academic settings	Not at all satisfied	3 2.5%	37 3.2%
	Slightly satisfied	15 12.7%	94 8.2%
	Moderately satisfied	44 37.3%	301 26.3%
	Very satisfied	38 32.2%	498 43.5%
	Extremely satisfied	18 15.3%	214 18.7%
	Mean	3.45	3.66

		Disability Status	
		Have	Do not have
n=		105	1028
How well do you think each of the following groups on campus treat you? Administrative support staff	Not well at all	3 2.9%	30 2.9%
	Not very well	11 10.5%	55 5.4%
	Moderately well	32 30.5%	267 26.0%
	Very well	41 39.0%	408 39.7%
	Extremely well	18 17.1%	268 26.1%
	Mean	3.57	3.81

Tables for "Academic Support" component

		Disability Status	
		Have	Do not have
n=		119	1165
How active are faculty/instructors on this campus in empowering you to learn?	Not active at all	7 5.9%	26 2.2%
	Not very active	12 10.1%	84 7.2%
	Moderately active	38 31.9%	366 31.4%
	Very active	43 36.1%	459 39.4%
	Extremely active	19 16.0%	230 19.7%
	Mean	3.46	3.67

		Disability Status	
		Have	Do not have
n=		121	1159
How helpful are faculty members/instructors on your campus?	Not helpful at all	3 2.5%	21 1.8%
	Not very helpful	9 7.4%	48 4.1%
	Moderately helpful	37 30.6%	299 25.8%
	Very helpful	47 38.8%	515 44.4%
	Extremely helpful	25 20.7%	276 23.8%
	Mean	3.68	3.84

		Disability Status	
		Have	Do not have
n=		121	1154
How much do the faculty/instructors on this campus value your contributions in class?	Not at all	4 3.3%	31 2.7%
	A little	18 14.9%	104 9.0%
	A moderate amount	28 23.1%	285 24.7%
	A lot	36 29.8%	444 38.5%
	A great deal	35 28.9%	290 25.1%
	Mean	3.66	3.74

		Disability Status	
		Have	Do not have
n=		121	1163
How well do you think each of the following groups on campus treat you? Faculty/instructors	Not well at all	2 1.7%	18 1.5%
	Not very well	6 5.0%	31 2.7%
	Moderately well	33 27.3%	218 18.7%
	Very well	50 41.3%	518 44.5%
	Extremely well	30 24.8%	378 32.5%
	Mean	3.83	4.04

		Disability Status	
		Have	Do not have
n=		113	1112
How responsive are faculty/instructors on this campus in helping solve the academic problems of students?	Not responsive at all	5 4.4%	29 2.6%
	Not very responsive	17 15.0%	71 6.4%
	Moderately responsive	34 30.1%	343 30.8%
	Very responsive	39 34.5%	494 44.4%
	Extremely responsive	18 15.9%	175 15.7%
	Mean	3.42	3.64

		Disability Status	
		Have	Do not have
n=		118	1123
How much do the faculty/instructors on this campus believe in your potential to succeed academically?	Not at all	4 3.4%	23 2.0%
	A little	17 14.4%	87 7.7%
	A moderate amount	27 22.9%	248 22.1%
	A lot	37 31.4%	423 37.7%
	A great deal	33 28.0%	342 30.5%
	Mean	3.66	3.87

		Disability Status	
		Have	Do not have
n=		121	1128
How easy is it for you to meet with faculty members/instructors on your campus when you need to?	Not easy at all	3 2.5%	26 2.3%
	Not very easy	14 11.6%	76 6.7%
	Moderately easy	50 41.3%	414 36.7%
	Very easy	29 24.0%	415 36.8%
	Extremely easy	25 20.7%	197 17.5%
	Mean	3.49	3.60

		Disability Status	
		Have	Do not have
n=		123	1169
How much of a say do you feel you have about things that affect your academic success at this university?	None at all	23	146
		18.7%	12.5%
	A little bit	22	238
		17.9%	20.4%
	A moderate amount	44	384
		35.8%	32.8%
	A lot	21	261
		17.1%	22.3%
	A great deal	13	140
		10.6%	12.0%
Mean		2.83	3.01

Table for "Commitment to Student Diversity" component

		Disability Status	
		Have	Do not have
n=		123	1172
How important is it to you that your campus be committed to building a diverse student body?	Not at all important	10	85
		8.1%	7.3%
	Not very important	13	148
		10.6%	12.6%
	Moderately important	29	353
		23.6%	30.1%
	Very important	36	339
		29.3%	28.9%
	Extremely important	35	247
		28.5%	21.1%
Mean		3.59	3.44

Tables for "Access to Services" component

		Disability Status	
		Have	Do not have
n=		121	1137
How easy is it for you to access academic advising on your campus?	Not easy at all	12	58
		9.9%	5.1%
	Not very easy	18	130
		14.9%	11.4%
	Moderately easy	29	309
		24.0%	27.2%
	Very easy	33	396
		27.3%	34.8%
	Extremely easy	29	244
		24.0%	21.5%
Mean		3.40	3.56

		Disability Status	
		Have	Do not have
n=		92	802
How easy is it for you to access personal counseling services on your campus?	Not easy at all	8	42
		8.7%	5.2%
	Not very easy	15	81
		16.3%	10.1%
	Moderately easy	17	248
		18.5%	30.9%
	Very easy	30	282
		32.6%	35.2%
	Extremely easy	22	149
		23.9%	18.6%
Mean		3.47	3.52

		Disability Status	
		Have	Do not have
n=		88	919
How easy is it for you to access career/job search advising on your campus?	Not easy at all	13	41
		14.8%	4.5%
	Not very easy	12	124
		13.6%	13.5%
	Moderately easy	25	281
		28.4%	30.6%
	Very easy	23	312
		26.1%	33.9%
	Extremely easy	15	161
		17.0%	17.5%
Mean		3.17	3.47

		Disability Status	
		Have	Do not have
n=		93	881
How easy is it for you to access tutoring services on your campus?	Not easy at all	5	29
		5.4%	3.3%
	Not very easy	13	53
		14.0%	6.0%
	Moderately easy	21	226
		22.6%	25.7%
	Very easy	26	350
		28.0%	39.7%
	Extremely easy	28	223
		30.1%	25.3%
Mean		3.63	3.78

		Disability Status	
		Have	Do not have
n=		117	1123
How easy is it for you to access computer equipment/technology on your campus?	Not easy at all	1 .9%	12 1.1%
	Not very easy	9 7.7%	49 4.4%
	Moderately easy	25 21.4%	203 18.1%
	Very easy	36 30.8%	392 34.9%
	Extremely easy	46 39.3%	467 41.6%
	Mean	4.00	4.12

		Disability Status	
		Have	Do not have
n=		117	1084
How well do you think each of the following groups on campus treat you? Academic advising staff	Not well at all	6 5.1%	25 2.3%
	Not very well	10 8.5%	78 7.2%
	Moderately well	31 26.5%	243 22.4%
	Very well	41 35.0%	390 36.0%
	Extremely well	29 24.8%	348 32.1%
	Mean	3.66	3.88

		Disability Status	
		Have	Do not have
n=		89	827
How easy is it for you to get something done when it involves multiple units on campus having to work together, such as the study abroad office, the financial aid office, or the registrar?	Not easy at all	20 22.5%	115 13.9%
	Not very easy	23 25.8%	213 25.8%
	Moderately easy	25 28.1%	309 37.4%
	Very easy	16 18.0%	148 17.9%
	Extremely easy	5 5.6%	42 5.1%
	Mean	2.58	2.74

		Disability Status	
		Have	Do not have
n=		109	877
Overall, how well does your campus meet the needs of those with disabilities?	Not well at all	4	10
		3.7%	1.1%
	Not very well	19	49
		17.4%	5.6%
	Moderately well	33	273
		30.3%	31.1%
	Very well	31	371
		28.4%	42.3%
	Extremely well	22	174
		20.2%	19.8%
Mean		3.44	3.74

		Disability Status	
		Have	Do not have
n=		103	990
Overall, how easy is it for you to get access to financial aid services on campus you need to stay enrolled?	Not easy at all	15	92
		14.6%	9.3%
	Not very easy	24	217
		23.3%	21.9%
	Moderately easy	24	316
		23.3%	31.9%
	Very easy	25	229
		24.3%	23.1%
	Extremely easy	15	136
		14.6%	13.7%
Mean		3.01	3.10

Tables for "Physical threats to Self" component

		Disability Status	
		Have	Do not have
n=		123	1167
How often have you personally experienced any of the following as a student on this campus? Physical assaults or injuries	Very often	0	1
		0.0%	.1%
	Moderately often	1	9
		.8%	.8%
	Not very often	8	36
		6.5%	3.1%
	Never	114	1121
		92.7%	96.1%
Mean		4.92	4.95

		Disability Status	
		Have	Do not have
n=		121	1165
How often have you personally experienced any of the following as a student on this campus? Threats of physical violence	Extremely often	1 .8%	0 0.0%
	Very often	0 0.0%	2 .2%
	Moderately often	0 0.0%	12 1.0%
	Not very often	22 18.2%	69 5.9%
	Never	98 81.0%	1082 92.9%
	Mean	4.79	4.92

Tables for "Negative Communications" component

		Disability Status	
		Have	Do not have
n=		122	1168
How often have you personally experienced any of the following as a student on this campus? Offensive verbal comments	Extremely often	7 5.7%	13 1.1%
	Very often	7 5.7%	28 2.4%
	Moderately often	20 16.4%	105 9.0%
	Not very often	45 36.9%	377 32.3%
	Never	43 35.2%	645 55.2%
	Mean	3.90	4.38

		Disability Status	
		Have	Do not have
n=		122	1164
How often have you personally experienced any of the following as a student on this campus? Offensive visual images	Extremely often	6 4.9%	4 .3%
	Very often	4 3.3%	14 1.2%
	Moderately often	14 11.5%	53 4.6%
	Not very often	28 23.0%	268 23.0%
	Never	70 57.4%	825 70.9%
	Mean	4.25	4.63

		Disability Status	
		Have	Do not have
n=		122	1168
How often you have heard or seen these things happening to others on this campus? Offensive visual images	Extremely often	3	9
		2.5%	.8%
	Very often	3	14
		2.5%	1.2%
	Moderately often	17	63
		13.9%	5.4%
	Not very often	30	298
		24.6%	25.5%
	Never	69	784
		56.6%	67.1%
Mean		4.30	4.57

		Disability Status	
		Have	Do not have
n=		123	1166
How often you have heard or seen these things happening to others on this campus? Offensive verbal comments	Extremely often	4	15
		3.3%	1.3%
	Very often	14	42
		11.4%	3.6%
	Moderately often	26	177
		21.1%	15.2%
	Not very often	41	419
		33.3%	35.9%
	Never	38	513
		30.9%	44.0%
Mean		3.77	4.18

		Disability Status	
		Have	Do not have
n=		122	1164
How often have you personally experienced any of the following as a student on this campus? Offensive written comments	Extremely often	8	4
		6.6%	.3%
	Very often	4	15
		3.3%	1.3%
	Moderately often	7	45
		5.7%	3.9%
	Not very often	38	203
		31.1%	17.4%
	Never	65	897
		53.3%	77.1%
Mean		4.21	4.70

		Disability Status	
		Have	Do not have
n=		122	1164
How often you have heard or seen these things happening to others on this campus? Offensive written comments	Extremely often	3	8
		2.5%	.7%
	Very often	7	24
		5.7%	2.1%
	Moderately often	14	69
		11.5%	5.9%
	Not very often	38	322
		31.1%	27.7%
	Never	60	741
		49.2%	63.7%
Mean		4.19	4.52

		Disability Status	
		Have	Do not have
n=		122	1164
As far as you know, how often are students from minority groups treated unfairly on this campus? (reverse coded)	Extremely often	5	6
		4.1%	.5%
	Very often	10	20
		8.2%	1.7%
	Moderately often	15	127
		12.3%	10.9%
	Not very often	54	602
		44.3%	51.7%
	Never	38	409
		31.1%	35.1%
Mean		3.90	4.19

Tables for "Physical Safety" component

		Disability Status	
		Have	Do not have
n=		117	1138
Overall, how would you rate the physical safety of the areas close to campus?	Not safe at all	1	8
		.9%	.7%
	Not very safe	7	26
		6.0%	2.3%
	Moderately safe	39	295
		33.3%	25.9%
	Very safe	53	562
		45.3%	49.4%
	Extremely safe	17	247
		14.5%	21.7%
Mean		3.67	3.89

		Disability Status	
		Have	Do not have
n=		122	1167
How often you have heard or seen these things happening to others on this campus? Physical assaults or injuries	Extremely often	1	0
		.8%	0.0%
	Very often	0	5
		0.0%	.4%
	Moderately often	4	31
		3.3%	2.7%
	Not very often	26	183
		21.3%	15.7%
	Never	91	948
		74.6%	81.2%
Mean		4.69	4.78

		Disability Status	
		Have	Do not have
n=		122	1167
How often you have heard or seen these things happening to others on this campus? Threats of physical violence	Extremely often	2	0
		1.6%	0.0%
	Very often	1	7
		.8%	.6%
	Moderately often	8	46
		6.6%	3.9%
	Not very often	29	235
		23.8%	20.1%
	Never	82	879
		67.2%	75.3%
Mean		4.54	4.70

		Disability Status	
		Have	Do not have
n=		121	1158
Overall, how would you rate the physical safety of your campus?	Not safe at all	0	3
		0.0%	.3%
	Not very safe	1	8
		.8%	.7%
	Moderately safe	30	160
		24.8%	13.8%
	Very safe	61	547
		50.4%	47.2%
	Extremely safe	29	440
		24.0%	38.0%
Mean		3.98	4.22

Table for "Balancing Student-family lives" component

		Disability Status	
		Have	Do not have
n=		122	1163
As a student on this campus, how difficult is it for you to balance your student and family life? (reverse coded)	Extremely difficult	15 12.3%	61 5.2%
	Very difficult	25 20.5%	194 16.7%
	Moderately difficult	45 36.9%	457 39.3%
	Not very difficult	28 23.0%	363 31.2%
	Not at all difficult	9 7.4%	88 7.6%
	Mean	2.93	3.19