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Assessment • Planning • Interventions

University of Nevada, Reno

Assessment of Climate
for Learning, Living,
and Working

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Executive Summary

History of the Project

The University of Nevada, Reno seeks to create an environment characterized by openness, fairness, and equal access for all students, staff, and faculty. Creating and maintaining a welcoming community environment that respects individuals, their needs, abilities, and potential is critically important.

The university undertook the campus climate survey to evaluate the current campus climate as experienced and perceived by all members of the university community. The goals were multifold:

- Identify successful initiatives.
- Uncover any challenges facing members of the University community.
- Develop strategic initiatives to build on successes, address challenges, and create lasting positive change.

To ensure full transparency and to provide a more complete perspective, in 2018, the University of Nevada, Reno contracted with Rankin & Associates Consulting (R&A) to help lead this effort. Beginning in June, 2018, an R&A team worked with a Climate Study Work Group (CSWG) of University students, academic faculty, administrative faculty and classified staff to develop an assessment and promote it during the February 2019 – March 2019 survey administration period. Six thousand four hundred fifteen (6,415) members of the University community completed the *University of Nevada, Reno, Assessment of Climate for Learning, Living, and Working*, which represented a 27% response rate.

Methodology

Focus Groups. The first phase of the climate assessment process was to conduct a series of focus groups at the University to gather information from students, academic faculty, administrative faculty, and classified staff about their perceptions of the campus climate. On October 22, 2018, University students, academic faculty, administrative faculty and classified staff (134 in total) participated in 20 focus groups conducted by R&A facilitators. Feedback from these focus groups directly informed item selection and wording, so that the assessment would provide the insight necessary for the University to understand key elements of the learning, living, and working environment.

Survey Instrument.¹ The CSWG reviewed several drafts of the initial survey that R&A proposed and vetted the questions to be contextually appropriate for the University. The working group also reviewed the final focus group report and revised/added questions to the survey based on the themes that emerged from the focus groups. The final university-wide survey instrument contained 120 questions, including 97 quantitative questions and 23 open-ended questions for respondents to provide commentary. Respondents also had opportunities to “write-in” responses should the list of available response choices not include the specific response they wished to offer.

Incentives. As an incentive for completing the assessment, eligible members of the University community were offered the opportunity to enter a random drawing that included prizes such as parking passes, Wolf Shop gifts cards, Performing Arts Series tickets, a six-month membership to the E. L. Wiegand Fitness Center, and sporting event tickets.

Institutional Review. The study was vetted through an Institutional Review Board (IRB) process, which is meant to ensure confidentiality and protect the rights and welfare of individuals participating in a research study. The IRB through the Office of Research Integrity reviewed the survey and processes and approved the assessment on January 19, 2019.

¹ The full assessment is available in Appendix D in the full report.

Sample Construction. All eligible members of the University community were invited to participate in the assessment.² Prospective respondents received an invitation from President Marc Johnson that contained the URL link to the survey instrument. The assessment working group's marketing subcommittee worked with the University's communications team to create inclusive, thoughtful, and tailored messaging for email distribution and social media platforms. Additional marketing items including posters, postcards, buttons, and digital screens. Six thousand four hundred fifteen (6,415) surveys were included in the analyses for a 27% overall response rate.³ A summary of the respondents in the sample by position status follows:

- 53% ($n = 3,389$) of the sample were Undergraduate Students representing 22% of the total undergraduate student population;
- 12% ($n = 794$) of the sample were Graduate/Professional Students representing 23% of the total graduate/professional student population;
- 12% ($n = 738$) of the sample were Academic Faculty/Post-Doctoral Scholar/Research Scientist/Librarian members representing 36% of the total academic faculty/post-doctoral scholar/research scientist/librarian members population;
- 12% ($n = 781$) of the sample were Administrative Faculty/Executive-level Administrative Faculty representing 70% of the total administrative faculty/executive-level administrative faculty population; and
- 11% ($n = 713$) of the sample were Classified Staff representing 67% of the total classified staff population.

Primary status data for respondents were collapsed into the following categories for analyses: Undergraduate Student respondents,⁴ Graduate/Professional Student respondents, Academic Faculty/Post-Doctoral Scholar/Research Scientist/Librarian (Academic Faculty) respondents,⁵ Administrative Faculty/Executive-level Administrative Faculty (Administrative Faculty)

² A detailed presentation of sample characteristics is offered later in the full report.

³ Please refer to Table 3 in the full report for more detailed population data.

⁴ Non-Degree student respondents were not included in analyses to maintain confidentiality owing to a low response number.

⁵ The CSWG, in collaboration with R&A, decided to collapse Post-Doctoral Scholars ($n = 30$) and Research Scientists and Librarians ($n = 6$) with Academic Faculty respondents ($n = 708$), leading to more methodologically sound analyses. Unless noted, the group is referred to as "Academic Faculty" throughout the remainder of the report.

respondents, and Classified Staff respondents. Table 1 provides a summary of selected demographic characteristics of assessment respondents.

Quantitative Data Analysis.⁶ The data first were analyzed to tabulate responses to each of the questions in the survey.⁷ Descriptive statistics were calculated by salient group memberships (e.g., gender identity, racial identity, primary position) to provide additional information regarding participant responses.⁸ This report presents data using valid percentages.⁹ Actual percentages¹⁰ with missing or “no response” information may be found in the frequency analyses tables in Appendix B. The purpose for this difference in reporting was to note the missing or “no response” data in the appendices for institutional information, while removing such data within the report for subsequent cross tabulations and significance testing using the chi-square test for independence. Chi-square tests identify that significant differences exist but do not specify if differences exist between specific groups. Therefore, these analyses included post hoc investigations of statistically significant findings by conducting z-tests between column proportions for each row in the chi-square contingency table, with a Bonferroni adjustment for larger contingency tables. This statistical approach is useful because it compares individual cells to each other to determine if they are statistically different. Thus, the data may be interpreted more precisely by showing the source of the greatest discrepancies. The report offers statistically significant distinctions between groups. For groups with response rates less than 30%, caution is recommended when generalizing to the entire constituent group.

Factor Analysis¹¹

A confirmatory factor analysis was conducted on one set of questions embedded in Question 12 of the assessment. The factor score for *Perceived Academic Success* was created by taking the

⁶ More details on the quantitative and qualitative methods are provided later in the methods section of the full report.

⁷ For a complete review of the responses for each question offered in the survey, refer to Appendix B.

⁸ Analyses were performed to explore how survey responses differed based on selected demographic characteristics. All the findings are presented as percentages of the entire sample or of the subgroups being examined. The percentages in these figures and tables do not always add up to 100% as a result of respondents being able to select more than one answer to a question (“mark all that apply”) or owing to rounding. Where the *n*’s were considered small enough to compromise the identity of the respondent, $n < 5$ is reported.

⁹ Valid percentages were derived using the total number of respondents to an item (i.e., missing data were excluded).

¹⁰ Actual percentages were derived using the total number of survey respondents.

¹¹ A more detailed review of the factor analysis methodology is offered later in the full report.

average of the scores for the six sub-questions in the factor. Each respondent who answered all the questions included in the given factor was given a score on a five-point scale. The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. The score was then reverse-coded so higher scores on *Perceived Academic Success* factor suggest a student or constituent group perceives themselves as more academically successful.

Means Testing

When only two categories existed for the specified demographic variable (e.g., first-generation status) in the factor analysis, a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d*. Any moderate-to-large effects are noted. When the specific variable of interest had more than two categories (e.g., racial identity), ANOVAs were run to determine whether any differences existed. If the ANOVA was significant, post hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using Eta^2 and any moderate-to-large effects are noted.

Qualitative Data Analysis.¹² Several assessment questions provided respondents the opportunity to describe their experiences at the University, elaborate upon their assessment responses, and append additional thoughts. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the quantitative items of the survey. Analyses of each question generated common themes, which are provided later in the narrative of the full report directly following the analyses of the quantitative question that primed the qualitative response.

Limitations.¹³ Two limitations existed in this project that may have influenced the representativeness of the sample. Respondents “self-selected” to participate in the study. This type of bias can occur when an individual’s decision to participate is correlated with experiences and concerns being measured by the study, causing a type of non-representativeness known as selection bias. The second limitation may have occurred where response rates were less than

¹² Qualitative analyses are offered in the full report.

¹³ A more detailed explanation on limitations is offered in the full report.

30% for some groups. For groups with response rates less than 30%, caution should be used when generalizing the results to the entire constituent group.

Table 1. University of Nevada, Reno Sample Demographics¹⁴

| Characteristic | Subgroup | <i>n</i> | % of Sample |
|-------------------------------------|--|----------|-------------|
| Position status ^a | Undergraduate Student | 3,389 | 52.8 |
| | Graduate/Professional Student | 794 | 12.4 |
| | Academic Faculty/Post-Doctoral Scholar/Research Scientist, Librarian | 738 | 11.5 |
| | Administrative Faculty/Executive-level Administrative Faculty | 781 | 12.2 |
| | Classified Staff | 713 | 11.1 |
| Gender identity ^b | Women | 3,848 | 60.0 |
| | Men | 2,405 | 37.5 |
| | Trans-spectrum | 87 | 1.4 |
| | Missing (not answered) | 75 | 1.2 |
| Racial/ethnic identity ^c | Asian/Asian American | 452 | 7.2 |
| | Black/African American | 184 | 2.9 |
| | Latina/x/o/Chicana/x/o | 580 | 9.3 |
| | White/European American | 3,971 | 62.2 |
| | Multiracial | 804 | 12.9 |
| | Missing/Unknown | 208 | 3.3 |
| Sexual identity | Queer-spectrum | 509 | 7.9 |
| | Bisexual | 411 | 6.4 |
| | Heterosexual | 5,309 | 82.8 |
| | Missing/Asexual/Not Listed | 186 | 2.9 |
| Citizenship status | U.S. Citizen | 5,574 | 86.9 |
| | U.S. Citizen, Naturalized | 373 | 5.8 |
| | Non-U.S. Citizen | 418 | 6.5 |
| | Missing (not answered) | 50 | 0.8 |

¹⁴ For more detailed information on the demographic variables, see pages Sample Characteristics Section in the full report

Table 1. University of Nevada, Reno Sample Demographics¹⁴

| Characteristic | Subgroup | <i>n</i> | % of Sample |
|-----------------------|---------------------------------|----------|-------------|
| Disability status | Single Disability | 481 | 7.5 |
| | No Disability | 5,595 | 87.2 |
| | Multiple Disabilities | 285 | 4.4 |
| | Missing (not answered) | 54 | 0.8 |
| Religious affiliation | Christian Religious Affiliation | 2,484 | 38.7 |
| | Other Religious Affiliation | 406 | 6.3 |
| | No Religious Affiliation | 3,030 | 47.2 |
| | Multiple Religious Affiliations | 282 | 4.4 |
| | Missing (not answered) | 213 | 3.3 |

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

^a $\chi^2(4, N = 6,415) = 1,632.50, p < .001$

^b $\chi^2(2, N = 6,328) = 479.18, p < .001$

^c $\chi^2(2, N = 6,199) = 566.60, p < .001$

Key Findings

Climate was defined as the current attitudes, behaviors, and standards of faculty, staff, administrators, and students – as well as the campus environment and university policies – that influence the level of respect for individual needs, abilities, and potential.¹⁵ The level of comfort experienced by faculty, staff, and students is one indicator of campus climate.

1. The overall campus climate, workplace climate, and classroom climate were described as comfortable by many respondents, however less comfortable by a significant minority of other respondents.

- 71% (*n* = 4,568) of survey respondents were “very comfortable” or “comfortable” with the climate at the University (Table 22 in full report).
 - By gender identity, women respondents and trans-spectrum respondents reported being significantly less comfortable than men respondents (Figure 20 in full report).

¹⁵ Rankin & Reason (2008)

- By racial identity, Black/African American respondents reported being significantly less comfortable with the overall climate than White respondents or Other Respondents of Color (Figure 23 in full report).
- By sexual identity, Queer-spectrum respondents and Bisexual respondents reported being significantly less comfortable than Heterosexual respondents (Figure 25 in full report).
- By disability status, respondents with Multiple Disabilities reported being significantly less comfortable than respondents with No Disabilities (Figure 27 in full report).
- By income status, Low-Income Student respondents were significantly less comfortable than Not-Low-Income Students respondents (Figure 29 in full report).
- By first-generation status, First-Generation Student respondents were significantly less comfortable than Not-First-Generation Student respondents (Figure 31 in full report).
- 70% ($n = 1,549$) of Academic Faculty, Administrative Faculty, and Classified Staff respondents were “very comfortable” or “comfortable” with the climate in their departments/work units (Figure 18 in full report).
 - By position status, Academic Faculty respondents reported being significantly less comfortable than Administrative Faculty (Figure 18 in full report).
 - By gender identity, women respondents reported being significantly less comfortable than men respondents (Figure 21 in full report).
- 79% ($n = 3,868$) of Student and Academic Faculty respondents were “very comfortable” or “comfortable” with the climate in their classes.
 - By position status, Undergraduate Student respondents reported being significantly less comfortable than Graduate/Professional Student respondents or Academic Faculty respondents (Figure 19 in full report).
 - By gender identity, Women Academic Faculty and Student respondents reported being significantly less comfortable than Men Academic Faculty and Student respondents (Figure 22 in full report).

- By racial identity, Black/African American Academic Faculty and Student Respondents reported being significantly less comfortable than Asian/Asian American Academic Faculty and Student respondents (Figure 23 in full report).
- By sexual identity, Queer-spectrum Academic Faculty and Student respondents and Bisexual Academic Faculty and Student respondents reported being significantly less comfortable than Heterosexual Academic Faculty and Student respondents (Figure 26 in full report).
- By disability status, Academic Faculty and Student respondents with Multiple Disabilities reported being significantly less comfortable than Academic Faculty and Student respondents with No Disabilities (Figure 28 in full report).
- By income status, Low-Income Student respondents were significantly less comfortable than Not-Low-Income Students respondents (Figure 30 in full report).

2. Academic Faculty Respondents – Positive Attitudes About Work

Tenured and Tenure-Track

- 83% ($n = 407$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that research was valued by the University (Table 95 in full report).

Non-Tenure-Track

- 66% ($n = 167$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that expectations of their responsibilities were clear (Table 98 in full report).

3. Administrative Faculty Respondents – Positive Attitudes About Work

- 68% ($n = 519$) of Administrative Faculty respondents “strongly agreed” or “agreed” that they had supervisors who gave them job/career advice or guidance when they needed it (Table 66 in full report).
- 75% ($n = 566$) of Administrative Faculty respondents “strongly agreed” or “agreed” that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it (Table 66 in full report).

- 76% ($n = 567$) of Administrative Faculty respondents “strongly agreed” or “agreed” that their supervisors provided adequate support for them to manage work-life balance (Table 68 in full report).

4. Classified Staff Respondents – Positive Attitudes About Work

- 73% ($n = 519$) of Classified Staff respondents “strongly agreed” or “agreed” that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it (Table 70 in full report).
- 77% ($n = 541$) of Classified Staff respondents “strongly agreed” or “agreed” that their supervisors provided adequate support for them to manage work-life balance (Table 72 in full report).
- 74% ($n = 519$) of Classified Staff respondents “strongly agreed” or “agreed” that they were able to complete their assigned duties during scheduled hours (Table 73 in full report).

5. Student Respondents – Positive Attitudes About Academic Experiences

The way students perceive and experience their campus climate influences their performance and success in college.¹⁶ Research also supports the pedagogical value of a diverse student body and faculty for improving learning outcomes.¹⁷ Attitudes toward academic pursuits are one indicator of campus climate.

Undergraduate Students

- 68% ($n = 2,269$) of Undergraduate Student respondents “strongly agreed” or “agreed” that they felt valued by the academic faculty in the classroom (Table 126 in full report).
- 65% ($n = 2,195$) of Undergraduate Student respondents “strongly agreed” or “agreed” that they had academic faculty whom they perceived as role models (Table 126 in full report).

Graduate/Professional Students

- 73% ($n = 579$) of Graduate/Professional Student respondents “strongly agreed” or “agreed” that they felt valued by the academic faculty (Table 129 in full report).

¹⁶ Pascarella & Terenzini (2005)

¹⁷ Hale (2004); Harper & Hurtado (2007); Harper & Quaye (2004)

- 76% ($n = 598$) of Graduate/Professional Student respondents “strongly agreed” or “agreed” that they felt valued by other students in the classroom (Table 130 in full report).
- 80% ($n = 631$) of Graduate/Professional Student respondents “strongly agreed” or “agreed” that they had academic faculty whom they perceived as role models (Table 132 in full report).

6. Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.¹⁸ Research also underscores the relationship between workplace discrimination and subsequent productivity.¹⁹ The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

- 21% ($n = 1,357$) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.²⁰
 - 30% ($n = 405$) noted that the conduct was based on their position status.
 - 21% ($n = 289$) believed it was based on their gender/gender identity.
 - 18% shared it was based on their age ($n = 240$).
 - 18% noted it was based on their ethnicity ($n = 237$).

Differences Based on Position Status, Gender Identity, and Racial Identity

- By position status, a higher percentage of Classified Staff respondents (31%, $n = 220$) and Academic Faculty respondents (30%, $n = 222$) than Undergraduate Student respondents (16%, $n = 550$) and Graduate/Professional Student respondents (21%, $n = 165$) believed that they had experienced this conduct (Figure 34 in full report).
 - A higher percentage of Classified Staff respondents (50%, $n = 109$) and Administrative Faculty respondents (47%, $n = 94$) than Graduate/Professional Student respondents (33%, $n = 54$) and

¹⁸ Aguirre & Messineo (1997); Flowers & Pascarella (1999); Pascarella & Terenzini (2005); Whitt, Edison, Pascarella, Terenzini, & Nora (2011)

¹⁹ Silverschanz, Cortina, Konik, & Magley (2008); Waldo (1998)

²⁰ The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso et al., 2009).

Undergraduate Student respondents (12%, $n = 68$) thought that the conduct was based on their position status (Figure 34 in full report).

- By gender identity, a higher percentage of Trans-spectrum respondents (37%, $n = 32$) than Women respondents (23%, $n = 873$), along with a higher percentage of Women respondents than Men respondents (18%, $n = 423$), indicated that they had experienced this conduct (Figure 35 in full report).
 - A higher percentage of Trans-spectrum respondents (66%, $n = 21$) than Women respondents (25%, $n = 214$), along with a higher percentage of Women respondents than Men respondents (11%, $n = 46$), who had experienced this conduct indicated that the conduct was based on their gender identity (Figure 35 in full report).
- By racial identity, a higher percentage of Black/African American respondents (34%, $n = 63$) than White respondents (20%, $n = 800$), Multiracial respondents (22%, $n = 177$), Latina/x/o/Chicana/x/o respondents (21%, $n = 119$), and Asian/Asian American respondents (14%, $n = 64$) indicated that they had experienced this conduct in the past year (Figure 36 in full report).
 - A higher percentage of Other Respondents of Color (38%, $n = 22$), Asian/Asian American respondents (34%, $n = 22$), Black/African American respondents (52%, $n = 33$), Latina/x/o/Chicana/x/o respondents (50%, $n = 60$), and Multiracial respondents (23%, $n = 41$) than White respondents (6%, $n = 46$) who had experienced this conduct indicated that the conduct was based on their racial identity (Figure 36 in full report).

Respondents were offered the opportunity to elaborate on their experiences of exclusionary, intimidating, offensive, and/or hostile conduct at the University. Six hundred seventy-one, 11% of all respondents, elaborated on experiences with this conduct. Bullying and hostile conduct were major themes that emerged. Participants described how the conduct came from a variety of sources, including academic faculty, supervisors, and graduate advisors. Participants also described experiencing discrimination often based on race or gender identity.

7. Academic Faculty, Administrative Faculty, and Classified Staff Respondents – Seriously Considered Leaving University of Nevada, Reno

- 55% ($n = 403$) of Academic Faculty respondents, 56% ($n = 439$) of Administrative Faculty respondents, and 51% ($n = 359$) of Classified Staff respondents had seriously considered leaving the University in the past year (Figure 54 in full report).
 - 53% ($n = 219$) of those Academic Faculty respondents who seriously considered leaving did so because of low salary/pay rate and 35% ($n = 143$) because of increased workload (Table 109 in full report).
 - 59% ($n = 252$) of those Administrative Faculty respondents who seriously considered leaving did so because of low salary/pay rate and 49% ($n = 212$) because of limited advancement opportunities (Table 107 in full report).
 - 55% ($n = 197$) of those Classified Staff respondents who seriously considered leaving did so because of a low salary/pay rate and 46% ($n = 165$) because of limited advancement opportunities (Table 108 in full report).

Eight hundred seven Academic Faculty, Administrative Faculty, and Classified Staff respondents, 9% of all Academic Faculty, Administrative Faculty, and Classified Staff respondents, elaborated on why they had seriously considered leaving the University. One theme emerged from both Administrative Faculty and Classified Staff respondents: poor compensation. Two additional themes emerged from Classified Staff respondents: supervisor tension and a toxic work environment. Classified Staff respondents explained how they were treated poorly by their supervisor and described incidents that created a toxic work environment. One theme emerged for Academic Faculty respondents: lack of merit pay. Participants described not having a living wage or, with Academic Faculty respondents, not having the ability to make merit raises.

Administrative Faculty – Challenges With Work-Life Issues

- 32% ($n = 241$) of Administrative Faculty respondents “strongly agreed” or “agreed” that the performance evaluation process was productive (Table 67 in full report).
- 31% ($n = 234$) of Administrative Faculty respondents “strongly agreed” or “agreed” that the University provided adequate support to help them to manage work-life balance (Table 68 in full report).
- 37% ($n = 280$) of Administrative Faculty respondents “strongly agreed” or “agreed” that they performed more work than colleagues with similar performance expectations (Table 68 in full report).

Classified Staff – Challenges With Work-Life Issues

- 24% ($n = 170$) of Classified Staff respondents “strongly agreed” or “agreed” that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations (Table 72 in full report).
- 48% ($n = 335$) of Classified Staff respondents “strongly agreed” or “agreed” that their workload increased without additional compensation as a result of other staff departures (Table 73 in full report).
- 60% ($n = 422$) of Classified Staff respondents “strongly agreed” or “agreed” that a hierarchy existed within classified staff positions that allowed some voices to be valued more than others (Table 73 in full report).

Administrative Faculty and Classified Staff respondents elaborated on their perceptions of the workplace climate at the University. Several themes emerged from the responses, including arbitrary evaluation process, increased workload, and supportive supervisor. Specifically, Administrative Faculty respondents described feeling that the performance evaluation process was arbitrary and unproductive. All respondents felt that they were overworked and took on additional duties without compensation. Finally, Classified Staff respondents described having a supportive supervisor.

Academic Faculty Respondents – Challenges With Work

- 41% ($n = 203$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that tenure standards/promotion standards were applied equally to faculty in their schools/division (Table 94 in full report).
- 36% ($n = 176$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the Academic Faculty who qualify for delaying their tenure-clock felt empowered to do so (Table 94 in full report).
- 43% ($n = 210$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues (Table 96 in full report).
- 31% ($n = 80$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they had job security (Table 98 in full report).

8. Student Respondents *Perceived Academic Success*

A confirmatory factor analysis was conducted on the *Perceived Academic Success* scale derived from Question 12 on the survey. Using this scale, analyses revealed:

- A significant difference existed in the overall test for means for Student respondents by gender identity, racial identity, sexual identity, disability status, and first-generation status on *Perceived Academic Success*.

Examples of Findings

- Men Undergraduate Student respondents had less *Perceived Academic Success* than Women Undergraduate Student respondents (Table 111 in full report).
- Multiracial Undergraduate Student respondents had less *Perceived Academic Success* than White Undergraduate Student respondents (Table 114 in full report).
- Graduate/Professional Student Respondents with a Single Disability had less *Perceived Academic Success* than Graduate/Professional Student Respondents with No Disability (Table 122 in full report).

9. Meaningful Percentage of Respondents Experienced Unwanted Sexual Conduct

In 2014, *Not Alone: The First Report of the White House Task Force to Protect Students from Sexual Assault* indicated that sexual assault is a substantial issue for colleges and

universities nationwide, affecting the physical health, mental health, and academic success of students. The report highlights that one in five women is sexually assaulted while in college. One section of the University survey requested information regarding sexual assault.

- 12% ($n = 771$) of respondents indicated that they had experienced unwanted sexual contact/conduct while at the University (Table 45 in full report).
 - 2% ($n = 115$) experienced relationship violence (e.g., ridiculed, controlling, hitting) (Table 45 in full report).
 - 3% ($n = 186$) experienced stalking (e.g., following me, on social media, texting, phone calls) (Table 45 in full report).
 - 8% ($n = 491$) experienced sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (Table 45 in full report).
 - 4% ($n = 270$) experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (Table 45 in full report).
- Respondents identified University students, current or former dating/intimate partners, acquaintances/friends, and strangers as sources of unwanted sexual contact/conduct (Near Table 63 in full report).
- Most respondents did not report the unwanted sexual contact/conduct (Table 63 in full report).

Respondents were offered the opportunity to elaborate on why they did not report unwanted sexual contact/conduct. The primary rationale cited for not reporting these incidents was that the incidents did not feel serious enough to report. Other rationales included respondents feeling self-blame and fear of retribution.

Summary.

The University of Nevada, Reno climate findings²¹ were consistent with those found in higher education institutions across the country, based on the work of R&A Consulting.²² For example, 70% to 80% of respondents in similar reports found the campus climate to be “very comfortable” or “comfortable.” A similar percentage (71%) of the University respondents indicated that they

²¹ Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.

²² Rankin & Associates Consulting (2016)

were “very comfortable” or “comfortable” with the climate at the University. Twenty percent to 25% of respondents in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At the University of Nevada, Reno, a similar percentage of respondents (21%) indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. The results also paralleled the findings of other climate studies of specific constituent groups offered in the literature.²³

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

²³ Guiffrida, Gouveia, Wall, & Seward (2002); Harper & Hurtado (2007); Harper & Quaye (2004); Hurtado & Ponjuan (2005); Rankin & Reason (2005); Sears (2002); Settles, Cortina, Malley, & Stewart (2006); Silverschanz et al. (2008); Yosso et al. (2009)

Introduction

History of the Project

The University of Nevada, Reno seeks to create an environment characterized by openness, fairness, and equal access for all students, staff, and faculty. Creating and maintaining a welcoming community environment that respects individuals, their needs, abilities, and potential is critically important.

The university undertook the campus climate survey to evaluate the current campus climate as experienced and perceived by all members of the university community. The goals were multifold:

- Identify successful initiatives.
- Uncover any challenges facing members of the University community.
- Develop strategic initiatives to build on successes, address challenges, and create lasting positive change.

To ensure full transparency and to provide a more complete perspective, in 2018, the University of Nevada, Reno contracted with Rankin & Associates Consulting (R&A) to help lead this effort. Beginning in June, 2018, an R&A team worked with a Climate Study Work Group (CSWG) of University students, academic faculty, administrative faculty and classified staff to develop an assessment and promote it during the February 2019 – March 2019 survey administration period. Six thousand four hundred fifteen (6,415) members of the University community completed the *University of Nevada, Reno, Assessment of Climate for Learning, Living, and Working*, which represented a 27% response rate.

Project Design and Campus Involvement

The conceptual model used as the foundation for the University of Nevada, Reno's assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003). Grounded in critical theory, a power and privilege perspective informs the model and establishes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups (Johnson A., 2005) and influence systems of oppression and inequity. The University of Nevada, Reno's assessment was the result of a comprehensive process to identify strengths and

challenges of the campus climate, with a specific focus on distribution of power and privilege among differing social groups. This report provides an overview of the results from the University-wide survey.

The CSWG collaborated with R&A to adapt the survey instrument. Together, they implemented participatory and community-involved processes to review tested survey questions from the R&A question bank resulting in a survey instrument for the University of Nevada, Reno that examined the various dimensions of power and privilege that shape the campus experience. In the first phase, R&A conducted 20 focus groups, which were composed of 134 participants (56 students; 78 academic faculty, administrative faculty and classified staff). In the second phase, the CSWG and R&A used data from the focus groups to co-construct questions for the University-wide survey. The final University of Nevada, Reno survey queried various University constituent groups about their experiences and perceptions regarding the academic environment for students; the workplace environment for students, academic faculty, administrative faculty and classified staff; length of service at the University; the benefits and development opportunities available to employees; campus accessibility; disability services; sexual harassment and sexual violence; child, elder, and family caregiving; the sense of belonging and inclusion had by students, faculty, and staff who represented diversity based on age, ability/disability, religious/spiritual views and practices, racial and ethnic identity, sexual identity, socioeconomic status, indigenous heritage, national origin, gender identity and gender expression, marital status, parental status, language/accent, citizenship status, and military/veteran status; and other topics.

Foundation of Campus Climate Research and Assessment

Almost three decades ago, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) established that to build a vital community of learning, an institution must create a community that is purposeful, open, just, disciplined, caring, and celebrative (Boyer, 1990). Achieving these characteristics is part of “a larger, more integrative vision of community in higher education, one that focuses not on the length of time students spend on campus, but on the quality of the encounter, and relates not only to social activities, but to the classroom, too” (Boyer, 1990).

The Association of American Colleges and Universities (AAC&U) also challenged higher education institutions “to affirm and enact a commitment to equality, fairness, and inclusion” (1995). The AAC&U proposed that colleges and universities commit to “the task of creating...inclusive educational environments in which all participants are equally welcomed, equally valued, and equally heard” (p. xxi). The report asserted that, to provide a foundation for a vital community of learning, a primary duty of the academy is to create a campus climate grounded in the principles of diversity, equity, and an ethic of justice for all individuals. The visions of these national education organizations serve as the foundation for current campus climate research and assessment.

Definition of Campus Climate

Hurtado, Milem, Clayton-Pedersen, & Allen (1999), extending the work of Hurtado (1992), describe campus climate as the combination of an institution’s historical legacy of inclusion/exclusion, psychological climate, structural diversity, and behavioral dimensions. Historical legacy includes an institution’s history of resistance to desegregation as well as its current mission and policies. Psychological climate refers to campus perceptions of racial/ethnic tensions, perceptions of discrimination, and attitudes toward and reduction of prejudice within the institution. Structural diversity encompasses demographic diversity and facilities/resources, while behavioral dimensions of campus climate comprise social interaction, campus involvement, and classroom diversity across race/ethnicity. Building on this model, Rankin and Reason (2008) defined campus climate as

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

Using this foundational definition, Rankin & Associates Consulting develops assessment tools and analyzes subsequent data to identify, understand, and evaluate campus climate.

Influence of Climate on Students, Faculty, and Staff

Campus climate influences individuals' sense of belonging within social and academic institutional environments. Put simply, the degree to which individuals experience a sense of belonging in their roles as students, faculty members, or staff members frequently correlates with their intention to remain or persist in their roles at an institution (Hausmann, Schofield, & Woods, 2007; Lefever, 2012; Oseguera & Rhee, 2009; Ostrove & Long, 2007). Strayhorn (2012) explains that the need to belong takes on "increased significance in environments or situations that individuals experience as different, unfamiliar, or foreign, as well as in context where certain individuals are likely to feel marginalized, unsupported, or unwelcomed." For many underrepresented and underserved students, faculty, and staff, college and university campuses represent these types of environments.

Individuals from various identity groups often perceive campus climate differently from their peers, and those perceptions may adversely affect a variety of social, academic, and work-related outcomes (Chang, 2003; Navarro, Worthington, Hart, & Khairallah, 2009; Nelson-Laird & Niskodé-Dossett, 2010; Rankin & Reason, 2005; Tynes, Rose, & Markoe, 2013; Worthington, Navarro, Loewy, & Hart, 2008). These outcomes include, but are not limited to, academic success, physical and emotional well-being, personal and social development, and professional success. Campus climate assessments endeavor to measure the intersectional experiences (how multiple aspects of one's identity combine and influence another identity) of students, faculty, and staff (Griffin, Bennett, & Harris, 2011; Maramba & Museus, 2011; Nelson-Laird & Niskodé-Dossett, 2010; Patton, 2011; C. T. Pittman, 2010; Turner, 2002). The following paragraphs present research findings by selected campus constituents with the awareness that intersectionality is the core of all lived experience.

Campus Climate and Students. Most literature regarding campus climate and students examines campus climate in the context of students' racial identity, sexual identity, and gender identity. Research regarding the campus climate experiences of populations such as low-income students, first-generation students, students who are veterans, international students,

undocumented students, and student-athletes has emerged within the past decade.²⁴ A summary of the most robust areas of campus climate research specific to student experiences is offered here.

Research demonstrates that campus climate influences students' social and academic development, academic success, and well-being. Hostile or exclusionary campus environments negatively affect students in several ways. For example, scholars have found that when students of color perceive their campus environments as hostile, outcomes such as persistence and academic performance are negatively influenced (Booker, 2016; Guiffrida, Gouveia, Wall, & Seward, 2002; Hurtado & Ponjuan, 2005; D. R. Johnson et al., 2007; Strayhorn, 2013; Yosso, Smith, Ceja, & Solórzano, 2009). Booker (2016) specifically described the challenges that undergraduate women of color face in the classroom, including microaggressions from faculty and from peers, and an expectation that students represent their race when speaking on specific course topics. The outcome of these experiences is that women students of color feel a reduced sense of belonging in the classroom and a perception that faculty members are not approachable. Additional research by Solórzano, Ceja, and Yosso (2000) and Sue (2010) evaluates the ways that race-based microaggressions contribute to hostile and exclusionary campus climates for students of color, often resulting in reduced academic success and decreased retention and persistence.

Sense of belonging has been found to be a key indicator of students' campus climate experiences as well as students' likelihood of academic success, social integration, and retention. In a study of racially diverse women in science, technology, engineering, and math (STEM), Johnson (2005) found that perceptions of campus racial climate and students' experiences within different college environments, including residence halls, classrooms, and dining facilities, were significant predictors of students' sense of belonging. Similarly, Ostrove and Long (2007), in

²⁴ Campus climate research that has emerged over the past decade offers insight into the experiences of minority student populations, including student veterans (Vaccaro, 2015), undocumented students (Barnhardt, Phillips, Young, & Sheets, 2017; Negron-Gonzales, 2015), immigrant students (Griffin, Cunningham, & George Mwangi, 2016; Stebleton, Soria, Huesman, & Torres, 2014), first-generation students and/or low-income students (Engle & Tinto, 2008; Harackiewicz et al., 2014; Jury et al., 2017; Kezar, 2011; Park, Denson, & Bowman, 2013), and student-athletes (Hoffman, Rankin, & Loya, 2016; Oseguera, Merson, Harrison, & Rankin, 2017; Rankin et al., 2016). Additional literature regarding the campus climate experience of minority student populations is available at www.rankin-consulting.com.

their investigation of the role of social class in understanding students' first-year experience, found that students' individual sense of belonging actively mediated the relationship between low-income students' class background and their adjustment to postsecondary education.

Students' processes of social integration and sense of belonging also have been investigated in the context of students with disabilities. In their investigation of students with disabilities attending four-year institutions, Fleming, Oertle, Hakun, and Hakun (2017) found that the way students with disabilities perceive campus climate affects these students' sense of belonging and satisfaction at their institution. Vaccaro, Daly-Cano, and Newman (2015) also emphasize the importance of sense of belonging among students with disabilities, specifically first-year students with disabilities, as they transition to a postsecondary educational environment. Relatedly, DaDeppo (2009) found that both academic and social integration variables were unique predictors of freshmen and sophomore students with disabilities' intent to persist.

Campus climate research specific to the experiences of queer-spectrum and trans-spectrum students, faculty, and staff has found that these individuals experience hostility and discrimination within various institutional environments (Rankin, Weber, Blumenfeld, & Frazer, 2010). Garvey, Taylor, and Rankin (2015) found that classroom climate is a key indicator of how lesbian, gay, bisexual, transgender, and queer-spectrum (LGBTQ) community college students perceive campus climate. Vaccaro and Newman (2017) examined how lesbian, gay, bisexual, pansexual, and queer-spectrum (LGBPQ) students develop their sense of belonging within their first year at an institution. The authors found that students' sense of belonging is influenced by individuals' degree of "outness," university messaging specific to LGBPQ individuals, and meaningful social interactions with peers. Trans-identified students report more negative perceptions of classroom climate, campus climate, and curriculum inclusivity compared to their heterosexual and queer-spectrum peers (Dugan, Kusel, & Simounet, 2012; Garvey & Rankin, 2016; Nicolazzo, 2016).

Faculty and Campus Climate. Campus climate also shapes the experiences of faculty, specifically as it relates to their professional success and perceptions of professional development opportunities and support. Most of the research regarding faculty and campus

climate is specific to faculty members' racial identity, sexual identity, and gender identity. A summary of the literature is offered here.²⁵

Campus climate research regarding the experiences of faculty of color has found that faculty of color commonly experience high levels of work-related stress (Eagan & Garvey, 2015), moderate-to-low job satisfaction, feelings of isolation, and negative bias in the promotion and tenure process (Dade, Tartakov, Hargrave, & Leigh, 2015; Jayakumar, Howard, Allen, & Han, 2009; Patton & Catching, 2009; Urrieta, Mendez, & Rodriguez, 2015; Whittaker, Montgomery, & Martinez Acosta, 2015). Faculty of color at two-year institutions report similar climate experiences, specifically negative perceptions of self, decreased work productivity, and decreased contributions to the institution as a result of hostile campus climate (Levin, Haberler, Walker, & Jackson-Boothby, 2014; Levin, Jackson-Boothby, Haberler, & Walker, 2015; Walpole, Chambers, & Goss, 2014). Dade et al. (2015) argue that structural inequalities, lack of cultural awareness throughout academic institutions, and institutional racism are substantial barriers to the emotional well-being and professional success of faculty members of color.

Research specific to the experiences of women faculty has found that women faculty members commonly experience gender discrimination, professional isolation, and lack of work-life balance within campus environments (Silverschanz, Cortina, Konik, & Magley, 2008). These experiences prompt higher rates of institutional departure by women faculty compared to their men colleagues (Gardner, 2013). Maranto and Griffin (2011) identified women faculty's perceived lack of inclusion and network support as primary contributors to women faculty's perception of a "chilly" departmental experience. According to Maranto and Griffin (2011), "Our relationships with our colleagues create the environment within which our professional lives occur, and impact our identity and our worth" (p. 152). Intersectional research regarding the experiences of women faculty of color found that women faculty of color also fail to receive professional mentorship and leadership development opportunities in a manner consistent with their White colleagues (Blackwell, Snyder, & Mavriplis, 2009; Grant & Ghee, 2015).

²⁵ To review additional literature regarding faculty experiences and campus climate, please visit www.rankin-consulting.com.

Campus climate research regarding the experiences of queer-spectrum and trans-spectrum faculty and staff has found that queer-spectrum and trans-spectrum individuals experience hostile and exclusionary institutional climates (Bilimoria & Stewart, 2009; Rankin, 2003; Sears, 2002). According to Bilimoria and Stewart (2009), failure to hide one's queer or trans identity may result in alienation from professional spaces and unwanted scrutiny from fellow faculty members. As a result of unwanted scrutiny from fellow faculty members, queer-spectrum faculty and staff report feeling compelled to maintain secrecy regarding their marginalized identities. Rankin et al. (2010) identified campus climate, specifically feelings of hostility and isolation, as significant factors in queer-spectrum and trans-spectrum faculty members' desire to leave an institution.

Staff and Campus Climate. A shortage of research exists regarding how staff members experience campus climate and how campus climate influences staff members' professional success and overall well-being. From the limited research available, the findings suggest that higher education professional and classified staff members perceive a lack of professional support and advancement opportunities, often based on individuals' personal characteristics such as age, race, gender, and education level (Costello, 2012; S. J. Jones & Taylor, 2012). Garcia (2016), Jones and Taylor (S. J. Jones & Taylor, 2012), and Mayhew, Grunwald, and Dey (2006) highlight how staff members' perceptions of campus climate are constructed through daily interactions with colleagues and supervisors, institutional norms and practices, and staff members' immediate work environments.

For example, in an investigation of the campus climate experiences of student affairs professionals working within a Hispanic serving institution (HSI), Garcia (2016) found that compositional diversity of a department and the microclimate of individuals' offices/departments directly affect staff members' perceptions of campus climate. Garcia's findings were similar to scholarship conducted by Mayhew et al. (2006), who found that how staff members experience their immediate office/department affects how staff members perceive the broader campus climate. According to Mayhew et al. (2006), "staff members who perceived their local unit to be non-sexist, non-racist, and non-homophobic were consistently more likely to perceive that their community had achieved a positive climate for diversity" at an institutional level (p. 83).

Campus Climate: Institution Type

In recent years, campus climate research has broadened to include investigations of different institutional types, including public and private institutions, predominantly White institutions (PWI), historically Black colleges and universities (HBCU), Hispanic serving institutions (HSI), and religiously-affiliated institutions. For example, recent research has begun to examine the experiences of Hispanic students (Cuellar & Johnson-Ahorlu, 2016), LGBTQ students (Garvey et al., 2015), faculty of color (Levin et al., 2014, 2015), African American women (Walpole et al., 2014), and students in two-year, community college environments.

Influence of Diversity and Inclusivity Efforts on the Campus Community

Diversity and inclusivity efforts on campus enhance student learning outcomes and foster interpersonal and psychosocial gains among students and faculty (Chang, Denson, Sáenz, & Misa, 2006; Hale, 2004; S. R. Harper & Hurtado, 2007; Hurtado & Ponjuan, 2005; Pike & Kuh, 2006; Sáenz, Nagi, & Hurtado, 2007). Hurtado et al. (1999) reported, “Students’ openness to diverse perspectives and willingness to be challenged are significantly associated with a variety of inter-group contacts that include living in residence halls, participation in a racial cultural awareness workshop, and association with peers who are diverse in terms of race, interests, and values” (p. 53). These findings are not exclusive to four-year institutions. For example, Jones (2013) found that the racial composition of two-year institutions, similar to four-year institutions, affects the likelihood of whether students will engage in conversations with peers from different racial backgrounds, how students understand others from different racial backgrounds, and how willing students are to engage in conversations with peers who hold beliefs different from their own.

Climates that include meaningful interactions, learning opportunities, and support resources for all students create positive outcomes. Gurin, Dey, Hurtado, & Gurin (2002) note that demographics, or “structural diversity,” is a key element to building an inclusive racial climate. But merely increasing the number of individuals from underserved and underrepresented groups is insufficient in fostering an inclusive and equitable climate; interactions between diverse individuals must also take place. According to Gurin et al. (2002), informal interactions offer a constructive opportunity for individuals to learn about and from one another. Gurin et al. (2002) state, “informal interactional diversity was influential for all groups and more influential than

classroom diversity” (p. 353). Interactions with diverse individuals, beliefs, and perspectives as well as effective supportive resources are essential to developing equitable and inclusive campus environments. For interactional diversity to occur, however, structural diversity must first be present.

Role of Campus Administrators

Improving campus climate to build diverse, inclusive, and equitable educational experiences and opportunities for all is not a simple task. As Hurtado et al. (1999) suggested, “Campuses are complex social systems defined by the relationships maintained between people, bureaucratic procedures, structural arrangements, institutional goals and values, traditions, and the larger sociohistorical environments where they are located. Therefore, any effort to redesign campuses with the goal of improving the climate for racial and cultural diversity must adopt a comprehensive approach” (p. 69). Whatever the approach may be, institutional campus climate initiatives must include good intentions, thoughtful planning, and deliberate follow-through to be successful (Ingle, 2005).

Building a deep capacity for diversity requires the commitment of senior leadership and all members of the academic community (Smith, 2009). Ingle (2005) asserts that to be successful, diversity initiatives require support from the campus community and, specifically, campus leadership. Further, Harper and Yeung (2013) state that student perceptions of institutional commitment to diversity positively correlated with student openness to diverse experiences. Milem, Chang, and Antonio (2005) also suggested that “Diversity [work] must be carried out in intentional ways in order to accrue the educational benefits for students and the institution... to be successful they must engage the entire campus community” (p. v). Ultimately, how institutions choose to respond to calls for increased structural and interactional diversity is critical to how students, faculty, and staff experience campus climate.

Methodology

Conceptual Framework

R&A defines diversity as the “variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics.”²⁶ The conceptual model used as the foundation for this assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003).

Research Design

Focus Groups. As noted earlier, the first phase of the climate assessment process was to conduct a series of focus groups at the University to gather information from students, academic faculty, administrative faculty and classified staff about their perceptions of the campus climate. The focus group interview protocol included four questions addressing participants’ perceptions of the campus learning, living, and working environment; initiatives/programs implemented by the University that have directly influenced participants’ success; the greatest challenges for various groups at the University; and suggestions to improve the campus climate. The CSWG determined the groups and invited community members to participate via a letter from President Marc Johnson. On October 22, 2018, 56 students and 78 academic faculty, administrative faculty and classified staff participated in 20 focus groups conducted by R&A facilitators. R&A facilitators provided focus group participants contact information to follow-up with R&A about any additional concerns. The CSWG and R&A used the information gathered during the focus groups to inform questions for the campus-wide survey.

Survey Instrument. The survey instrument was constructed based on the results of the focus groups and the work of Rankin (2003), with the assistance of the CSWG. The CSWG reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be contextually appropriate for the University population. The final University campus-wide survey contained

²⁶ Rankin & Associates Consulting (2016) adapted from AAC&U (1995).

120 questions,²⁷ including 97 open-ended questions for respondents to provide commentary. The survey was designed so respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of the University's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both online and pencil-and-paper formats. Survey responses were input into a secure-site database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis. Any comments provided by participants also were separated from identifying information at submission so comments were not attributed to any individual demographic characteristics.

Sampling Procedure. The University's Institutional Review Board (IRB) reviewed the project proposal, including the survey instrument. The IRB considered the activity to be designed to assess campus climate within the University and to inform the University's strategic quality improvement initiatives. The IRB approved the project on January 19, 2019.

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

Limitations. Two limitations existed to the generalizability of the data. The first limitation was that respondents “self-selected” to participate in the study. Self-selection bias, therefore, was possible. This type of bias can occur because an individual’s decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study. The second limitation was response

²⁷ To ensure reliability, evaluators must ensure that instruments are properly structured (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. The instrument was revised numerous times, defined critical terms, underwent expert evaluation of items, and checked for internal consistency.

rates that were less than 30% for some groups. For groups with response rates less than 30%, caution is recommended when generalizing the results to the entire constituent group.

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS. Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to the University in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., gender identity, racial identity, position status) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information is presented using valid percentages.²⁸ The data tables in Appendix B provide actual percentages²⁹ with missing or “no response” information. The purpose for this difference in reporting is to note the missing or “no response” data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations and significance testing using the chi-square test for independence.

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

There are several tables in the report. Following are examples of how to read the tables. In the Results section of the report, the tables offer the number of survey participants who offered a response to the question (*n*), and the percentage of that group of people (%). For example, in the following table, 180 of the Master’s degree students who participated in the survey indicated that

²⁸ Valid percentages were derived using the total number of responses to an item (i.e., missing data were excluded).

²⁹ Actual percentages were derived using the total number of survey respondents.

they were in their first year. The 180 students made up 22.7% of the entire group of Master’s degree students who participated in the survey.

Master’s degree students

| Years | <i>n</i> | % |
|--------------|-----------------|----------|
| First year | 180 | 22.7 |

In other sections of the report, the tables offer the number of survey participants (*n*), the percentage of that group who responded to that specific question (%), and additional tests to identify if there were any differences between specific groups of people (Chi-square tests). For example, in the following table, 287 people (*n*) “strongly agreed” with Statement #1. This was 40.9% of the group of people who offered a response to Statement #1 (%). When examining Statement #1 to see if there were any differences between various groups of people, none were found. You know this because there are no other analyses offered under Statement #1.

When looking at Statement #2, 200 people (*n*) “agreed” with Statement #2. This was 28.5% of the group of people who offered a response to Statement #2 (%). When examining Statement #2 to see if there were any differences, there were differences found by gender. In this example, a higher percentage of Men respondents (34%, *n* = 80) than Women respondents (26%, *n* = 119) “agreed” with Statement #2.

| | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---------------------|-----------------------|----------|-----------------|----------|-----------------------------------|----------|-----------------|----------|--------------------------|----------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Statement #1 | 287 | 40.9 | 254 | 36.2 | 101 | 14.4 | 35 | 5.0 | 25 | 3.6 |
| Statement #2 | 87 | 12.4 | 200 | 28.5 | 276 | 39.4 | 85 | 12.1 | 53 | 7.6 |
| Gender identity | | | | | | | | | | |
| Men | 36 | 15.5 | 80 | 34.3 | 82 | 35.2 | 25 | 10.7 | 10 | 4.3 |
| Women | 50 | 10.9 | 119 | 26.0 | 189 | 41.4 | 57 | 12.5 | 42 | 9.2 |

Factor Analysis Methodology. A confirmatory factor analysis was conducted on one set of questions in Question 12 of the survey. The scale, termed *Perceived Academic Success* for the purposes of this project, was developed using Pascarella and Terenzini’s (1980) *Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining student persistence. The first six sub-questions of Question 12 of the survey reflect the questions on this scale (Table 2).

The questions on the scale were answered on a Likert metric from “strongly agree” to “strongly disagree” (scored 1 for “strongly agree” and 5 for “strongly disagree”). For the purposes of analysis, respondents who did not answer all scale sub-questions were not included in the analysis. Zero percent of all potential respondents were removed from the analysis because of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale using principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.³⁰ The internal consistency reliability (Cronbach’s alpha) of the scale was 0.872 which is high, meaning that the scale produced consistent results (Table 2).

Table 2. Survey Items Included in the *Perceived Academic Success* Factor Analyses

| Scale | Academic experience |
|-----------------------------------|--|
| <i>Perceived Academic Success</i> | I am performing up to my full academic potential. |
| | I am satisfied with my academic experience at the University. |
| | I am satisfied with the extent of my intellectual development since enrolling at the University. |
| | I have performed academically as well as I anticipated I would. |
| | My academic experience has had a positive influence on my intellectual growth and interest in ideas. |
| | My interest in ideas and intellectual matters has increased since coming to the University. |

Factor Scores. The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent that answered all

³⁰ Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

the questions included in the given factor was given a score on a five-point scale. Higher scores on *Perceived Academic Success* factor suggest a student or constituent group perceives themselves as more academically successful.

Means Testing Methodology. After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for respondents were analyzed using a *t*-test for difference of means.

Additionally, where *n*'s were of sufficient size, separate analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first-level categories in the following demographic areas:

- Gender identity (Women, Men, Trans-spectrum)
- Racial identity (People of Color, Asian/Asian American, Black/African American, Latina/x/o/Chicana/x/o, Multiracial, White People)
- Sexual identity (Queer-spectrum, Bisexual, Heterosexual)
- Disability status (Single Disability, No Disability, Multiple Disabilities)
- First-generation status (First-Generation, Not-First-Generation)

When only two categories existed for the specified demographic variable (e.g., first-generation status), a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d*. Any moderate-to-large effects are noted. When the specific variable of interest had more than two categories (e.g., racial identity), ANOVAs were run to determine whether any differences existed. If the ANOVA was significant, post hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using η^2 and any moderate-to-large effects are noted.

Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences at the University, elaborate upon their survey responses, and append additional thoughts. The survey solicited comments 1) to give "voice" to the quantitative findings and 2) to highlight areas of concern that might have been overlooked by the analyses of multiple-choice items

owing to the small number of survey respondents from historically underrepresented populations at the University. For this reason, some qualitative comments may not seem aligned with the quantitative findings; however, they are important data. R&A reviewers reviewed³¹ these comments using standard methods of thematic analysis. R&A reviewers read all comments and generated a list of common themes based on their analysis. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

³¹ Any comments provided in languages other than English were translated and incorporated into the qualitative analysis.

Results

This section of the report provides a description of the sample demographics, measures of internal reliability, and a discussion of validity. Several analyses were conducted to determine whether significant differences existed in the responses between participants from various demographic categories. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents' confidentiality. Where significant differences occurred, endnotes (denoted by lowercase Roman numeral superscripts) at the end of each section of this report provide the results of the significance testing. The narrative also may provide results from descriptive analyses that were not statistically significant yet were determined to be meaningful to the climate at the University.

Description of the Sample³²

Six-thousand four hundred fifteen (6,415) surveys were returned for a 27% overall response rate. Response rates by position were 53% ($n = 3,389$) for Undergraduate Students, 12% ($n = 794$) for Graduate/Professional Students, less than 1% ($n = 30$) for Post-Doctoral Scholars, 4% ($n = 250$) for Tenured Faculty, 3% ($n = 202$) for Tenure-Track Faculty, 4% ($n = 256$) for Non-Tenure-Track Faculty, 12% ($n = 782$) for Administrative Faculty (including Executive-level Administrative Faculty), and 11% ($n = 713$) for Classified Staff. The sample and population figures, chi-square analyses,³³ and response rates are presented in Table 3. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by the University.

- Men were underrepresented in the sample. Women were overrepresented in the sample. Individuals whose gender identity was categorized as missing or unknown were overrepresented in the sample.
- Black/African American and Latina/x/o/Chicana/x/o individuals were underrepresented in the sample. White and Multiracial individuals were overrepresented in the sample.

³² All frequency tables are provided in Appendix B.

³³ Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by the University.

- Undergraduate and Graduate Students were underrepresented in the sample. Faculty/Post-Doctoral Scholars/Research Scientists, Librarians, Administrative Faculty/Executive-level Administrative Faculty, and Classified Staff were overrepresented in the sample.

Table 3. Demographics of Population and Sample

| Characteristic | Subgroup | Population | | Sample | | Response rate |
|-------------------------------------|---|------------|------|----------|------|---------------|
| | | <i>N</i> | % | <i>n</i> | % | |
| Position status ^a | Undergraduate Student | 15,652 | 67.0 | 3,389 | 52.8 | 21.7 |
| | Graduate/Professional Student | 3,488 | 14.9 | 794 | 12.4 | 22.8 |
| | Faculty/Post-Doctoral Scholar/Research Scientist, Librarian | 2,041 | 8.7 | 738 | 11.5 | 36.2 |
| | Administrative Faculty/Executive-level Administrative Faculty | 1,111 | 4.8 | 781 | 12.2 | 70.3 |
| | Classified Staff | 1,058 | 4.5 | 713 | 11.1 | 67.4 |
| Gender identity ^b | Women | 11,125 | 47.6 | 3,848 | 60.0 | 34.6 |
| | Men | 12,214 | 52.3 | 2,405 | 37.5 | 19.7 |
| | Trans-spectrum | ND | ND | 87 | 1.4 | ND |
| | Missing/Not Declared | 11 | 0.0 | 75 | 1.2 | 681.8 |
| Racial/ethnic identity ^c | Black/African American | 750 | 3.7 | 184 | 3.3 | 24.5 |
| | Latina/x/o/Chicana/x/o | 4,139 | 20.5 | 580 | 10.5 | 14.0 |
| | White/European American | 13,927 | 69.0 | 3,971 | 71.7 | 28.5 |
| | Multiracial | 1,358 | 6.7 | 804 | 14.5 | 59.2 |
| Sexual identity | Queer-spectrum | ND | ND | 509 | 7.9 | ND |
| | Bisexual | ND | ND | 411 | 6.4 | ND |
| | Heterosexual | ND | ND | 5,309 | 82.8 | ND |
| | Missing/Asexual/Not Listed | ND | ND | 186 | 2.9 | ND |
| Citizenship status | U.S. Citizen | ND | ND | 5,574 | 86.9 | ND |
| | U.S. Citizen, Naturalized | ND | ND | 373 | 5.8 | ND |
| | Non-U.S. Citizen | ND | ND | 418 | 6.5 | ND |
| | Missing | ND | ND | 50 | 0.8 | ND |
| Disability status | Single Disability | ND | ND | 481 | 7.5 | ND |
| | No Disability | ND | ND | 5,595 | 87.2 | ND |
| | Multiple Disabilities | ND | ND | 285 | 4.4 | ND |
| | Missing | ND | ND | 54 | 0.8 | ND |

Table 3. Demographics of Population and Sample

| Characteristic | Subgroup | Population | | Sample | | Response rate |
|-----------------------|---------------------------------|------------|----|----------|------|---------------|
| | | <i>N</i> | % | <i>n</i> | % | |
| Religious affiliation | Christian Religious Affiliation | ND | ND | 2,484 | 38.7 | ND |
| | Other Religious Affiliation | ND | ND | 406 | 6.3 | ND |
| | No Religious Affiliation | ND | ND | 3,030 | 47.2 | ND |
| | Multiple Religious Affiliations | ND | ND | 282 | 4.4 | ND |
| | Missing | ND | ND | 213 | 3.3 | ND |

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

* ND: No Data available

^a $X^2(4, N = 6,415) = 1,632.50, p < .001$

^b $X^2(2, N = 6,328) = 479.18, p < .001$

^c $X^2(3, N = 5,539) = 778.98, p < .001$

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey items and consultation with subject matter experts. The survey items were constructed based on the work of Hurtado et al. (1999) and Smith et al. (1997) and were further informed by instruments used in other institutional and organizational studies by the consultant. Several researchers working in the area of campus climate and diversity, experts in higher education survey research methodology, and members of the University’s CSWG reviewed the bank of items available for the survey.

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

Reliability - Internal Consistency of Responses.³⁴ Correlations between the responses to questions about overall campus climate for various groups (survey Question 103) and to questions that rated overall campus climate on various scales (survey Question 104) were moderate-to-strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients³⁵ are provided in Table 4.

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

A moderate-to-strong relationship (between .61 and .68) existed for all five pairs of variables—between Positive for People of Color and Not Racist; between Positive for Lesbian, Gay, Bisexual, or Queer People and Not Homophobic; between Positive for Women and Not Sexist; between Positive for People of Low-Income Status and Not Classist (income status); and between Positive for People with Disabilities and Not Ableist.

Table 4. Pearson Correlations Between Ratings of Acceptance and Campus Climate for Selected Groups

| Climate for Selected Groups | Climate characteristics | | | | |
|--|-------------------------|----------------|------------|--------------|-------------|
| | Not Racist | Not Homophobic | Not Sexist | Not Classist | Not Ableist |
| Positive for People of Color | .657* | | | | |
| Positive for Lesbian, Gay, Bisexual, or Queer People | | .621* | | | |
| Positive for Women | | | .616* | | |
| Positive for People of Low-Income Status | | | | .665* | |
| Positive for People with Disabilities | | | | | .680* |

* $p < 0.01$

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

³⁴ Internal reliability is a measure of reliability used to evaluate the degree to which different test items that probe the same construct produce similar results (Trochim, 2000). The correlation coefficient indicates the degree of linear relationship between two variables (Bartz, 1988).

³⁵ Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

Sample Characteristics³⁶

For the purposes of several analyses, the CSWG decided to collapse certain demographic categories to make comparisons between groups and to ensure respondents' confidentiality. Analyses do not reveal in the narrative, figures, or tables where the number of respondents in a category totaled fewer than five ($n < 5$). In these cases, percentages may be identified with 3 dashes (---) to ensure confidentiality.

Respondents' primary status data were collapsed into Student respondents, Faculty respondents, Administrative Faculty respondents, and Classified Staff respondents.³⁷ Of respondents, 53% ($n = 3,389$) were Undergraduate Students, 12% ($n = 794$) were Graduate/Professional Students, 12% ($n = 738$) were Academic Faculty respondents,³⁸ 12% ($n = 781$) were Administrative Faculty,³⁹ and 11% ($n = 713$) were Classified Staff (Figure 1). Ninety-two percent ($n = 5,890$) of respondents were full-time in their primary positions. Subsequent analyses indicated that 94% ($n = 3,196$) of Undergraduate Student respondents, 79% ($n = 627$) of Graduate/Professional Student respondents, 88% ($n = 646$) of Academic Faculty respondents, 96% ($n = 749$) of Administrative Faculty respondents, and 94% ($n = 672$) of Classified Staff respondents were full-time in their primary positions.

³⁶ All percentages presented in the "Sample Characteristics" section of the report are actual percentages.

³⁷ CSWG determined the collapsed position status variables.

³⁸ Post-Doctoral Scholar respondents and Research Scientist and Librarian respondents were combined with Faculty respondents to protect their anonymity. From this point forward in the report, "Faculty respondents" will refer to Faculty, Post-Doctoral Scholar, Research Scientist, and Librarian respondents ($n = 738$).

³⁹ Executive-level Administrative Faculty respondents were combined with Administrative Faculty respondents to protect their anonymity. From this point forward in the report, "Administrative Faculty respondents" will refer to both Executive-level Administrative Faculty and Administrative Faculty respondents ($n = 781$).

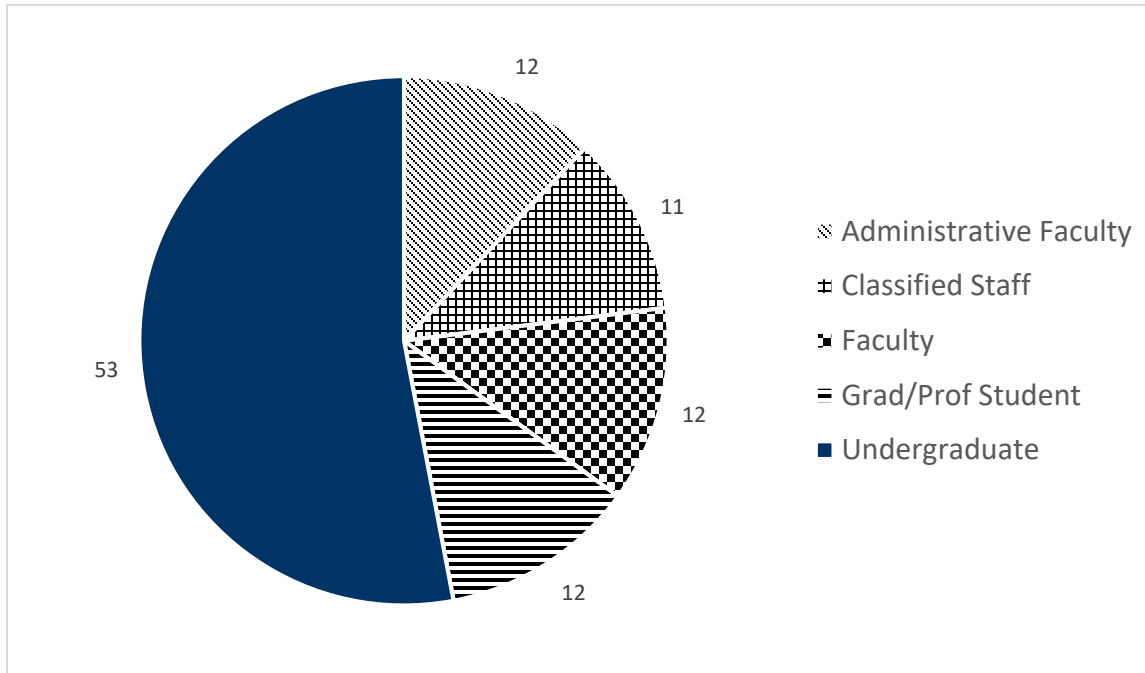


Figure 1. Respondents' Collapsed Position Status (%)

Regarding respondents' primary work unit affiliations, Table 5 indicates that Administrative Faculty and Classified Staff respondents represented various academic divisions/work units across campus. Of Administrative Faculty and Classified Staff respondents, 12% ($n = 175$) were affiliated with Facilities Services, 11% ($n = 165$) were affiliated with Student Services, 9% ($n = 137$) were affiliated with the School of Medicine, and 8% ($n = 113$) were affiliated with Finance and Administration.

Table 5. Administrative Faculty and Classified Staff Respondents' Academic Division/Work Unit Affiliations

| Academic division/work unit | <i>n</i> | % |
|---|----------|------|
| Facilities Services | 175 | 11.9 |
| <i>Facilities Maintenance Services</i> | 92 | 6.2 |
| <i>Planning and Construction Services</i> | 28 | 1.9 |
| <i>Facilities Services</i> | 26 | 1.8 |
| <i>Missing</i> | 29 | 2.0 |

Table 5. Administrative Faculty and Classified Staff Respondents' Academic Division/Work Unit Affiliations

| Academic division/work unit | <i>n</i> | % |
|---|----------|------|
| Student Services | 165 | 11.2 |
| <i>Enrollment Services</i> | 58 | 3.9 |
| <i>Student Life Services and Counseling</i> | 72 | 4.9 |
| <i>Missing</i> | 35 | 2.4 |
| School of Medicine | 137 | 9.3 |
| Finance and Administration (Business and Finance, Human Resources, Planning Budget and Analysis, Real Estate) | 113 | 7.7 |
| Office of Research and Innovation (Animal Resources, Enterprise and Innovation, Environmental Health and Safety, InNevation Center, Nevada Center for Applied Research, Nevada Industry Excellence, Research Integrity, Sponsored Projects, Undergraduate Research) | 82 | 5.6 |
| Athletics | 77 | 5.2 |
| Office of Information Technology | 68 | 4.6 |
| Provost's Office (e.g., Extended Studies, Graduate School, Equal Opportunity and Title IX, Organizational Resilience, University of Nevada Press) | 68 | 4.6 |
| University Libraries | 66 | 4.5 |
| University of Nevada Cooperative Extension | 57 | 3.9 |
| School of Community Health Sciences | 54 | 3.7 |
| College of Liberal Arts | 47 | 3.2 |
| College of Education | 45 | 3.1 |
| College of Science | 41 | 2.8 |
| College of Agriculture, Biotechnology, and Natural Resources | 40 | 2.7 |
| Development and Alumni Relations | 37 | 2.5 |
| President's Office (e.g., Diversity Initiatives, External Relations, General Counsel, Marketing and Communications) | 33 | 2.2 |
| College of Engineering | 29 | 2.0 |
| Police Services | 22 | 1.5 |
| College of Business | 18 | 1.2 |

Table 5. Administrative Faculty and Classified Staff Respondents' Academic Division/Work Unit Affiliations

| Academic division/work unit | <i>n</i> | % |
|--|----------|-----|
| Academic offices (Academic Advising and Student Achievement, Core Curriculum, Honors Program, Intensive English Language Center, University Math Center, University Tutoring Center, Assessment and Accreditation, Composition and Communication in the Disciplines, University Writing Center, Office of Service Learning and Civic Engagement) | 11 | 0.7 |
| Reynolds School of Journalism | 10 | 0.7 |
| School of Social Work | 7 | 0.5 |
| Orvis School of Nursing | < 5 | --- |
| Missing | 68 | 4.6 |

Note: Table reports only responses from Administrative Faculty, Vice Presidents, Associate Vice Presidents, or Classified Staff in Question 1 (*n* = 1,473).

Of Academic Faculty respondents, 26% (*n* = 195) were affiliated with the College of Liberal Arts, and 18% (*n* = 135) with the College of Science (Table 6).

Table 6. Academic Faculty Respondents' Primary Academic Division Affiliations

| Academic division | <i>n</i> | % |
|--|----------|------|
| College of Liberal Arts | 195 | 25.7 |
| College of Science | 135 | 17.8 |
| College of Agriculture, Biotechnology, and Natural resources | 62 | 8.2 |
| College of Engineering | 56 | 7.4 |
| College of Education | 52 | 6.9 |
| School of Medicine | 49 | 6.5 |
| College of Business | 48 | 6.3 |
| School of Community Health Sciences | 48 | 6.3 |
| Orvis School of Nursing | 28 | 3.7 |
| Reynolds School of Journalism | 21 | 2.8 |
| Division of Health Sciences | 9 | 1.2 |
| Missing | 56 | 7.4 |

Note: Table includes responses only from those respondents who indicated that they were Faculty, Post-Doctoral Scholars, or President, Provost, Vice Provosts, or Deans in Question 1 (*n* = 759).

In terms of length of employment, 41% (*n* = 292) of Classified Staff respondents, 34% (*n* = 258) of Administrative Faculty respondents, and 36% (*n* = 260) of Academic Faculty respondents

were employed at the University between one and five years. Fourteen percent ($n = 104$) of Academic Faculty respondents were employed at the University between six and 10 years (Table 7). Eighteen percent ($n = 127$) of Academic Faculty respondents were employed at the University for more than 20 years.

Table 7. Academic Faculty, Administrative Faculty and Classified Staff Respondents’ Length of Employment

| Time | Faculty respondents | | Administrative Faculty respondents | | Classified Staff respondents | |
|--------------------|---------------------|------|------------------------------------|------|------------------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Less than 1 year | 62 | 8.9 | 79 | 10.3 | 97 | 13.7 |
| 1–5 years | 260 | 36.1 | 258 | 33.6 | 292 | 41.3 |
| 6–10 years | 104 | 14.4 | 156 | 20.3 | 103 | 14.6 |
| 11–15 years | 97 | 13.5 | 124 | 16.1 | 105 | 14.9 |
| 16–20 years | 70 | 9.7 | 67 | 8.7 | 56 | 7.9 |
| More than 20 years | 127 | 17.6 | 84 | 10.9 | 54 | 7.6 |

Note: Table reports responses only from Faculty, Administrative Faculty, and Staff respondents ($n = 2,195$).

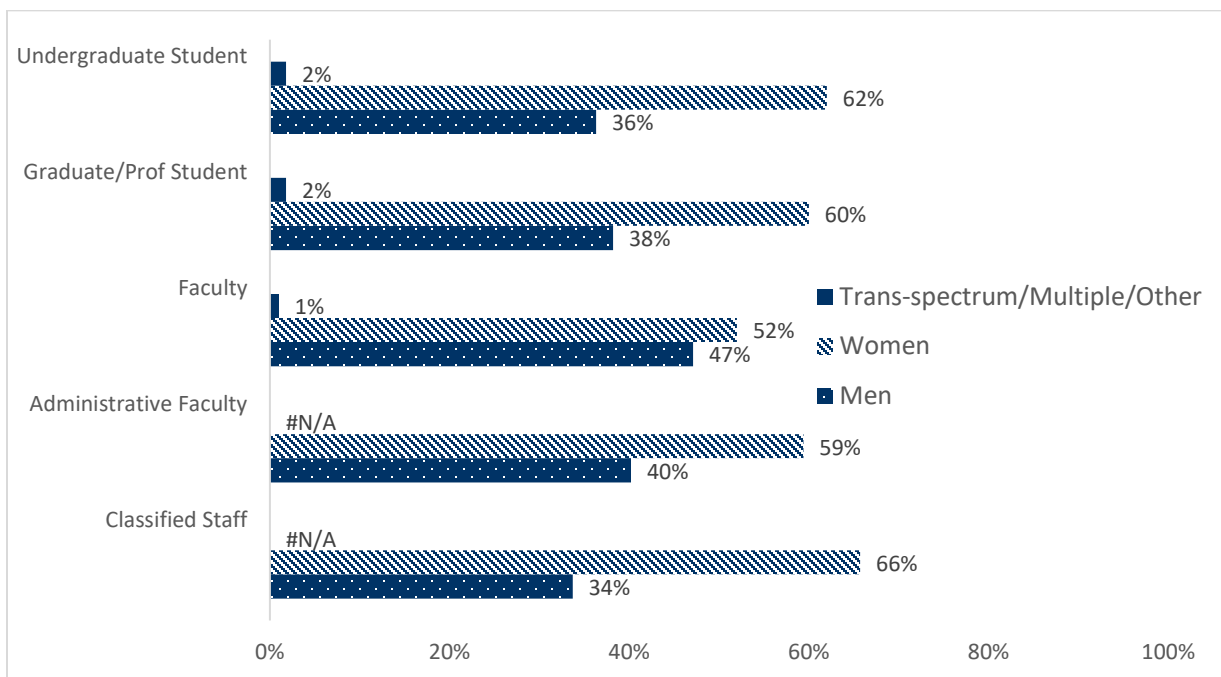
More than half of the sample (60%, $n = 3,848$) were women; 38% ($n = 2,405$) were men.⁴⁰ Less than 1% of respondents identified as Genderqueer ($n = 27$), Nonbinary ($n = 43$), or Transgender ($n = 17$).⁴¹ Less than 1% of respondents marked “a gender not listed here” and offered identities such as “Grizzly Bear,” and “undecided.”

For the purpose of some analyses, the CSWG elected to collapse the categories Transgender, Genderqueer, and “gender not listed here” into the “Trans-spectrum” category (1%, $n = 87$), and decided to not include the Trans-spectrum category in some analyses to maintain the confidentiality of those respondents.

⁴⁰ The majority of respondents identified their birth sex as female (61%, $n = 3,912$), while 38% ($n = 2,460$) of respondents identified as male and fewer than five identified as intersex. Additionally, 59% ($n = 5,785$) identified their gender expression as feminine, 37% ($n = 2,383$) as masculine, 2% ($n = 114$) as androgynous, and less than 1% ($n = 34$) as “a gender expression not listed here.”

⁴¹ Self-identification as transgender/trans* does not preclude identification as man or woman, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately to reveal the presence of an identity that might otherwise have been overlooked. Because the number of Transgender respondents were low, no analyses were conducted or included in the report to maintain the respondents’ confidentiality.

Figure 2 illustrates that more Women Undergraduate Student respondents (62%, $n = 2,084$) than Men Undergraduate Student respondents (36%, $n = 1,221$) and more Women Graduate/Professional Student respondents (60%, $n = 473$) than Men Graduate/Professional Student respondents (38%, $n = 301$) completed the survey. A higher percentage of Administrative Faculty respondents were women (59%, $n = 455$) than were men (40%, $n = 308$). A higher percentage of Academic Faculty respondents identified as women (52%, $n = 372$) than identified as men (47%, $n = 337$). A higher percentage of Classified Staff respondents identified as women (66%, $n = 464$) than identified as men (34%, $n = 238$).



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

Figure 2. Respondents by Gender Identity and Position Status (%)

Most respondents identified as Heterosexual⁴² (85%, $n = 5,309$), 5% ($n = 36$) identified as Queer-spectrum (i.e., lesbian, gay, pansexual, queer, or questioning), and 3% ($n = 22$) identified as bisexual (Figure 3).

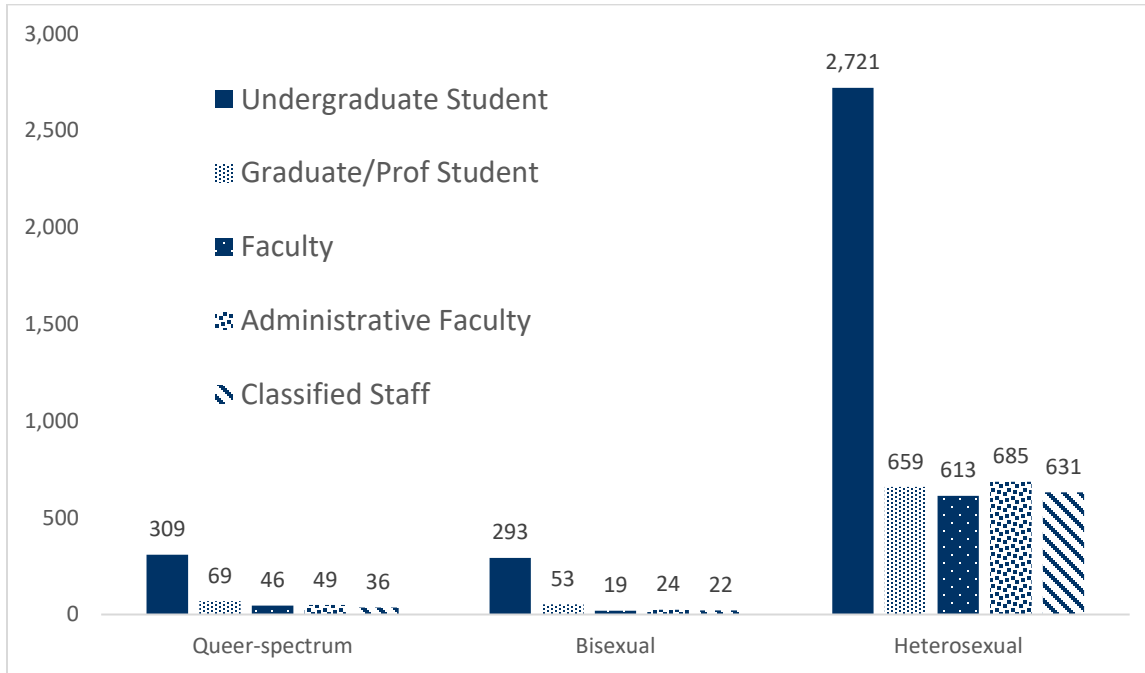
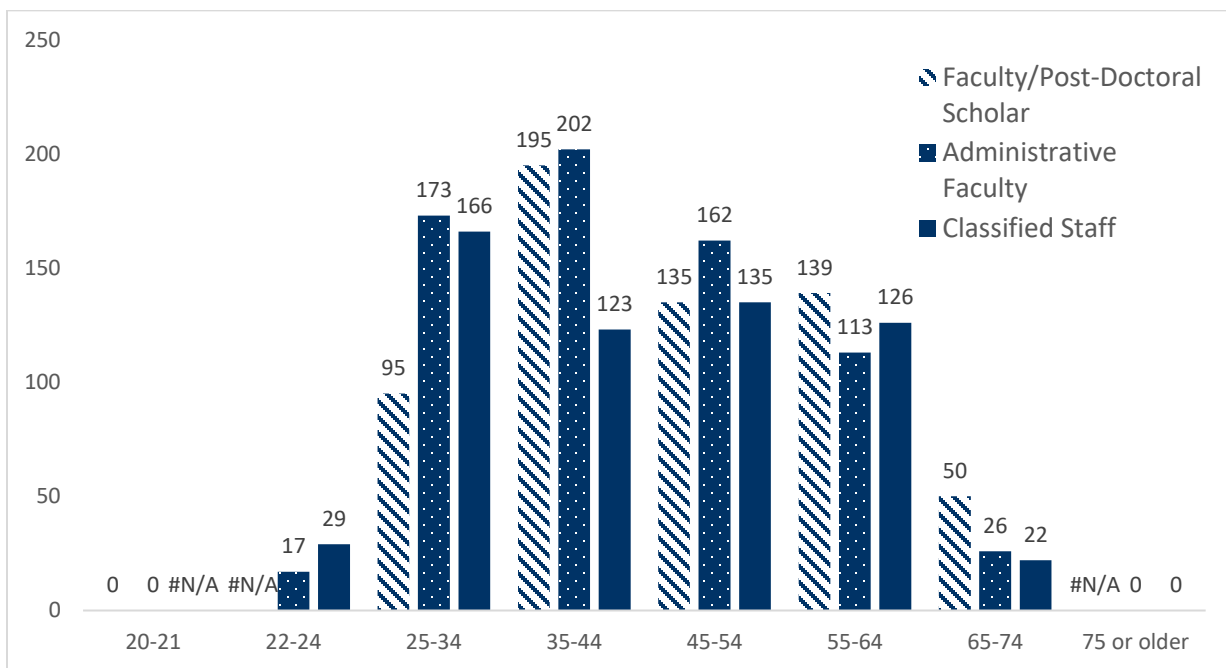


Figure 3. Respondents by Sexual Identity and Position Status (n)

⁴² Respondents who answered “other” in response to the question about their sexual identity and wrote “straight” or “heterosexual” in the adjoining text box were recoded as Heterosexual. Additionally, this report uses the terms “LGBQ” and “queer-spectrum” to denote individuals who self-identified as lesbian, gay, bisexual, pansexual, queer, and questioning, as well as those who wrote in “other” terms such as “demisexual,” “asexual,” “biromantic,” “grey-asexual,” and “homoromantic asexual.”

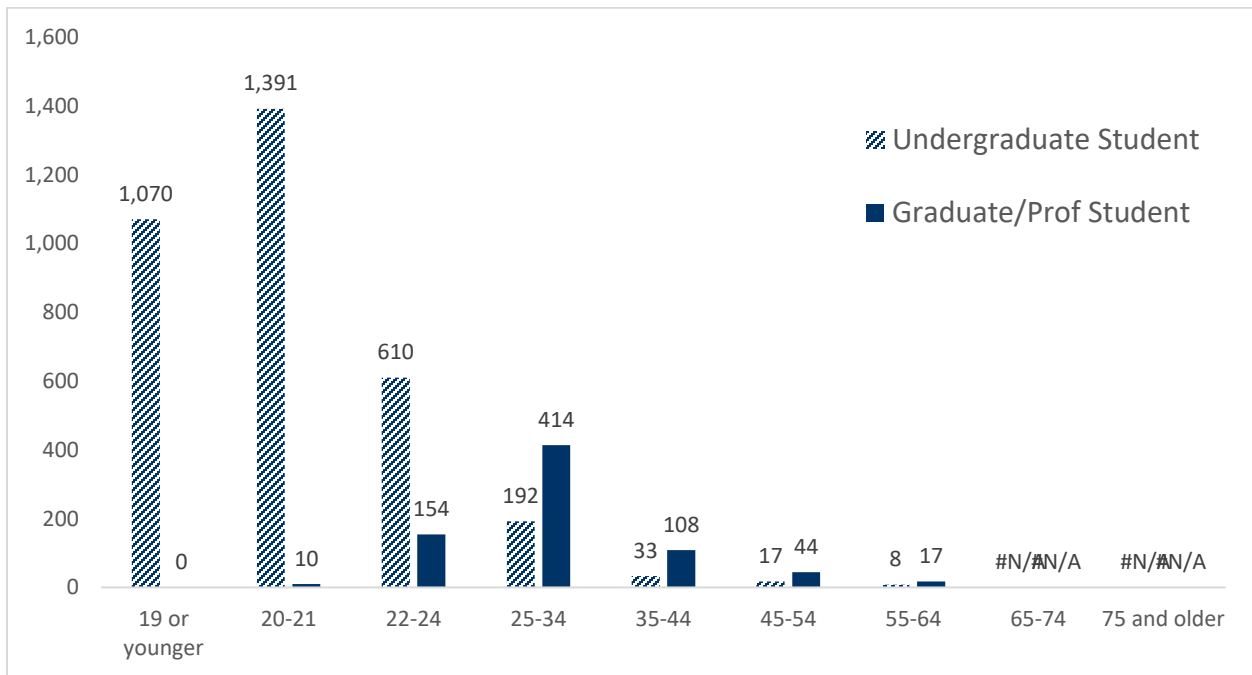
Of Classified Staff respondents, 28% ($n = 166$) were between 25 and 34 years old, 20% ($n = 123$) were between 35 and 44 years old, 22% ($n = 135$) were between 45 and 54 years old, and 21% ($n = 126$) were between 55 and 64 years old (Figure 4). Of Academic Faculty respondents, 32% ($n = 195$) were between 35 and 44 years old, 22% ($n = 135$) were between 45 and 54 years old, and 23% ($n = 139$) were between 55 and 64 years old. Of Administrative Faculty respondents, 25% ($n = 173$) were between 25 and 34 years old, 29% ($n = 202$) were between 35 and 44 years old, 23% ($n = 162$) were between 45 and 54 years old, and 16% ($n = 113$) were between 55 and 64 years old.



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

Figure 4. Academic Faculty, Administrative Faculty and Classified Staff Respondents by Age and Position Status (n)

Of responding Undergraduate Students, 74% ($n = 2,461$) were between 18 and 21 years old, and 18% ($n = 610$) were between 22 and 24 years old (Figure 5). Of responding Graduate/Professional Students, 21% ($n = 154$) were between 22 and 24 years old, 55% ($n = 414$) were between 25 and 34 years old, 14% ($n = 108$) were between 35 and 44 years old, and 6% ($n = 44$) were between 45 and 54 years old.



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

Figure 5. Student Respondents by Age and Student Status (n)

Regarding racial identity, 62% ($n = 3,971$) of respondents identified as White/European American (Figure 6). Thirteen percent ($n = 804$) of respondents identified as Multiracial, 9% ($n = 580$) identified as Latina/x/o/Chicana/x/o, 7% ($n = 452$) identified as Asian/Asian American, and 3% ($n = 184$) identified as Black/African American. One percent each identified as South Asian ($n = 86$) or Middle Eastern ($n = 67$), and less than 1% each were American Indian/Native American ($n = 37$) or Pacific Islander ($n = 21$). Fewer than five respondents indicated that they identified as Alaska Native or Native Hawaiian. Some individuals marked the response category “a racial/ethnic identity not listed here” and wrote “human,” “Jewish,” or identified with a specific country.

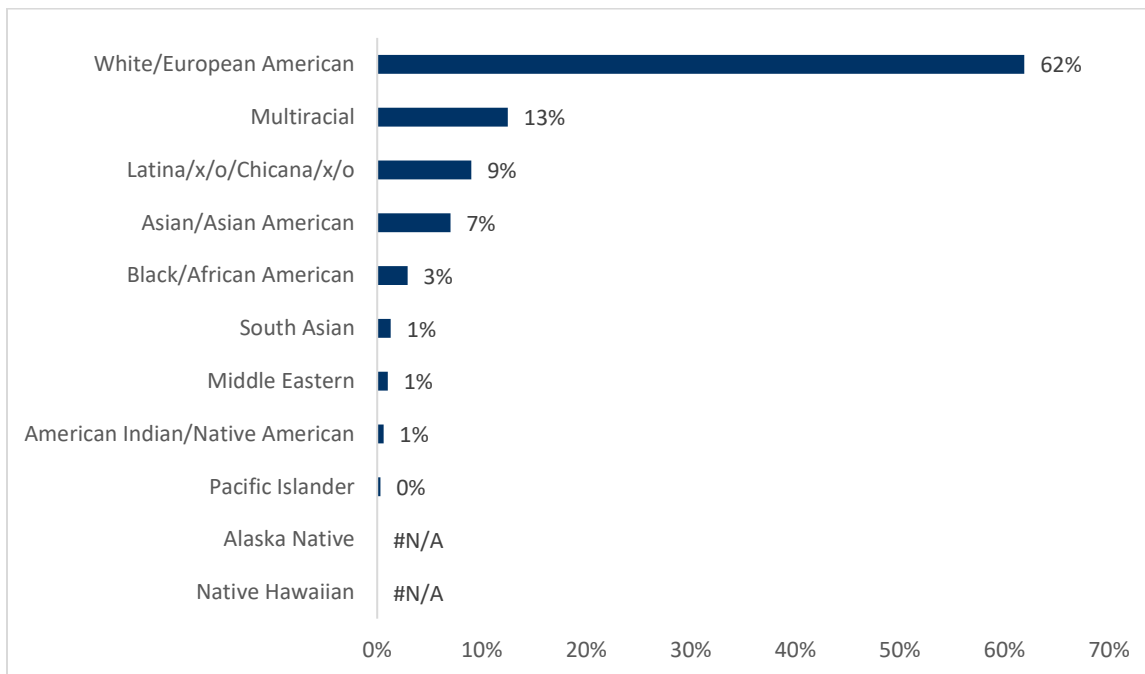


Figure 6. Respondents by Racial/Ethnic Identity (%)

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,⁴³ allowing them to identify as biracial or multiracial. For the purposes of some analyses, the CSWG created six racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White (62%, $n = 3,971$) as their identity (Figure 7). Other

⁴³ While recognizing the vastly different experiences of people of various racial identities (e.g., Chican@ versus African-American or Latin@ versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses as a result of the small numbers of respondents in the individual categories.

respondents identified as Multiracial⁴⁴ (13%, $n = 804$), Latina/x/o/Chicana/x/o (9%, $n = 580$), Asian/Asian American (7%, $n = 452$), Black/African American (3%, $n = 184$), and People of Color⁴⁵ (3%, $n = 216$). A substantial percentage of respondents did not indicate their racial identity and were recoded to Other/Missing/Unknown (3%, $n = 208$).

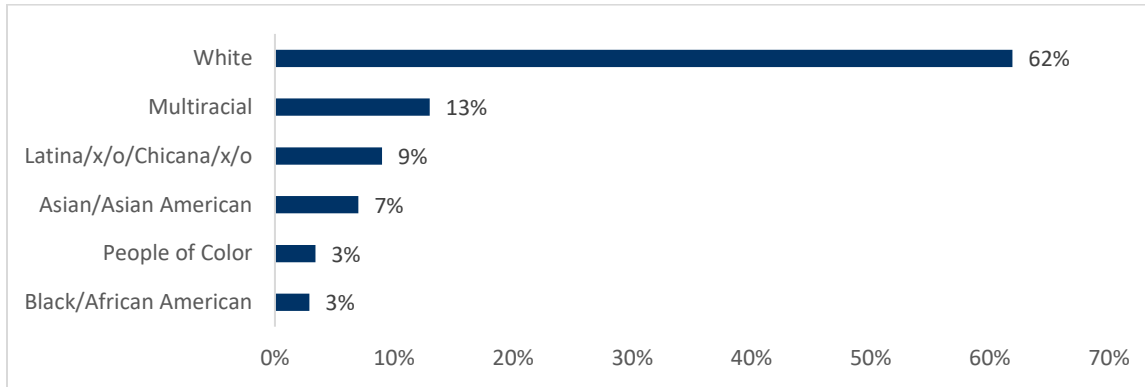


Figure 7. Respondents by Collapsed Categories of Racial Identity (%)

⁴⁴ Per the CSWG, respondents who identified as more than one racial identity were recoded as Multiracial.

⁴⁵ Per the CSWG, the People of Color category included respondents who identified as Middle Eastern, Native Hawaiian, Pacific Islander, American Indian/Native American, Alaska Native, and South Asian.

The survey question that queried respondents about their religious or spiritual affiliations provided a multitude of responses. For the purposes of this report, the responses were collapsed into four categories. Forty-seven percent ($n = 3,030$) of respondents indicated No Religious Affiliation (Figure 8). Thirty-nine percent ($n = 2,484$) of respondents identified as having Christian Religious Affiliation. Six percent ($n = 406$) chose Other Religious Affiliation, and 4% ($n = 282$) of respondents identified with Multiple Religious Affiliations.

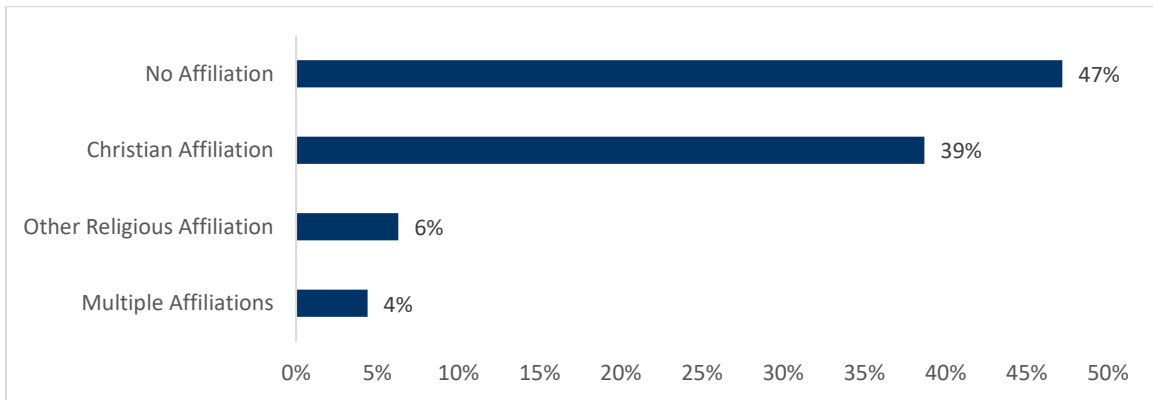


Figure 8. Respondents by Religious Affiliation (%)

Two survey items addressed respondents' political party affiliations and views. Seventeen percent ($n = 1,055$) of respondents indicated that they were affiliated with the Republican party and 42% identified as Democrats ($n = 2,623$) (Figure 9). Twenty-six percent ($n = 1,639$) of respondents identified as having No Political Affiliation. Eleven percent ($n = 670$) identified as Independent, 3% ($n = 185$) identified as Libertarian, and 2% ($n = 117$) of respondents chose a political affiliation not listed above (Other Affiliation).

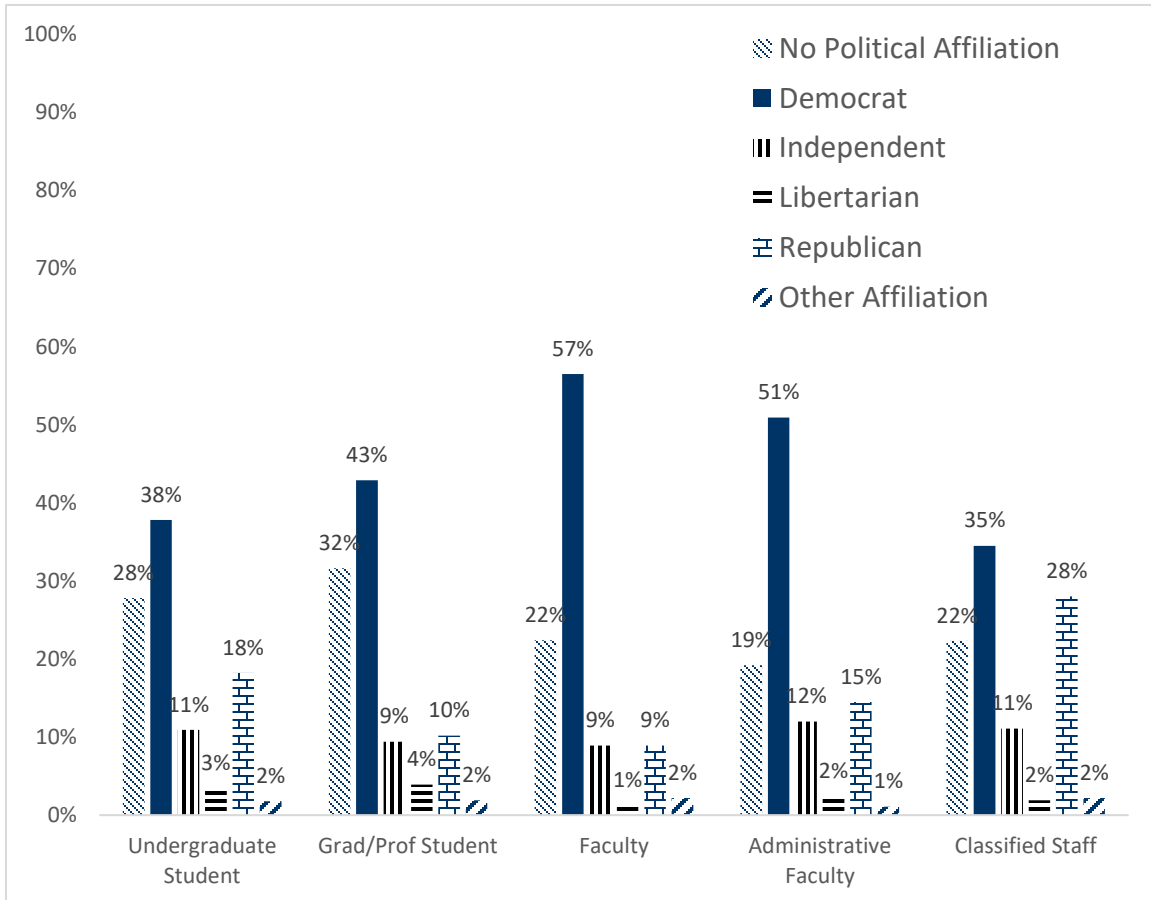


Figure 9. Respondents by Political Affiliation and Position Status (%)

Forty percent ($n = 2,531$) of respondents described their current political views as moderate (Figure 10). Two percent ($n = 148$) of respondents identified as very conservative and 13% identified as conservative ($n = 821$). Thirty-one percent ($n = 1,919$) of respondents identified as liberal and 13% identified as very liberal ($n = 839$).

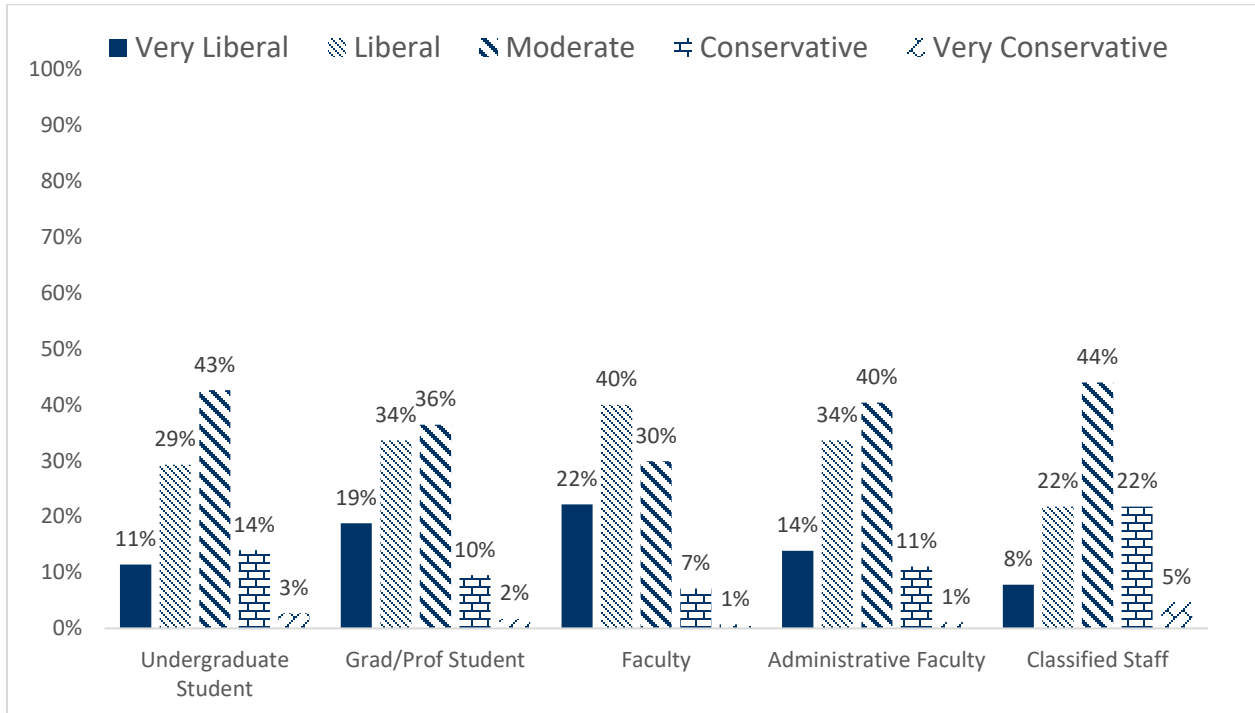
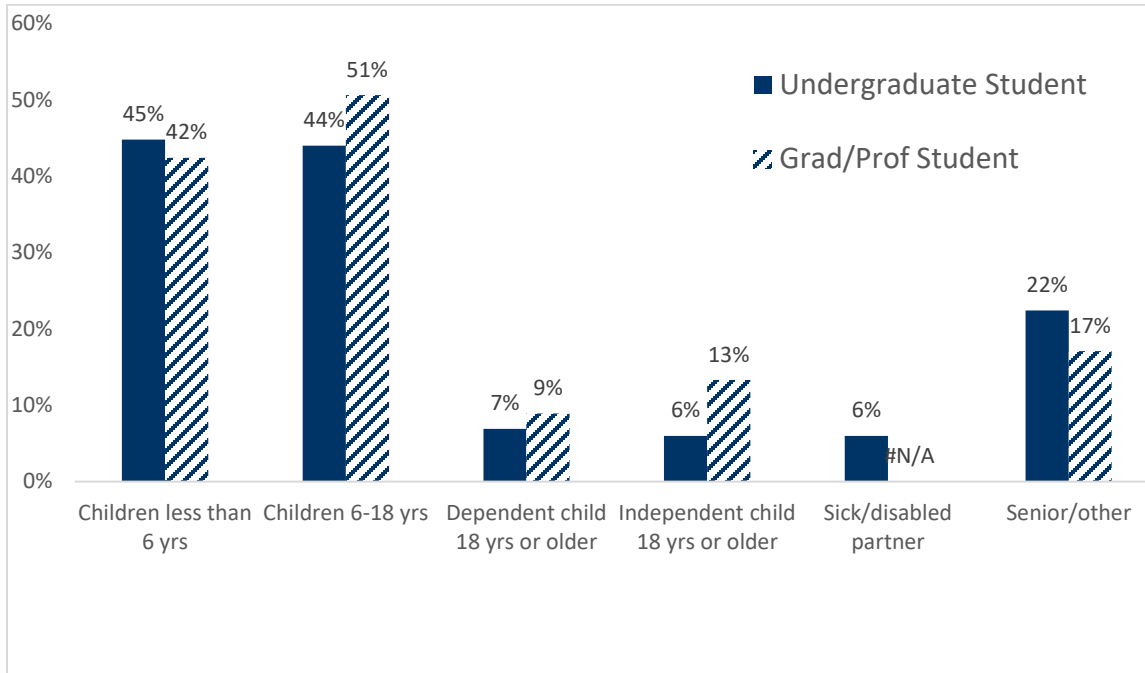


Figure 10. Respondents by Current Political Views and Position Status (%)

Eighty percent ($n = 5,098$) of all respondents, including 97% ($n = 3,257$) of Undergraduate Student respondents and 80% ($n = 629$) of Graduate/Professional Student respondents, had no substantial parenting or caregiving responsibilities. Figure 11 illustrates that of the 116 Undergraduate Student respondents and 158 Graduate/Professional Student respondents who indicated they had caregiving responsibilities, 45% ($n = 52$) of Undergraduate Student respondents and 42% ($n = 67$) of Graduate/Professional Student respondents were caring for children under six years old, and 44% ($n = 51$) of Undergraduate Student respondents and 51% ($n = 80$) of Graduate/Professional Student respondents were caring for children between six and 18 years old.



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

Figure 11. Caregiving Student Respondents' Responsibilities by Student Status (%)

Sixty percent ($n = 421$) of Classified Staff respondents, 54% ($n = 417$) of Administrative Faculty respondents, and 52% ($n = 374$) of Academic Faculty respondents had no substantial parenting or caregiving responsibilities (Figure 12). Of the 40% ($n = 281$) of Classified Staff respondents, 46% ($n = 357$) of Administrative Faculty respondents, and 48% ($n = 344$) of Academic Faculty respondents who had substantial parenting or caregiving responsibilities, 27% ($n = 76$) of Classified Staff respondents, 34% ($n = 120$) of Administrative Faculty respondents, and 35% ($n = 121$) of Academic Faculty respondents were caring for children under the age of six years. Fifty-three percent ($n = 148$) of Classified Staff respondents, 55% ($n = 195$) of Administrative Faculty respondents, and 52% ($n = 180$) of Academic Faculty respondents were caring for children ages 6 to 18 years. Twenty percent ($n = 55$) of Classified Staff respondents, 17% ($n = 59$) of Administrative Faculty respondents, and 19% ($n = 65$) of Academic Faculty respondents were caring for dependent children over 18 years old. Fifteen percent ($n = 41$) of Classified Staff respondents, 13% ($n = 46$) of Administrative Faculty respondents, and 7% ($n = 25$) of Academic Faculty respondents had independent children over the age of 18 years. Five percent ($n = 13$) of Classified Staff respondents, 3% ($n = 9$) of Administrative Faculty respondents, and 5% ($n = 16$) of Academic Faculty respondents were caring for sick and disabled partners. Twenty-one percent

(n = 58) of Classified Staff respondents, 18% (n = 63) of Administrative Faculty respondents, and 18% (n = 61) of Academic Faculty respondents were caring for senior or other family members.

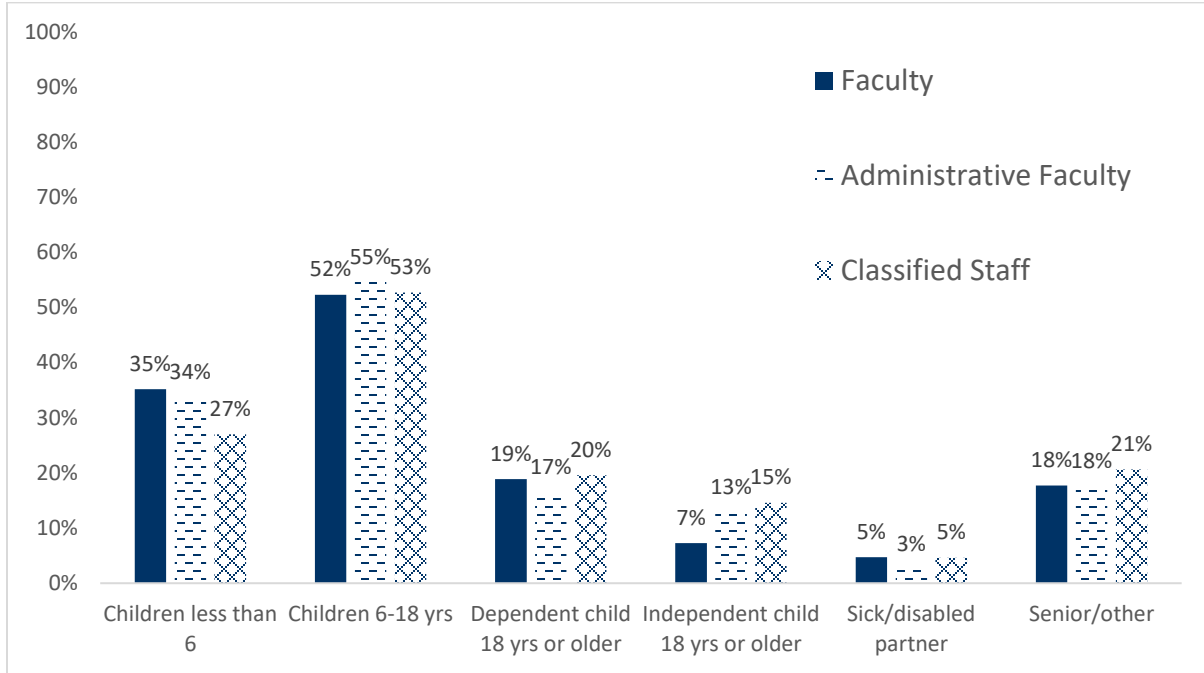


Figure 12. Caregiving Academic Faculty, Administrative Faculty and Classified Staff Respondents’ Responsibilities by Position Status (%)

Twelve percent ($n = 795$) of respondents had conditions that substantially influenced their learning, living, or working activities. Forty-eight percent ($n = 382$) of respondents who indicated that they had such conditions had psychological conditions, 24% ($n = 192$) had other health-related issues (e.g., asthma, diabetes), and 21% ($n = 165$) had ADD/ADHD (Table 8). Subsequent analyses indicated that 8% ($n = 481$) of respondents had a single condition that substantially influenced learning, living, or working activities and 4% ($n = 285$) had multiple conditions that substantially influenced their learning, living, or working activities. Forty-six percent ($n = 263$) of Student respondents who indicated that they had conditions/disabilities noted that they were registered with the Disability Resource Center. Twenty-six percent ($n = 57$) of Academic Faculty, Administrative Faculty and Classified Staff respondents who noted that they had such conditions indicated they were receiving accommodations for their disabilities.

Table 8. Respondents’ Conditions That Influence Learning, Living, Working Activities

| Conditions | <i>n</i> | % |
|--|----------|------|
| Psychological (e.g., anxiety, depression) | 382 | 48.1 |
| Other health-related (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia) | 192 | 24.2 |
| ADD/ADHD | 165 | 20.8 |
| Cognitive (e.g., acquired/traumatic brain injury, PTSD) | 103 | 13.0 |
| Physical | 95 | 11.9 |
| Learning | 84 | 10.6 |
| Vision | 58 | 7.3 |
| Hearing impaired | 54 | 6.8 |
| Substance abuse | 19 | 2.4 |
| Speech language | 18 | 2.3 |
| Developmental | 12 | 1.5 |
| Missing | 29 | 3.6 |

Note: Table includes answers only from those respondents who indicated that they have a condition/disability in Question 67 (*n* = 795). Percentages may not sum to 100 as a result of multiple response choices.

Table 9 depicts how respondents answered the survey item, “What is your citizenship status in the U.S.? Mark all that apply.” For the purposes of analyses, the CSWG created three citizenship categories:⁴⁶ 87% (*n* = 5,574) of respondents were U.S. Citizens, 6% (*n* = 373) were Naturalized U.S. Citizens, and 7% (*n* = 418) were Non-U.S. Citizens.

Table 9. Respondents’ Citizenship Status (Duplicated Totals)

| Citizenship | <i>n</i> | % |
|--|----------|------|
| U.S. citizen, birth | 5,574 | 86.9 |
| U.S. citizen, naturalized | 373 | 5.8 |
| A visa holder (such as F-1, J-1, H1-B, U) | 220 | 3.4 |
| Permanent resident | 159 | 2.5 |
| DACA (Deferred Action for Childhood Arrival) | 30 | 0.5 |
| Other legally documented status | < 5 | --- |
| Undocumented resident | < 5 | --- |
| Currently under a withholding of removal status | < 5 | --- |
| DAPA (Deferred Action for Parental Accountability) | < 5 | --- |

⁴⁶ For the purposes of analyses, the collapsed categories for citizenship are U.S. Citizen, naturalized U.S. Citizen, and Non-U.S. Citizen (includes permanent residents; F-1, J-1, H1-B, A, L, G, E, and TN visa holders; DACA, DAPA, refugee status, other legally documented status, currently under a withholding of removal status, and undocumented residents).

Table 9. Respondents' Citizenship Status (Duplicated Totals)

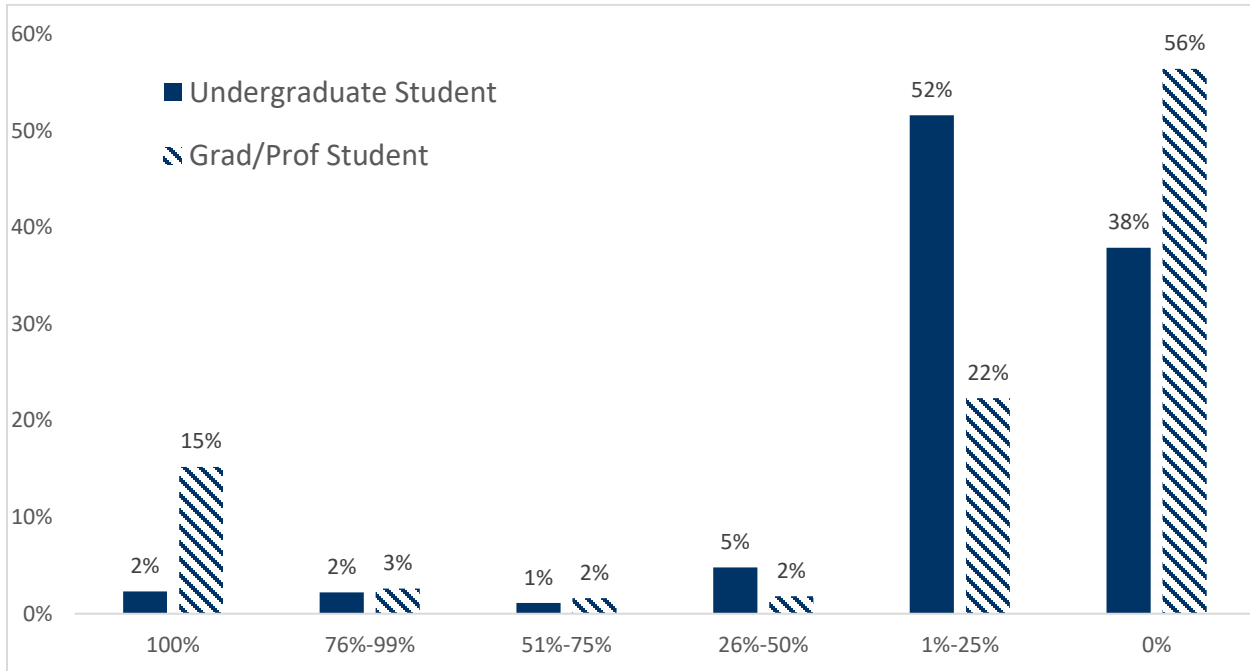
| Citizenship | <i>n</i> | % |
|----------------|----------|-----|
| Refugee status | < 5 | --- |
| Missing | 50 | 0.8 |

Ninety percent ($n = 5,740$) of respondents indicated that English was their primary language and 9% ($n = 557$) of respondents indicated that English was not their primary language. Some of the languages other than English that respondents identified as their primary languages were Amharic, Arabic, Armenian, Bangla, Bengali, Cantonese, Chinese, Dutch, Ethiopian, Farsi, Filipino, French, German, Greek, Hindi, Indonesian, Italian, Japanese, Korean, Mandarin, Nepali, Persian, Portuguese, Punjabi, Russian, Spanish, Tagalog, Thai, Turkish, Urdu, and Vietnamese.

Data revealed that 88% ($n = 5,653$) of respondents had never served in the U.S. Armed Forces. Less than 1% ($n = 38$) of respondents currently were on active duty (including Reserves/National Guard) and 2% ($n = 154$) of respondents formerly served. Less than 1% ($n = 21$) of respondents were in ROTC. Five percent ($n = 321$) of respondents identified as a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.

Forty-five percent ($n = 342$) of Administrative Faculty respondents and 11% ($n = 79$) of Classified Staff respondents indicated that the highest level of education they had completed was a master's degree, 30% ($n = 223$) of Administrative Faculty respondents and 12% ($n = 86$) of Classified Staff respondents had a bachelor's degree, 9% ($n = 70$) of Administrative Faculty respondents and 10% ($n = 68$) of Classified Staff respondents had finished some graduate work, 2% ($n = 11$) of Administrative Faculty respondents and 22% ($n = 156$) of Classified Staff respondents had finished some college, and 5% ($n = 35$) of Classified Staff respondents had finished a business/technical certificate degree.

Two percent ($n = 79$) of Undergraduate Student respondents and 15% ($n = 121$) of Graduate/Professional Student respondents took 100% of their classes online at the University (Figure 13). Thirty-eight percent ($n = 1,285$) of Undergraduate Student respondents and 56% ($n = 448$) of Graduate/Professional Student respondents took none of their classes online.



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

Figure 13. Student Respondents by Percentage of Classes Taken Exclusively Online (%)

Table 10 illustrates the level of education completed by Student respondents' parents or legal guardians. Subsequent analyses indicated that 42% ($n = 1,742$) of Student respondents were First-Generation Students.⁴⁷

Table 10. Student Respondents' Parents'/Guardians' Highest Level of Education

| Level of education | Parent/legal guardian 1 | | Parent/legal guardian 2 | |
|--|-------------------------|------|-------------------------|------|
| | <i>n</i> | % | <i>n</i> | % |
| No high school | 254 | 4.0 | 260 | 4.1 |
| Some schooling but no high school degree | 309 | 4.8 | 319 | 5.0 |
| Completed high school/GED | 1,202 | 18.7 | 1,316 | 20.5 |
| Some college | 936 | 14.6 | 1,061 | 16.5 |
| Business/technical certificate/degree | 208 | 3.2 | 255 | 4.0 |
| Associate's degree | 392 | 6.1 | 397 | 6.2 |
| Bachelor's degree | 1,540 | 24.0 | 1,474 | 23.0 |
| Some graduate work | 105 | 1.6 | 108 | 1.7 |

⁴⁷ With the CSWG's approval, "First-Generation Students" were identified as those with both parents/guardians having completed no high school, some high school, high school/GED, or some college.

Table 10. Student Respondents' Parents'/Guardians' Highest Level of Education

| Level of education | Parent/legal guardian 1 | | Parent/legal guardian 2 | |
|-------------------------------------|----------------------------|------|----------------------------|-----|
| | <i>n</i> | % | <i>n</i> | % |
| Master's degree (e.g., MA, MS, MBA) | 866 | 13.5 | 606 | 9.4 |
| Specialist degree (e.g., EdS) | 35 | 0.5 | 16 | 0.2 |
| Doctoral degree (e.g., PhD, EdD) | 240 | 3.7 | 116 | 1.8 |
| Professional degree (e.g., MD, JD) | 209 | 3.3 | 119 | 1.9 |
| Unknown | 22 | 0.3 | 94 | 1.5 |
| Not applicable | 50 | 0.8 | 183 | 2.9 |
| Missing | 47 | 0.7 | 91 | 1.4 |

Note: Table reports responses only from Student respondents ($n = 4,183$).

As indicated in Table 11, 21% ($n = 715$) of Undergraduate Student respondents were in their first year of their college career, 22% ($n = 728$) were in their second year, 26% ($n = 873$) were in their third year, 23% ($n =$) were in their fourth year, and 6% ($n = 196$) of Undergraduate Student respondents were in their fifth year. Two percent ($n = 80$) of Undergraduate Student respondents were in their sixth year or more.

Table 11. Undergraduate Student Respondents' Years at the University

| Years | <i>n</i> | % |
|----------------------|----------|------|
| First year | 715 | 21.1 |
| Second year | 728 | 21.5 |
| Third year | 873 | 25.8 |
| Fourth year | 789 | 23.3 |
| Fifth year | 196 | 5.8 |
| Sixth year (or more) | 80 | 2.4 |
| Missing | 8 | 0.2 |

Note: Table reports responses only from Undergraduate Student respondents ($n = 3,389$).

Table 12 reveals that 11% ($n = 385$) of Undergraduate Student respondents were majoring in Community health sciences, 7% ($n = 244$) were majoring in Nursing, and 6% each were majoring in Biology ($n = 209$) and Psychology ($n = 199$).

Table 12. Undergraduate Student Respondents' Current or Intended Majors

| Major | <i>n</i> | % |
|---------------------------|----------|------|
| Community health sciences | 385 | 11.4 |

Table 12. Undergraduate Student Respondents' Current or Intended Majors

| Major | <i>n</i> | % |
|--------------------------------------|----------|-----|
| Nursing | 244 | 7.2 |
| Biology | 209 | 6.2 |
| Psychology | 199 | 5.9 |
| Human development and family studies | 152 | 4.5 |
| Computer science & engineering | 149 | 4.4 |
| Mechanical engineering | 148 | 4.4 |
| Criminal justice | 116 | 3.4 |
| Civil engineering | 97 | 2.9 |
| Marketing | 95 | 2.8 |
| Kinesiology | 91 | 2.7 |
| Journalism | 89 | 2.6 |
| Neuroscience | 89 | 2.6 |
| Political science | 89 | 2.6 |
| Management | 82 | 2.4 |
| Biochemistry & molecular biology | 81 | 2.4 |
| Electrical engineering | 70 | 2.1 |
| Molecular microbiology & immunology | 69 | 2.0 |
| English | 68 | 2.0 |
| Mathematics | 67 | 2.0 |
| Undeclared | 58 | 1.7 |
| Spanish | 53 | 1.6 |
| Art | 52 | 1.5 |
| Finance | 50 | 1.5 |
| Accounting | 48 | 1.4 |
| Chemistry | 48 | 1.4 |
| Integrated elementary teaching | 47 | 1.4 |
| Secondary education | 47 | 1.4 |
| Chemical engineering | 46 | 1.4 |
| Information systems | 46 | 1.4 |
| Social work | 42 | 1.2 |
| Environmental science | 41 | 1.2 |
| Veterinary science | 40 | 1.2 |
| Economics | 38 | 1.1 |
| Communication studies | 37 | 1.1 |

Table 12. Undergraduate Student Respondents' Current or Intended Majors

| Major | <i>n</i> | % |
|----------------------------------|----------|-----|
| International affairs | 37 | 1.1 |
| Anthropology | 36 | 1.1 |
| Environmental engineering | 34 | 1.0 |
| Speech pathology | 33 | 1.0 |
| Nutrition | 32 | 0.9 |
| Biomedical engineering | 28 | 0.8 |
| French | 27 | 0.8 |
| General business | 27 | 0.8 |
| Physics | 26 | 0.8 |
| Sociology | 26 | 0.8 |
| International business | 25 | 0.7 |
| History | 24 | 0.7 |
| Wildlife ecology & conservation | 23 | 0.7 |
| NevadaTeach | 21 | 0.6 |
| Philosophy | 21 | 0.6 |
| Biotechnology | 19 | 0.6 |
| Secondary education & English | 18 | 0.5 |
| Geological engineering | 17 | 0.5 |
| Geography | 16 | 0.5 |
| Music | 16 | 0.5 |
| Theatre | 16 | 0.5 |
| Music applied | 14 | 0.4 |
| Materials science & engineering | 13 | 0.4 |
| Music education | 13 | 0.4 |
| General studies | 12 | 0.4 |
| Agricultural sciences | 10 | 0.1 |
| Art (Art history) | 10 | 0.3 |
| Secondary education & history | 10 | 0.3 |
| Accounting & information systems | 9 | 0.3 |
| Forest management & ecology | 9 | 0.3 |
| Gender, race & identity | 9 | 0.3 |
| Geology | 7 | 0.2 |
| Mining engineering | 7 | 0.2 |
| Atmospheric science | 6 | 0.2 |

Table 12. Undergraduate Student Respondents' Current or Intended Majors

| Major | <i>n</i> | % |
|--------------|----------|-----|
| Ecohydrology | 6 | 0.2 |
| Missing | 13 | 0.4 |

Note: Table reports responses only from Undergraduate Student respondents (*n* = 3,389). Percentages may not sum to 100 because of multiple response choices. For a complete list of undergraduate majors, please see Table B22 in Appendix B.

Less than 1% (*n* = 6) of Graduate/Professional Student respondents were enrolled in certificate programs. Table 13 indicates that, among Graduate/Professional Student respondents, 49% (*n* = 180) were in their first year of their Master's degree program, 10% (*n* = 79) were in the first year of their Doctoral degree program, and 1% (*n* = 11) were in the first year of their Professional degree program.

Table 13. Graduate/Professional Student Respondents' Years at the University

| Years | Master's degree students | | Doctoral degree students | | Professional degree student | |
|---------------------|--------------------------|------|--------------------------|------|-----------------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| First year | 180 | 22.7 | 79 | 9.9 | 11 | 1.4 |
| Second year | 134 | 16.9 | 81 | 10.2 | 6 | 0.8 |
| Third year | 42 | 5.3 | 66 | 8.3 | 6 | 0.8 |
| Fourth year or more | 9 | 1.1 | 100 | 12.6 | 11 | 1.4 |

Note: Table reports responses only from Graduate/Professional Student respondents (*n* = 794).

Of Master's Student respondents, 8% (*n* = 62) were in Public Health, 5% (*n* = 38) were in Business Administration, and 4% each were in Counseling (*n* = 34), Nursing (*n* = 32), Social Work (*n* = 29), and Computer Science & Engineering (*n* = 28) (Table 14). Among Doctoral Student respondents, 4% (*n* = 32) were in Education and 3% each were in Psychology (*n* = 25), Chemistry (*n* = 24), and Ecology, Evolution & Conservation Biology (*n* = 24).

Table 14. Graduate/Professional Student Respondents' Academic Division

| Academic programs/divisions | <i>n</i> | % |
|-----------------------------|----------|-----|
| Master's degree | | |
| Public health | 62 | 7.8 |
| Business administration | 38 | 4.8 |
| Counseling | 34 | 4.3 |
| Nursing | 32 | 4.0 |

Table 14. Graduate/Professional Student Respondents' Academic Division

| Academic programs/divisions | <i>n</i> | % |
|---|----------|-----|
| Social work | 29 | 3.7 |
| Computer science & engineering | 28 | 3.5 |
| Educational leadership | 22 | 2.8 |
| Civil & environmental engineering | 18 | 2.3 |
| Psychology | 18 | 2.3 |
| Biology | 14 | 1.8 |
| English, creative writing emphasis | 13 | 1.6 |
| Special education | 11 | 1.4 |
| Mechanical engineering | 10 | 1.3 |
| Chemistry | 9 | 1.1 |
| English | 9 | 1.1 |
| Geography | 9 | 1.1 |
| Journalism | 9 | 1.1 |
| Human development & family studies | 9 | 1.1 |
| Mathematics | 9 | 1.1 |
| Natural resources & environmental science | 8 | 1.0 |
| Communication studies | 7 | 0.9 |
| Environmental sciences | 7 | 0.9 |
| Geology | 7 | 0.9 |
| Anthropology | 6 | 0.8 |
| Atmospheric science | 6 | 0.8 |
| Physics | 6 | 0.8 |
| Cellular & molecular biology | 5 | 0.6 |
| Elementary education | 5 | 0.6 |
| Information systems | 5 | 0.6 |
| Nursing/public health | 5 | 0.6 |
| Philosophy | 5 | 0.6 |
| Secondary education | 5 | 0.6 |
| Doctoral degree | | |
| Education | 32 | 4.0 |
| Psychology | 25 | 3.1 |
| Chemistry | 24 | 3.0 |
| Ecology, evolution & conservation biology | 24 | 3.0 |
| Computer science & engineering | 19 | 2.4 |

Table 14. Graduate/Professional Student Respondents' Academic Division

| Academic programs/divisions | <i>n</i> | % |
|--|----------|-----|
| Interdisciplinary social psychology | 17 | 2.1 |
| Cellular & molecular biology | 16 | 2.0 |
| Civil & environmental engineering | 15 | 1.9 |
| Physics | 14 | 1.8 |
| Neuroscience | 12 | 1.5 |
| Anthropology | 10 | 1.3 |
| Nursing practice (from MSN) | 10 | 1.3 |
| Nursing practice (from BSN) | 9 | 1.1 |
| Public health | 8 | 1.0 |
| Biochemistry | 7 | 0.9 |
| Chemical engineering | 7 | 0.9 |
| Electrical engineering | 7 | 0.9 |
| Cellular & molecular pharmacology & physiology | 6 | 0.8 |
| Materials science & engineering | 6 | 0.8 |
| Nursing | 6 | 0.8 |
| Political science | 6 | 0.8 |
| Counselor education and supervision | 5 | 0.6 |
| Mechanical engineering | 5 | 0.6 |
| Statistics and data science | 5 | 0.6 |
| Certifications | | |
| Nurse practitioner | 14 | 1.8 |
| Gender, race, & identity | 8 | 1.0 |
| Missing | 67 | 8.4 |

Note: Table reports responses only from Graduate/Professional Student respondents (*n* = 794). Percentages may not sum to 100 because of multiple response choices. For a complete list of graduate academic programs, please see Table B23 in Appendix B.

Thirty percent (*n* = 1,014) of Undergraduate Student respondents and 53% (*n* = 422) of Graduate/Professional Student respondents were employed on campus, while 41% (*n* = 1,378) of Undergraduate Student respondents and 31% (*n* = 249) of Graduate/Professional Student respondents were employed off campus (Table 15). Of Undergraduate Student respondents who were employed on campus, 31% (*n* = 306) worked between one and 10 hours per week. Of Graduate/Professional Student respondents who were employed on campus, 9% (*n* = 36) worked between one and 10 hours per week. Of Undergraduate Student respondents who were employed off campus, 18% (*n* = 241) worked between one and 10 hours per week. Of

Graduate/Professional Student respondents who were employed off campus, 29% ($n = 67$) worked more than 40 hours per week.

Table 15. Student Employment

| Employed | Undergraduate Student respondents | | Graduate/Professional Student respondents | |
|-------------------------------|-----------------------------------|-------------|---|-------------|
| | <i>n</i> | % | <i>n</i> | % |
| No | 1,149 | 33.9 | 155 | 19.5 |
| Yes, I work on campus | 1,014 | 29.9 | 422 | 53.1 |
| 1–10 hours/week | 306 | 30.9 | 36 | 8.8 |
| 11–20 hours/week | 513 | 51.8 | 250 | 60.8 |
| 21–30 hours/week | 155 | 15.7 | 60 | 14.6 |
| 31–40 hours/week | 12 | 0.4 | 38 | 9.2 |
| More than 40 hours/week | < 5 | --- | 27 | 6.6 |
| Yes, I work off campus | 1,378 | 40.7 | 249 | 31.4 |
| 1–10 hours/week | 241 | 18.3 | 39 | 16.3 |
| 11–20 hours/week | 492 | 37.3 | 41 | 17.2 |
| 21–30 hours/week | 355 | 26.9 | 25 | 10.5 |
| 31–40 hours/week | 176 | 13.4 | 67 | 28.8 |
| More than 40 hours/week | 54 | 4.1 | 67 | 28.8 |

Note: Table reports responses only from Student respondents ($n = 4,183$).

Forty-eight percent ($n = 1,999$) of Student respondents experienced financial hardship while attending the University, including 48% ($n = 1,597$) of Undergraduate Student respondents and 51% ($n = 402$) of Graduate/Professional Student respondents. Of these Student respondents, 61% ($n = 1,222$) had difficulty affording tuition, 58% ($n = 1,164$) had difficulty purchasing books/course materials, 51% ($n = 1,010$) had difficulty paying for parking, 46% ($n = 927$) had difficulty affording housing (off campus), and 44% ($n = 871$) had difficulty affording food

(Table 16). “Other” responses included “vehicle trouble,” “alcohol,” “attending professional conferences,” and “nursing differential.”

Table 16. Student Respondents’ Experienced Financial Hardship

| Financial hardship | <i>n</i> | % |
|---|----------|------|
| Tuition | 1,222 | 61.1 |
| Books/course materials | 1,164 | 58.2 |
| Parking | 1,010 | 50.5 |
| Housing (off campus) | 927 | 46.4 |
| Food | 871 | 43.6 |
| Medical care (e.g., health, dental, vision) | 555 | 27.8 |
| Technology (e.g., laptops, software, clickers) | 508 | 25.4 |
| Other campus fees | 435 | 21.8 |
| Participation in social events | 424 | 21.2 |
| Clothing | 405 | 20.3 |
| Commuting to campus | 357 | 17.9 |
| Studying abroad | 336 | 16.8 |
| Alternative spring breaks | 312 | 15.6 |
| Unpaid internships/research opportunities | 303 | 15.2 |
| Housing (on-campus) | 291 | 14.6 |
| Travel to and from the University (e.g., returning home from break) | 288 | 14.4 |
| Cocurricular events or activities | 208 | 10.4 |
| Counseling | 163 | 8.2 |
| Child care | 62 | 3.1 |
| Tutoring | 54 | 2.7 |
| Travel during mandatory evacuation | 27 | 1.4 |
| A financial hardship not listed here | 73 | 3.7 |

Note: Table reports responses only from Students respondents who indicated on the survey that they experienced financial hardship (*n* = 1,999).

Forty-eight percent (*n* = 2,003) of Student respondents depended on family contributions to pay for their education at the University (Table 17). Fifty-six percent (*n* = 1,894) of Undergraduate Student respondents and 14% (*n* = 109) of Graduate/Professional Student respondents relied on family contributions to pay for their education. Subsequent analyses indicated that 19% (*n* = 180)

of Low-Income Student respondents,⁴⁸ 57% ($n = 1,786$) of Not-Low-Income Student respondents, 36% ($n = 622$) of First-Generation Student respondents, and 57% ($n = 1,380$) of Not-First-Generation Student respondents depended on family contributions.

Thirty-seven percent ($n = 1,562$) of Student respondents used loans to pay for college. When analyzed by income status, the data revealed that 43% ($n = 413$) of Low-Income Student respondents and 36% ($n = 1,123$) of Not-Low-Income Student respondents relied on loans to help pay for college. Analyzed by first-generation status, 46% ($n = 795$) of First-Generation Student respondents and 32% ($n = 765$) of Not-First-Generation Student respondents depended on loans.

Thirty-six percent ($n = 1,486$) of Student respondents relied on non-need-based scholarships to pay for their education. When analyzed by income status, the data revealed that 28% ($n = 269$) of Not-Low-Income Student respondents and 38% ($n = 1,195$) of Low-Income Student respondents relied on non-need-based scholarships to help pay for college. Similarly, 35% ($n = 603$) of Not-First-Generation Student respondents and 36% ($n = 881$) of First-Generation Student respondents depended on non-need-based scholarships.

Table 17. How Student Respondents Were Paying for College

| Source of funding | <i>n</i> | % |
|--|----------|------|
| Family contribution | 2,003 | 47.9 |
| Loans | 1,562 | 37.3 |
| Non-need-based scholarship (e.g., merit, ROTC, Millennium, Presidential) | 1,486 | 35.5 |
| Personal contribution/job | 1,235 | 29.5 |
| Grant (e.g., Pell) | 1,025 | 24.5 |
| Credit card | 709 | 16.9 |
| Campus employment | 560 | 13.4 |
| Graduate assistantship (e.g., teaching, research) | 397 | 9.5 |
| Need-based scholarship (e.g., Trio, McNair) | 348 | 8.3 |
| A method of payment not listed here | 199 | 4.8 |
| Military educational benefits (e.g., GI Bill, NGEAP) | 119 | 2.8 |

⁴⁸ The CSWG defined Low-Income Student respondents as those students whose families earn less than \$30,000 annually.

Table 17. How Student Respondents Were Paying for College

| Source of funding | <i>n</i> | % |
|---------------------------|----------|-----|
| Resident assistantship | 57 | 1.4 |
| Home country contribution | 12 | 0.3 |
| Missing | 33 | 0.8 |

Note: Table reports responses only from Student respondents (*n* = 4,183).

Sixty-three percent (*n* = 2,615) of Student respondents received support for living/educational expenses from their family/guardian (i.e., they were financially dependent) and 35% (*n* = 1,455) of Student respondents received no support for living/educational expenses from their family/guardian (i.e., they were financially independent). Subsequent analyses indicated that 70% (*n* = 622) of Low-Income Student respondents, 26% (*n* = 781) of Not-Low-Income Student respondents, 46% (*n* = 773) of First-Generation Student respondents, and 29% (*n* = 680) of Not-First-Generation Student respondents were financially independent.

Twenty-three percent ($n = 955$) of Student respondents indicated that they or their families had an annual income of less than \$30,000. Twelve percent ($n = 514$) of Student respondents indicated an annual income between \$30,000 and \$49,999; 13% ($n = 524$) between \$50,000 and \$69,999; 16% ($n = 662$) between \$70,000 and \$99,999; 18% ($n = 735$) between \$100,000 and \$149,999; 8% ($n = 320$) between \$150,000 and \$199,999; 5% ($n = 192$) between \$200,000 and \$249,999; 3% ($n = 142$) between \$250,000 and \$499,999; and 1% ($n = 47$) indicated an annual income of \$500,000 or more. These figures are displayed by student status in Figure 14.

Information is provided for those Undergraduate and Graduate/Professional Student respondents who indicated on the survey that they were financially independent (i.e., students were the sole providers of their living and educational expenses) and those Student respondents who were financially dependent on others.

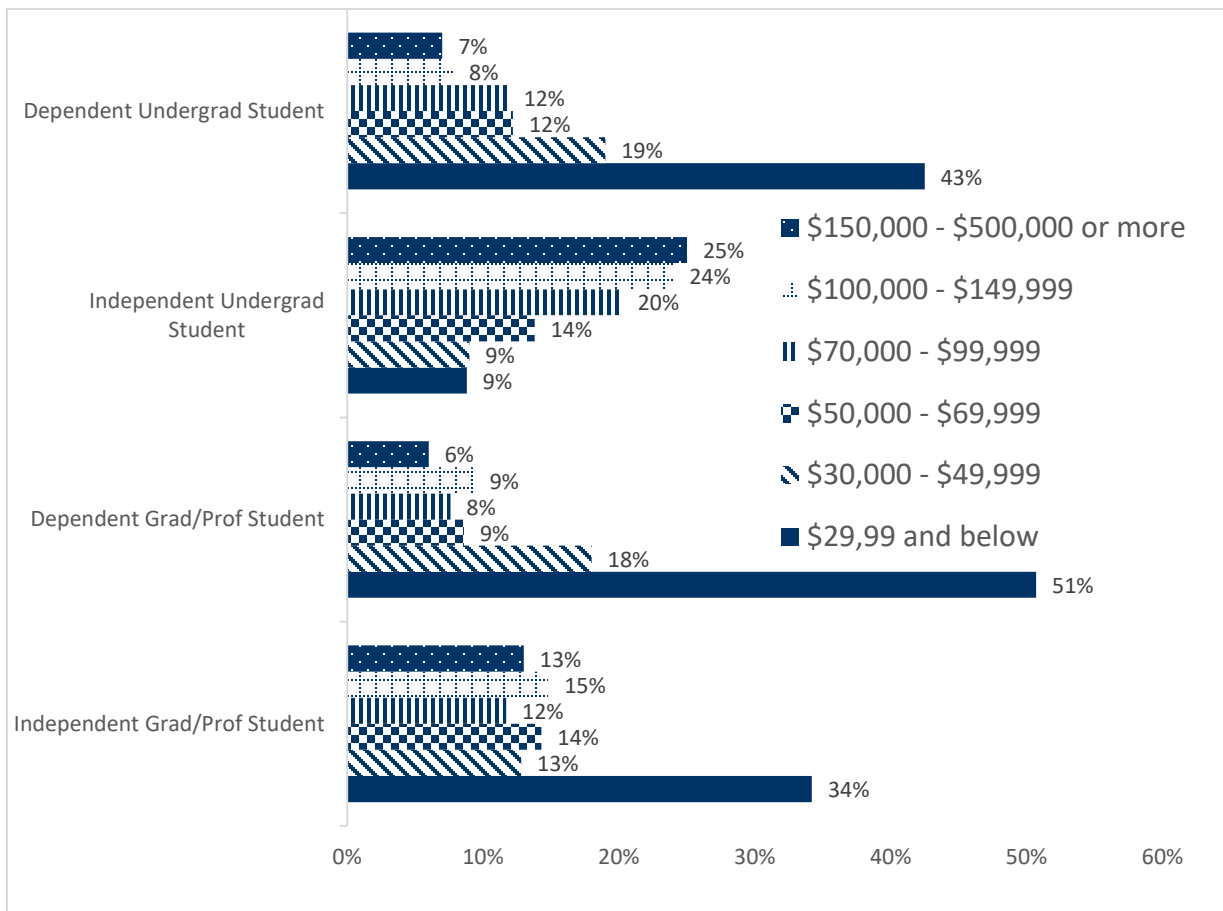


Figure 14. Student Respondents' Income by Dependency Status (Dependent, Independent) and Student Status (%)

Of the Undergraduate Students completing the survey, 21% ($n = 717$) lived in campus housing, 78% ($n = 2,634$) lived in non-campus housing, and less than 1% ($n = 20$) identified as housing insecure (Table 18).

Table 18. Undergraduate Student Respondents' Residence

| Residence | <i>n</i> | % |
|--|--------------|-------------|
| Campus housing | 717 | 21.0 |
| Argenta Hall | 106 | 17.5 |
| Canada Hall | 57 | 9.4 |
| Great Basin Hall | 110 | 18.1 |
| Juniper Hall | 13 | 2.1 |
| Nevada Living Learning Community | 83 | 13.7 |
| Nye Hall | 84 | 13.8 |
| Peavine Hall | 90 | 14.8 |
| Ponderosa Village | < 5 | --- |
| Sierra Hall | 63 | 10.4 |
| Non-campus housing | 2,634 | 77.7 |
| Independently in an apartment/house | 1,636 | 48.3 |
| Living with family member/guardian | 667 | 19.7 |
| Fraternity housing | 9 | 0.3 |
| Sorority housing | 41 | 1.2 |
| Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/laboratory) | 20 | 0.6 |
| Missing | 18 | 0.5 |

Note: Table reports responses only from Undergraduate Student respondents ($n = 3,389$)

Forty percent ($n = 1,666$) of Student respondents did not participate in any clubs or organizations at the university. Fifteen percent each participated in academic and academic honorary organizations ($n = 643$) and participated in Greek letter organizations ($n = 638$) (Table 19). Twelve percent ($n = 497$) were involved with professional or pre-professional organizations, and 11% ($n = 445$) were involved with club sports.

Table 19. Student Respondents' Participation in Clubs/Organizations at the University

| Club/organization | <i>n</i> | % |
|--|----------|------|
| I do not participate in any clubs or organizations at the University | 1,666 | 39.8 |

Table 19. Student Respondents' Participation in Clubs/Organizations at the University

| Club/organization | <i>n</i> | % |
|---|----------|------|
| Academic and academic honorary organizations | 643 | 15.4 |
| Greek letter organization | 638 | 15.3 |
| Professional or pre-professional organization | 497 | 11.9 |
| Club sport | 445 | 10.6 |
| Service or philanthropic organization | 356 | 8.5 |
| Recreational organization | 319 | 7.6 |
| Culture and/or identity specific organization | 254 | 6.1 |
| Health and wellness organization | 196 | 4.7 |
| Religious or spirituality-based organization | 177 | 4.2 |
| Political or issue-oriented organization | 173 | 4.1 |
| Intercollegiate athletic team | 160 | 3.8 |
| Performance organization | 149 | 3.6 |
| Governance organization | 144 | 3.4 |
| Publication/media organization | 66 | 1.6 |
| A student organization not listed above | 245 | 5.9 |

Table 20 indicates that most Student respondents indicated that they earned passing grades. Fifty-three percent ($n = 2,231$) indicated that they earned above a 3.5 grade point average (GPA).

Table 20. Student Respondents' Reported Cumulative GPA at the End of Last Semester

| Grade Point Average (GPA) | Undergraduate Student respondents | | Graduate/Professional Student respondents | |
|---|-----------------------------------|------|---|------|
| | <i>n</i> | % | <i>n</i> | % |
| No GPA at the time – first semester at the University | 43 | 1.3 | 42 | 5.3 |
| 3.75 – 4.00 | 959 | 28.4 | 531 | 67.5 |
| 3.50 – 3.74 | 618 | 18.3 | 123 | 15.6 |
| 3.25 – 3.49 | 562 | 16.7 | 47 | 6.0 |
| 3.00 – 3.24 | 513 | 15.2 | 33 | 4.2 |
| 2.75 – 2.99 | 328 | 9.7 | 8 | 1.0 |
| 2.50 – 2.74 | 154 | 4.6 | < 5 | --- |
| 2.25 – 2.49 | 71 | 2.1 | < 5 | --- |
| 2.00 – 2.24 | 67 | 2.0 | 0 | 0.0 |
| 1.99 and below | 60 | 1.8 | 0 | 0.0 |

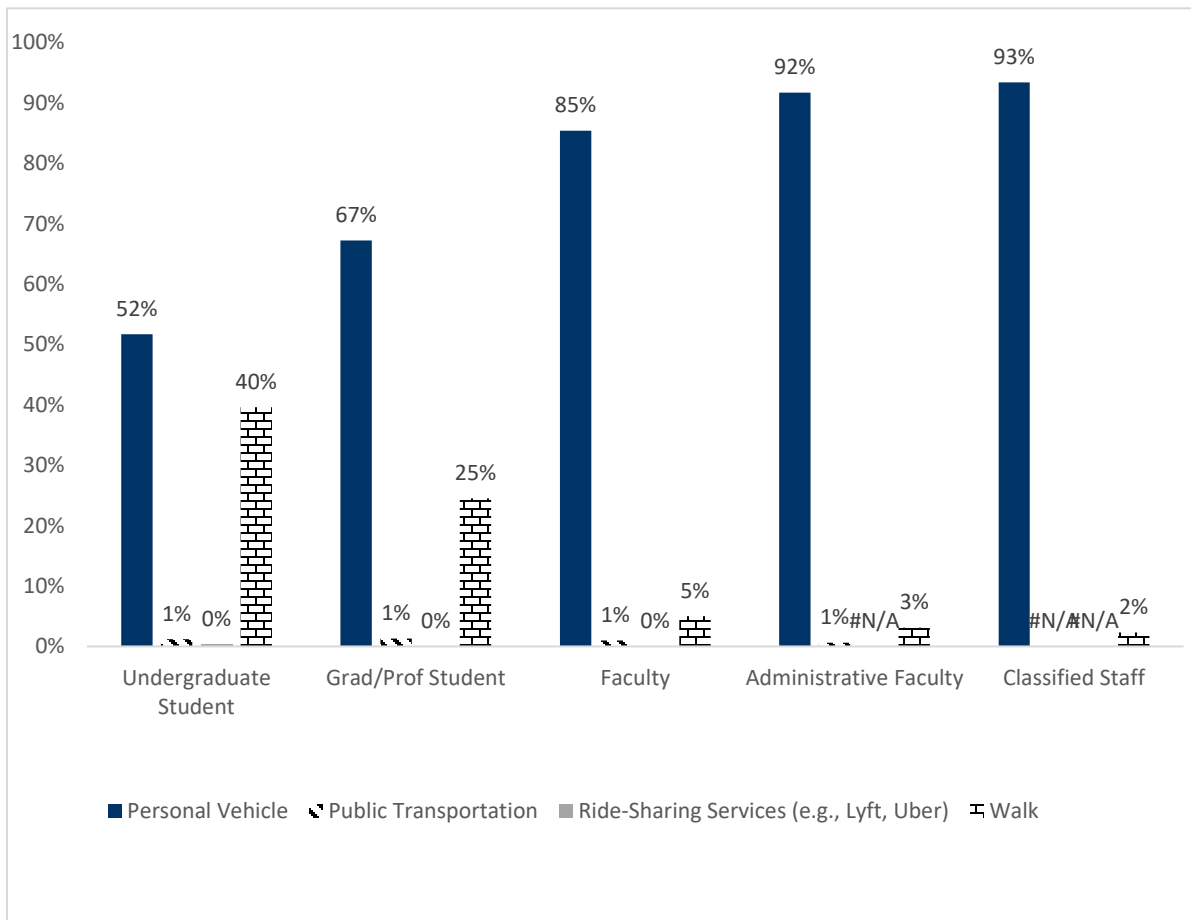
Note: Table reports responses only from Student respondents ($n = 4,189$).

The survey queried respondents about their commute to campus. Table 21 indicates that most respondents (39%, $n = 1,530$) commute 10 minutes or fewer to campus.

Table 21. Respondents' One-Way Commute Time to Campus

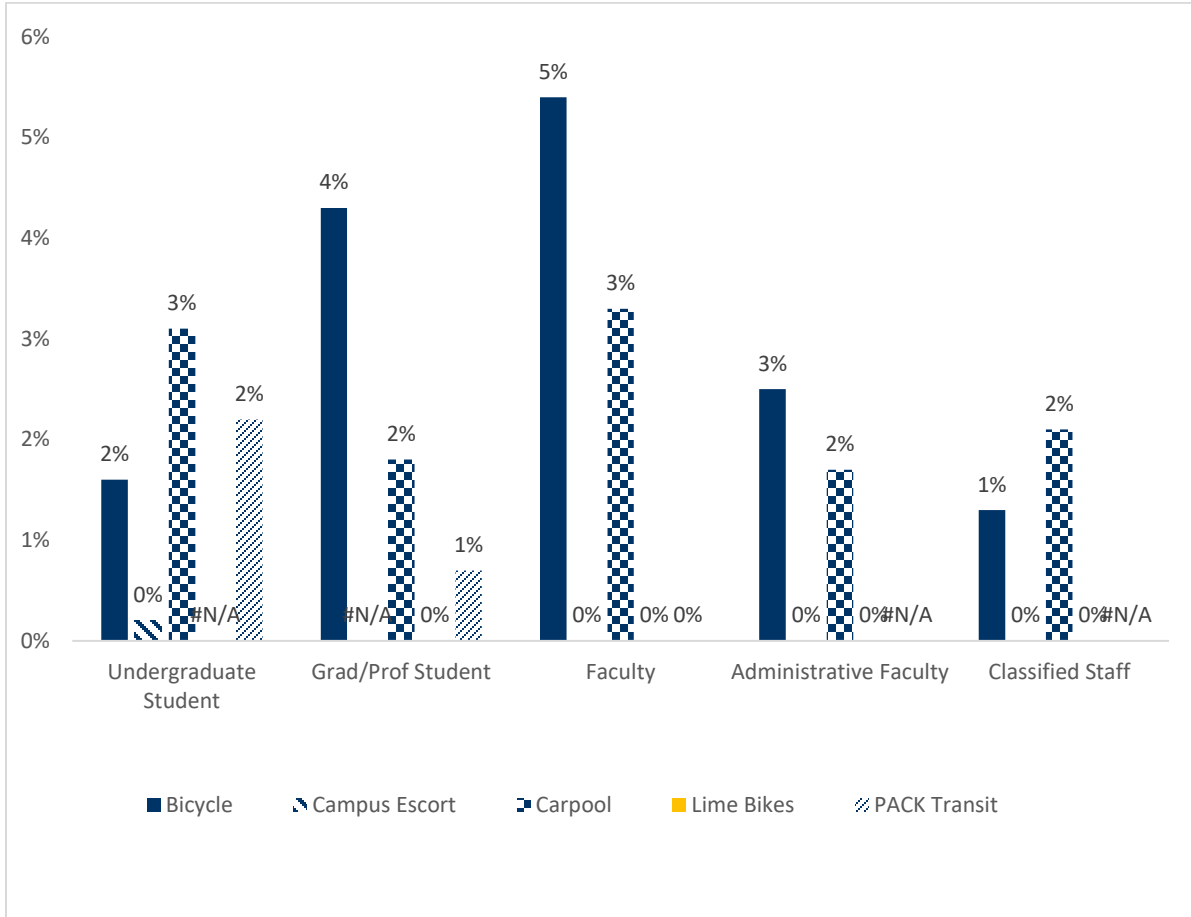
| Minutes | Student respondents | | Faculty/Classified Staff/Admin respondents | |
|-------------|---------------------|------|--|------|
| | <i>n</i> | % | <i>n</i> | % |
| 10 or fewer | 2,080 | 49.7 | 450 | 20.2 |
| 11–20 | 1,306 | 31.2 | 1,063 | 47.6 |
| 21–30 | 485 | 11.6 | 424 | 19.0 |
| 31–40 | 119 | 2.8 | 159 | 7.1 |
| 41–50 | 61 | 1.5 | 60 | 2.7 |
| 51–60 | 38 | 0.9 | 17 | 0.8 |
| 60 or more | 60 | 1.4 | 25 | 1.1 |

Figure 15a and Figure 15b illustrate that 52% ($n = 1,747$) of Undergraduate Student respondents, 67% ($n = 512$) of Graduate/Professional Student respondents, 85% ($n = 618$) of Academic Faculty respondents, 92% ($n = 702$) of Administrative Faculty respondents, and 93% ($n = 656$) of Classified Staff respondents indicated that their personal vehicles were their primary method of transportation to campus. Forty percent ($n = 1,337$) of Undergraduate Student respondents, 25% ($n = 187$) of Graduate/Professional student respondents, 5% ($n = 36$) of Academic Faculty respondents, 3% ($n = 24$) of Administrative Faculty respondents, and 2% ($n = 16$) of Classified Staff respondents walked to the University.



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

Figure 15a. Respondents' Primary Methods of Transportation to Campus by Position Status (%)



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

Figure 16b. Respondents' Primary Methods of Transportation to Campus by Position Status (%)

Campus Climate Assessment Findings⁴⁹

The following section reviews the major findings of this study.⁵⁰ The review explores the climate at the University through an examination of respondents’ personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to certain demographic characteristics and status of the respondents. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents’ confidentiality.

Comfort With the Climate at the University

The survey posed questions regarding respondents’ levels of comfort with the University's campus climate. Table 22 illustrates that 71% ($n = 4,568$) of the survey respondents were “very comfortable” or “comfortable” with the climate at the University. Seventy percent ($n = 1,549$) of Academic Faculty, Administrative Faculty and Classified Staff respondents were “very comfortable” or “comfortable” with the climate in their departments/program or work units. Seventy-nine percent ($n = 3,868$) of Student respondents and Academic Faculty respondents were “very comfortable” or “comfortable” with the climate in their classes.

Table 22. Respondents’ Comfort With the Climate at the University

| Level of Comfort | Comfort with overall climate | | Comfort with climate in department/program or work units* | | Comfort with climate in class** | |
|---------------------------------------|------------------------------|------|---|------|---------------------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Very comfortable | 1,276 | 19.9 | 701 | 31.5 | 1,238 | 25.2 |
| Comfortable | 3,292 | 51.3 | 848 | 38.1 | 2,630 | 53.5 |
| Neither comfortable nor uncomfortable | 1,213 | 18.9 | 320 | 14.4 | 768 | 15.6 |
| Uncomfortable | 515 | 8.0 | 246 | 11.0 | 239 | 4.9 |
| Very uncomfortable | 118 | 1.8 | 113 | 5.1 | 40 | 0.8 |

*Responses only from Academic Faculty, Administrative Faculty and Classified Staff respondents ($n = 2,232$).

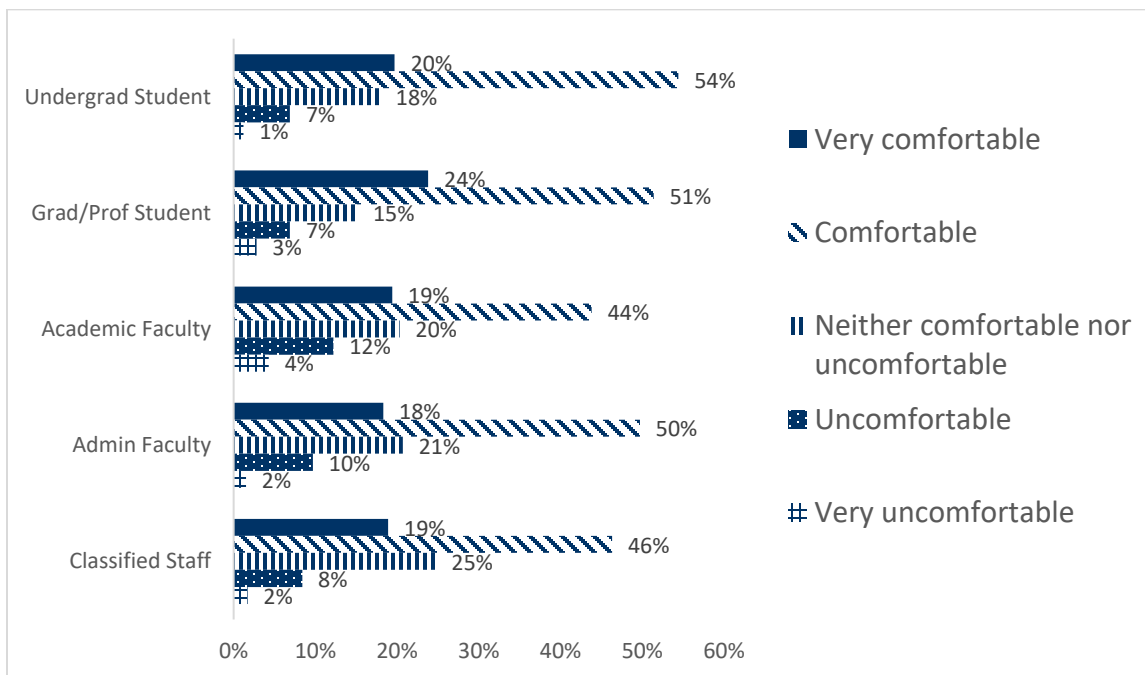
**Responses only from Academic Faculty and Student respondents ($n = 4,942$).

⁴⁹ Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

⁵⁰ The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

Several analyses were conducted to determine whether respondents’ levels of comfort with the overall climate, the climate in their workplaces, or the climate in their classes differed based on various demographic characteristics.⁵¹

Figure 16 illustrates that statistically significant differences existed by position status for respondents regarding their comfort with the overall campus climate. Specifically, a higher percentage of Undergraduate Student respondents (54%, $n = 1,843$) and Graduate Student respondents (51%, $n = 408$) than Academic Faculty respondents (44%, $n = 323$) felt “comfortable” with the overall climate at the University.ⁱ

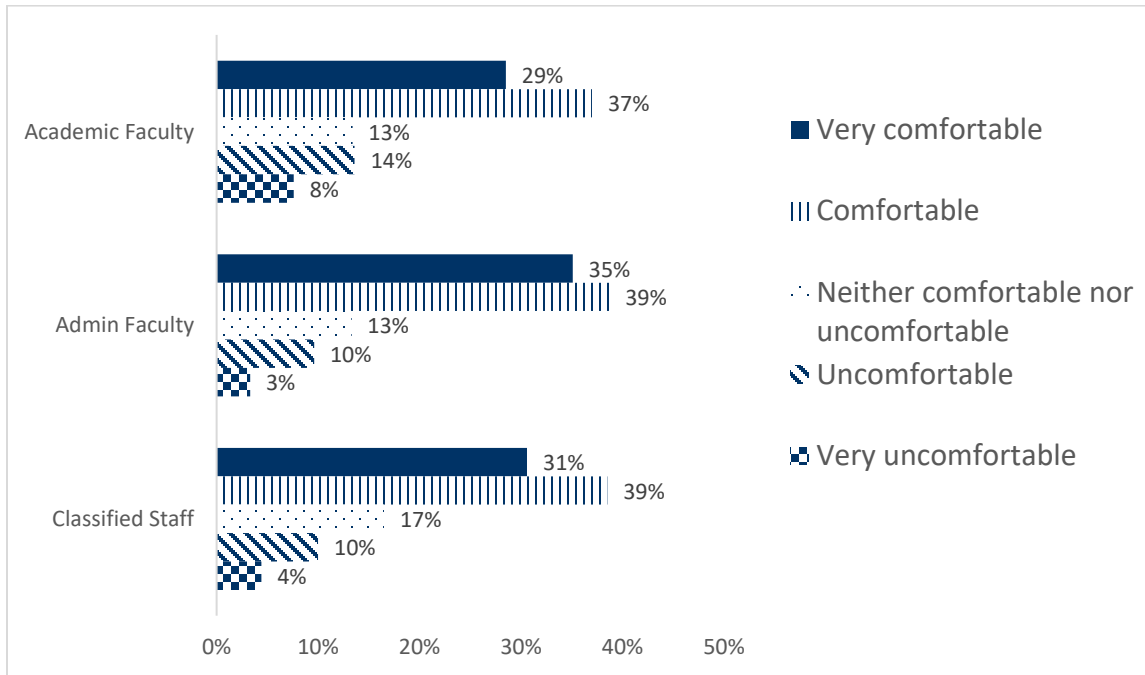


Note: Responses with $n < 5$ are not presented in the figure.

Figure 17. Respondents’ Comfort With Overall Climate by Position Status (%)

⁵¹ Figures include percentages rounded to the nearest whole number. As a result, the percentages in figures may appear to total to more or less than 100.

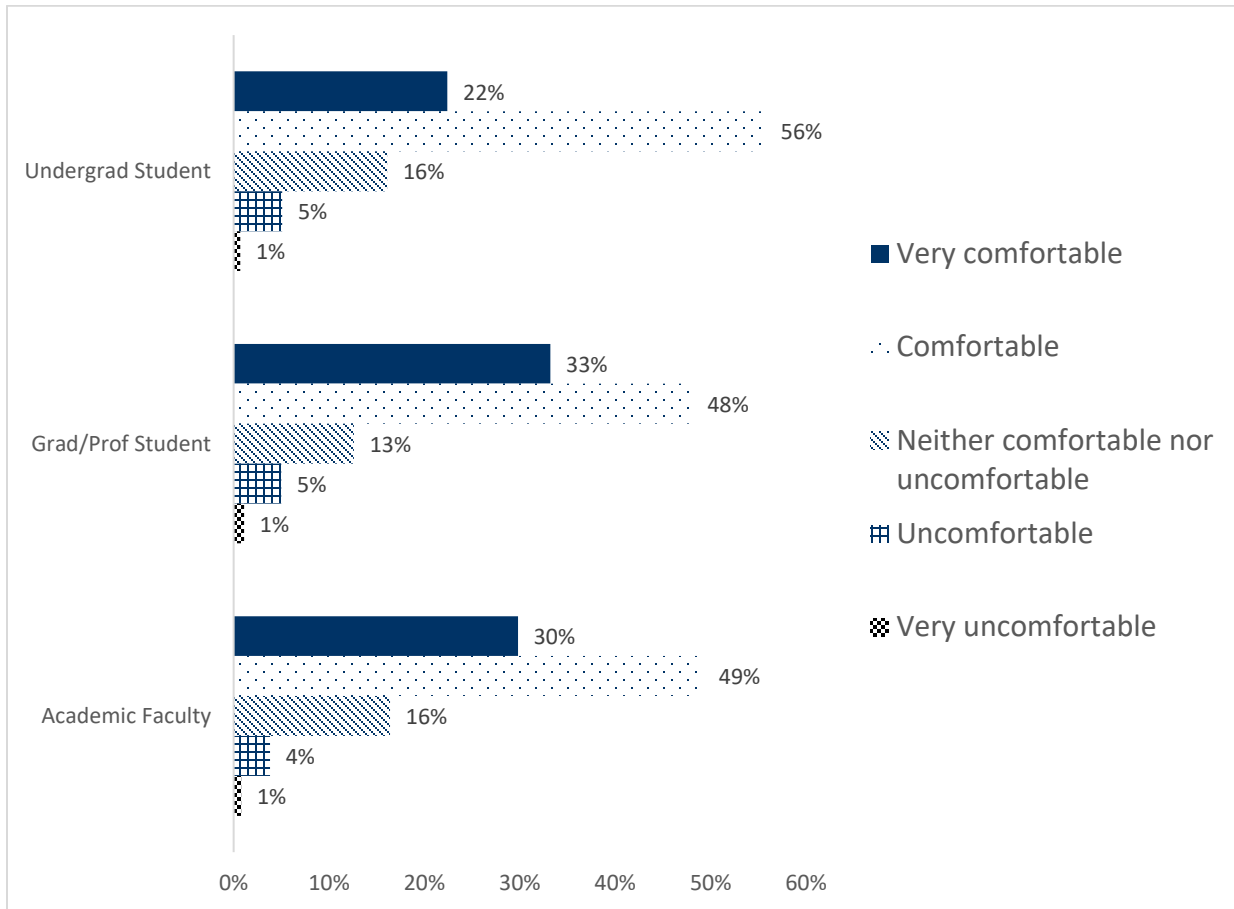
Figure 17 illustrates that a higher percentage of Administrative Faculty respondents (35%, $n = 274$) than Faculty respondents (29%, $n = 210$) were “very comfortable” with the climate in their department/program or work unit at the University.ⁱⁱ



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

Figure 18. Academic Faculty, Administrative Faculty and Classified Staff Respondents’ Comfort With Climate in Department/Program or Work Unit by Position Status (%)

When analyzed by position status, significant differences emerged with respect to level of comfort with the climate in their classes (Figure 18). A lower percentage of Undergraduate Student respondents (22%, $n = 757$) compared with Graduate/Professional Student respondents (33%, $n = 264$) and Academic Faculty respondents (30%, $n = 214$) were “very comfortable” with the climate in their classes.ⁱⁱⁱ



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

Figure 19. Comfort With Climate in Classes by Position Status (%)

By gender identity,⁵² 17% ($n = 635$) of Women respondents and 12% ($n = 10$) of Trans-spectrum respondents compared with 26% ($n = 622$) of Men respondents felt “very comfortable” with the overall climate at the University (Figure 19).^{iv}

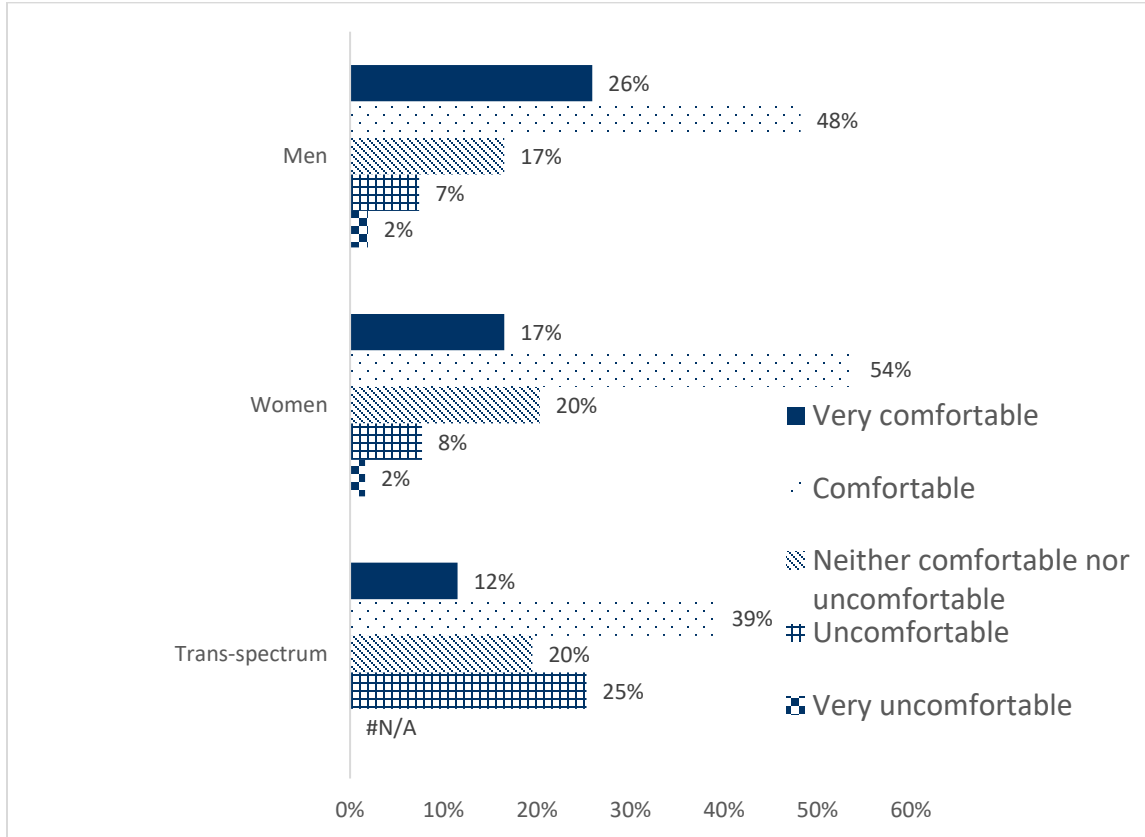


Figure 20. Respondents’ Comfort With Overall Climate by Gender Identity (%)

⁵² Per the CSWG, gender identity was recoded into the categories Men ($n = 2,405$), Women ($n = 3,848$), and Trans-spectrum ($n = 87$), where Trans-spectrum respondents included those individuals who marked “transgender,” “trans,” or “genderqueer” only for the question, “What is your gender/gender identity (mark all that apply)?” Trans-spectrum respondents were not included in some analysis to maintain the confidentiality of their responses.

A lower percentage of Women Academic Faculty, Administrative Faculty and Classified Staff respondents (30%, $n = 388$) than Men Academic Faculty, Administrative Faculty and Classified Staff respondents (34%, $n = 303$) felt “very comfortable” with the climate in their department/program or work unit (Figure 20).^v

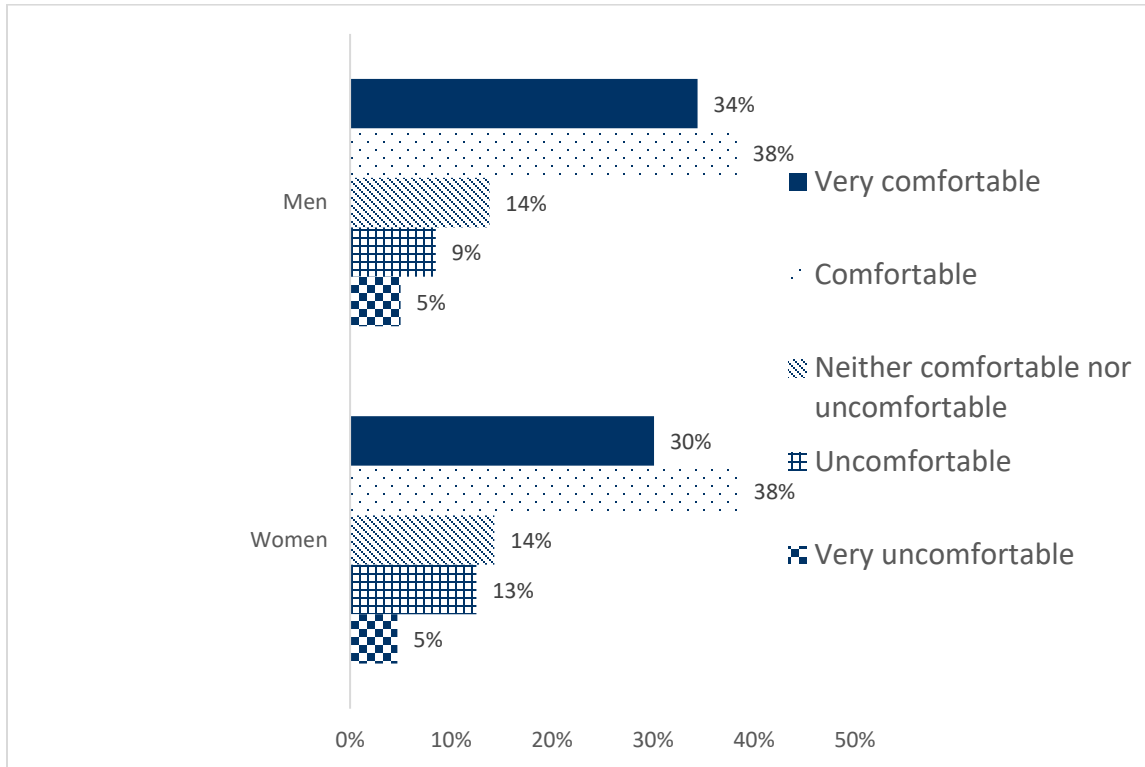
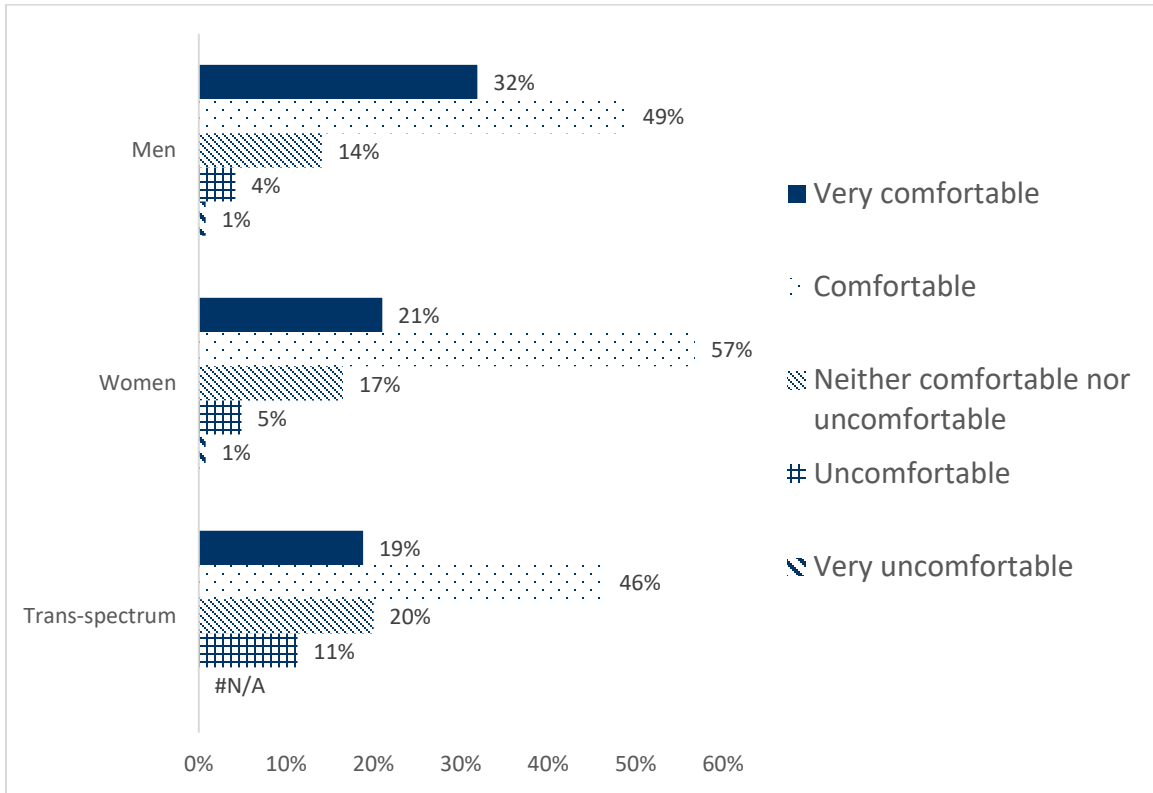


Figure 21. Academic Faculty, Administrative Faculty and Classified Staff Respondents’ Comfort With Climate in Department/Program or Work Unit by Gender Identity (%)

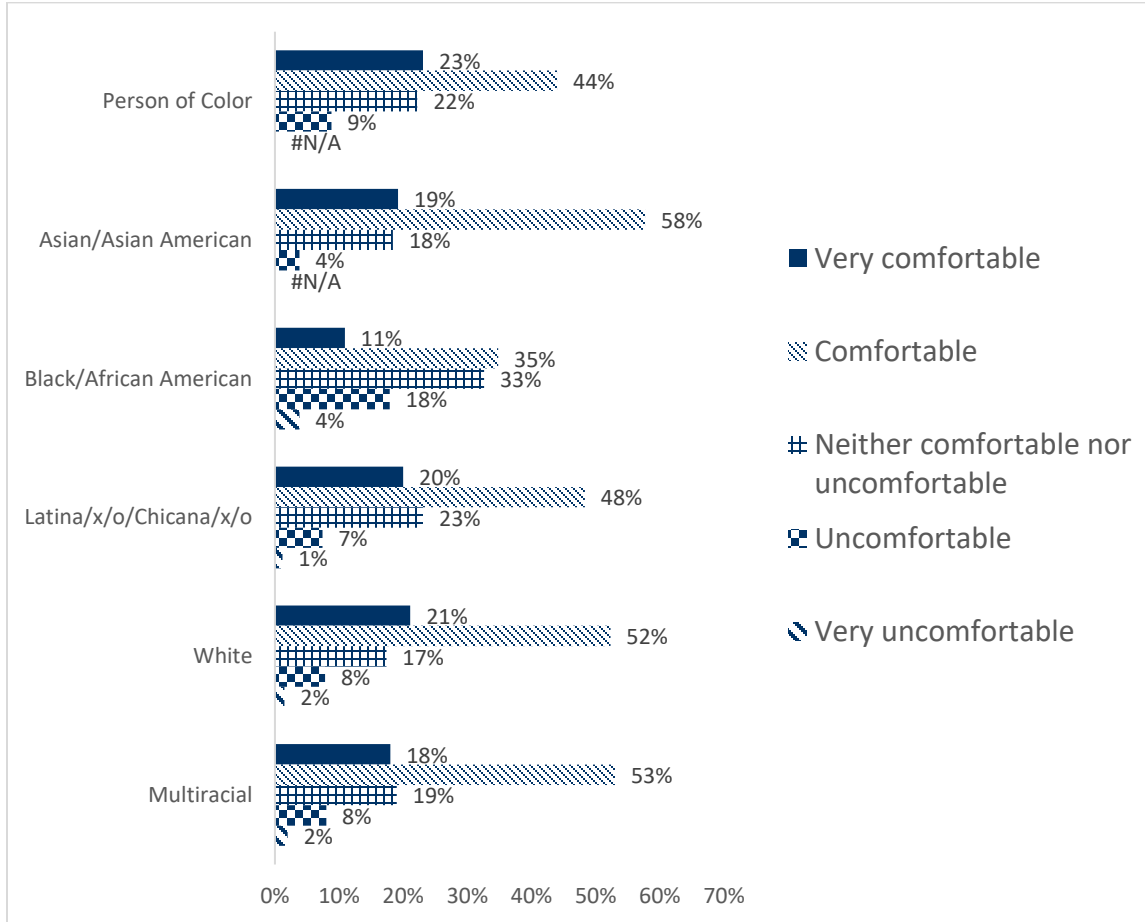
A lower percentage of Women Academic Faculty and Student respondents (21%, $n = 614$) and Trans-spectrum Academic Faculty and Student respondents (19%, $n = 15$) compared with Men Faculty and Student respondents (32%, $n = 595$) felt “very comfortable” in their classes (Figure 21).^{vi}



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

Figure 22. Academic Faculty and Student Respondents’ Comfort With Climate in Classes by Gender Identity (%)

By racial identity,⁵³ 11% ($n = 20$) of Black/African American respondents compared with 23% ($n = 50$) of Other Respondents of Color and 21% ($n = 837$) of White respondents were “very comfortable” with the overall climate at the University (Figure 22).^{vii}



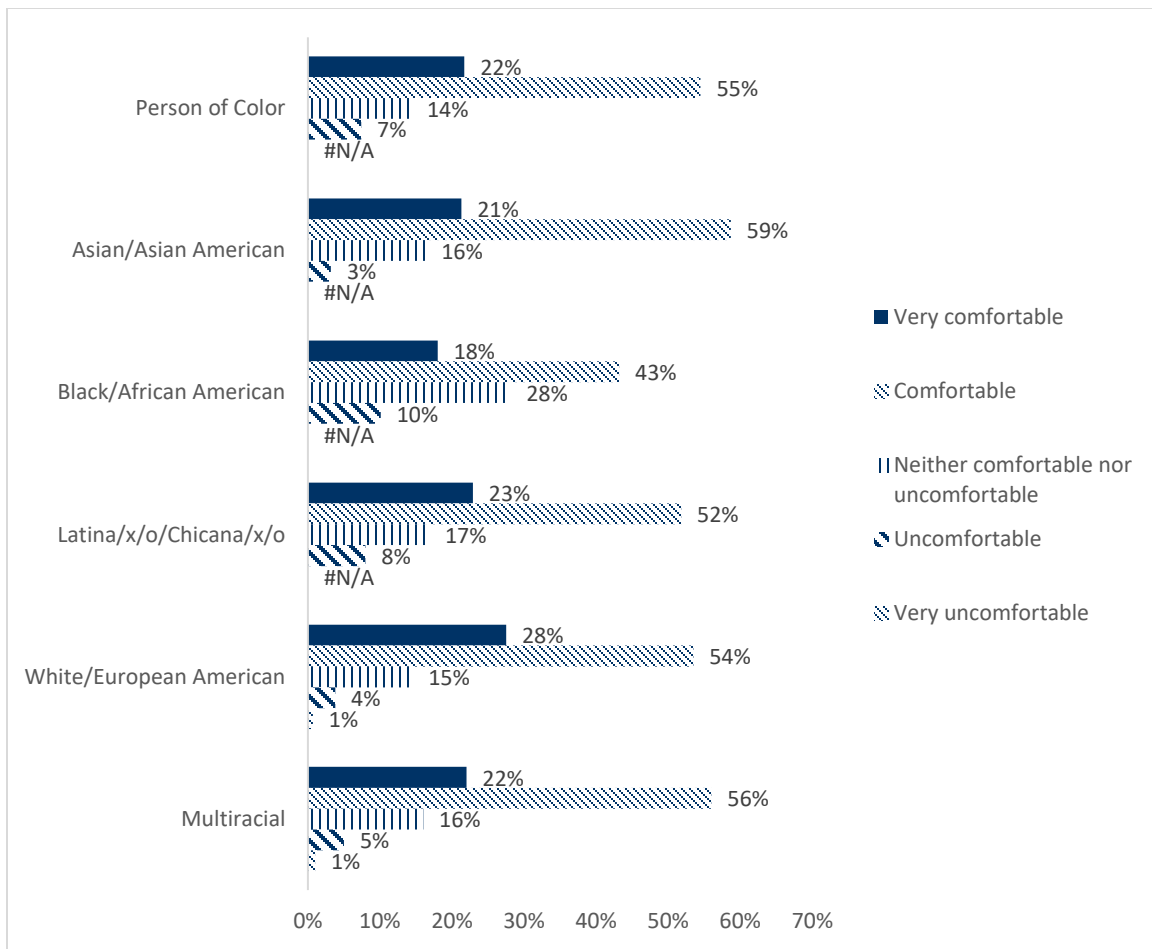
Note: Responses with $n < 5$ are not presented in the figure.

Figure 23. Respondents’ Comfort With Overall Climate by Racial Identity (%)

⁵³ The CSWG proposed six collapsed racial identity categories (White, Asian/Asian American, Black/African American, Latina/x/o/Chicana/x/o, People of Color, and Multiracial). For the purposes of some analyses, this report further collapses racial identity into three categories (White, People of Color, and Multiracial), where Black/African American, Asian/Asian American, Latin@/Chicano/Hispanic, and People of Color were collapsed into one People of Color category.

No significant difference existed between Academic Faculty, Administrative Faculty and Classified Staff respondents by racial identity regarding their comfort in their department/program or work unit.

Figure 23 illustrates that a lower percentage of Black/African American Academic Faculty and Student respondents (43%, $n = 60$) compared with Asian/Asian American Academic Faculty and Student respondents (59%, $n = 237$) were “comfortable” with the climate in their classes.^{viii}



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

Figure 24. Academic Faculty and Student Respondents’ Comfort With Climate in Classes by Racial Identity (%)

Significant differences occurred in respondents' level of comfort with the overall climate based on sexual identity (Figure 24). A lower percentage of Queer-spectrum respondents (14%, $n = 72$) and Bisexual respondents (13%, $n = 55$) than Heterosexual respondents (21%, $n = 1,125$) felt "very comfortable" with the overall climate at the University.^{ix}

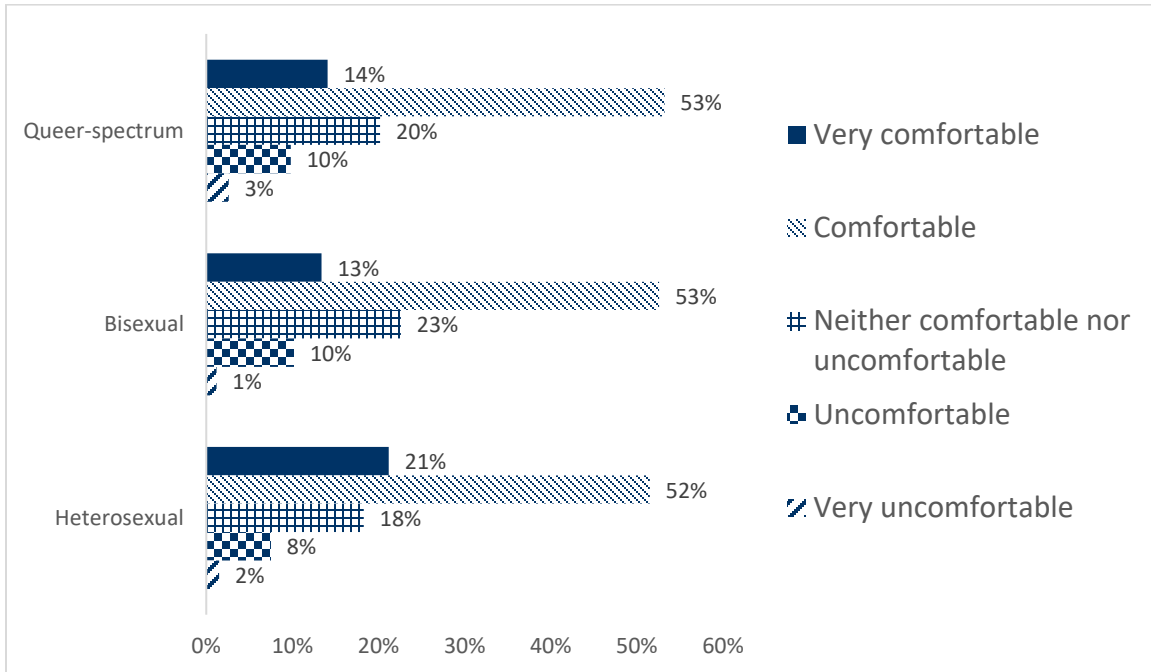
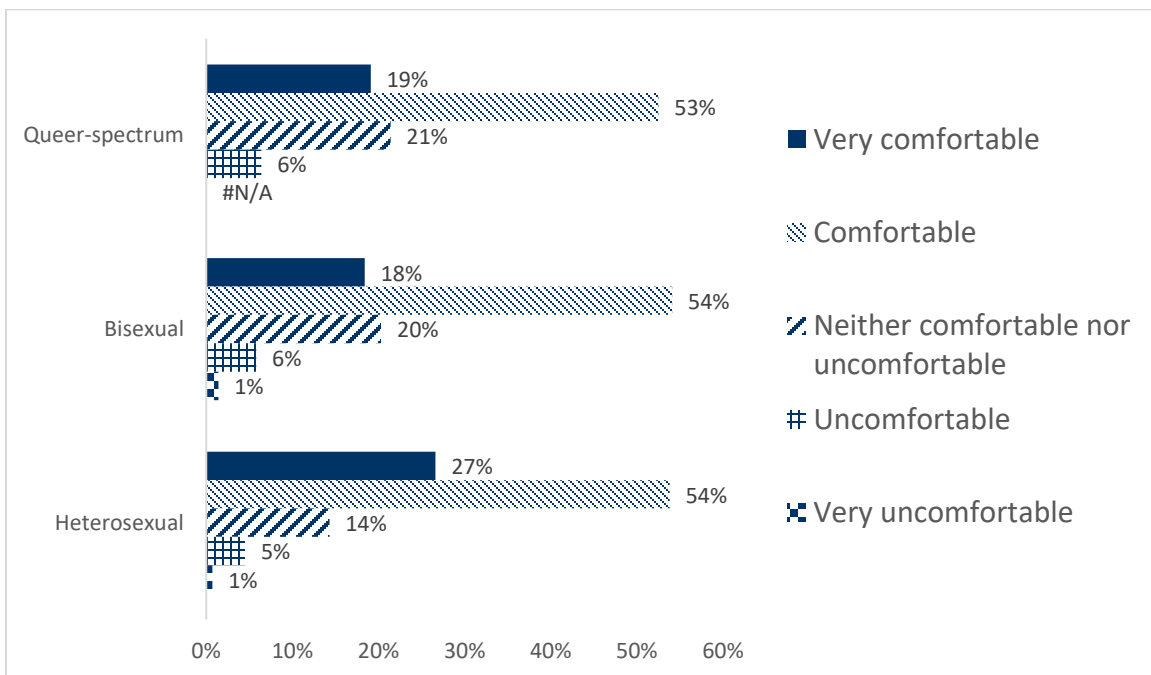


Figure 25. Respondents' Comfort With Overall Climate by Sexual Identity (%)

No significant difference existed between Academic faculty, Administrative Faculty and Classified Staff respondents by sexual identity regarding their comfort in their department/program or work unit.

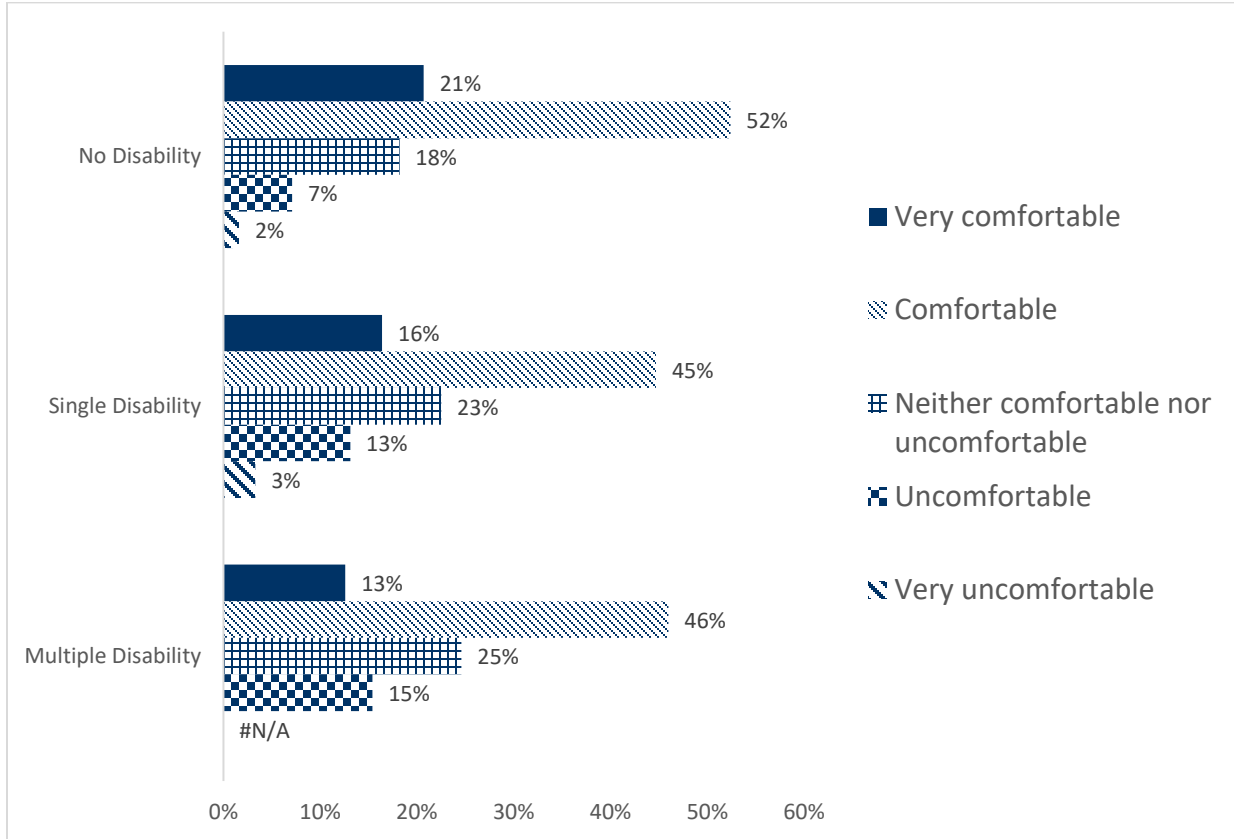
Significant differences existed in respondents’ level of comfort with the climate in their classes based on sexual identity (Figure 25). A lower percentage of Queer-spectrum Academic Faculty and Student respondents (19%, $n = 81$) and Bisexual Academic Faculty and Student respondents (18%, $n = 67$) compared with Heterosexual Academic Faculty and Student respondents (27%, $n = 1,062$) felt “very comfortable” with the climate in their classes.^x



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

Figure 26. Academic Faculty and Student Respondents’ Comfort With Climate in Classes by Sexual Identity (%)

Significant differences existed by disability status. Figure 26 illustrates that a lower percentage of Respondents with Multiple Disabilities (13%, $n = 36$) compared with Respondents with No Disability (21%, $n = 1,157$) were “very comfortable” with the overall climate at the University.^{xi}

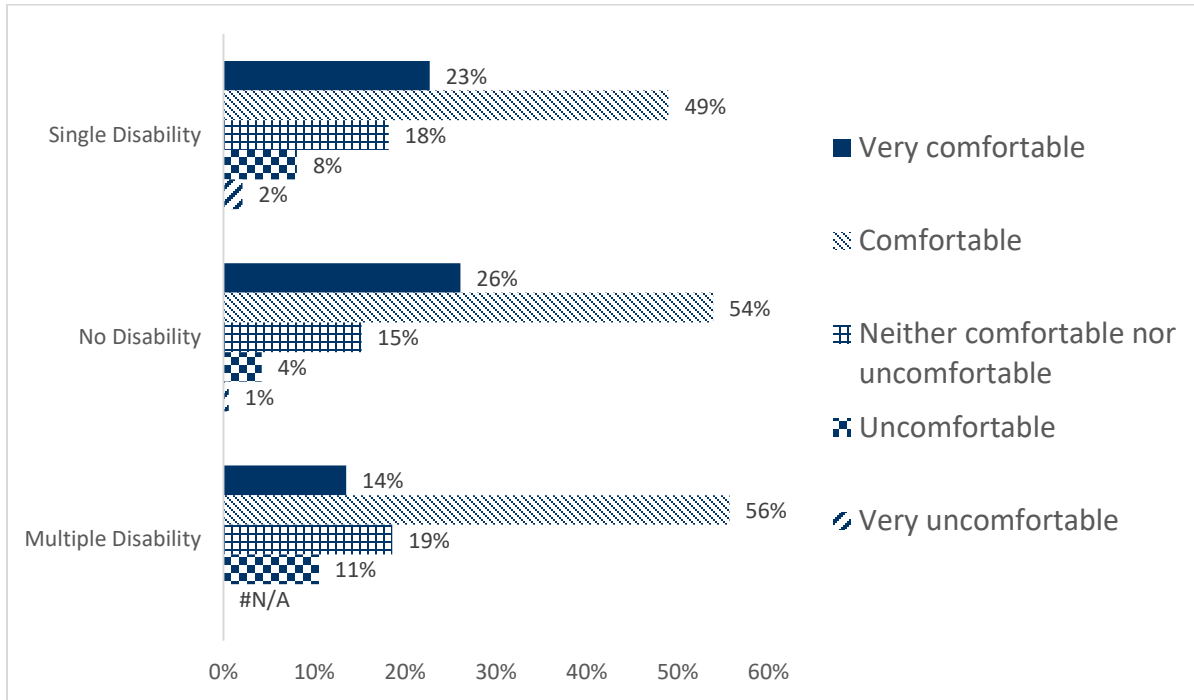


Note: Responses with $n < 5$ are not presented in the figure.

Figure 27. Respondents’ Comfort With Overall Climate by Disability Status (%)

No significant difference existed between Academic Faculty, Administrative Faculty and Classified Staff respondents by disability status regarding their comfort in their department/program or work unit.

Figure 27 illustrates that a lower percentage of Academic Faculty and Student Respondents with Multiple Disabilities (14%, $n = 32$) compared with Academic Faculty and Student Respondents with No Disability (26%, $n = 1,111$) and Academic Faculty and Student Respondents with One Disability (23%, $n = 87$) were “very comfortable” with the climate in their classes.^{xii}



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

Figure 28. Academic Faculty and Student Respondents’ Comfort With Climate in Classes by Disability Status (%)

In terms of Student respondents' income status and comfort with the overall climate on campus, significant differences emerged (Figure 28). A lower percentage of Low-Income Student respondents (51%, $n = 485$) were "comfortable" with the overall climate when compared with Not-Low-Income Student respondents (55%, $n = 1,625$).^{xiii}

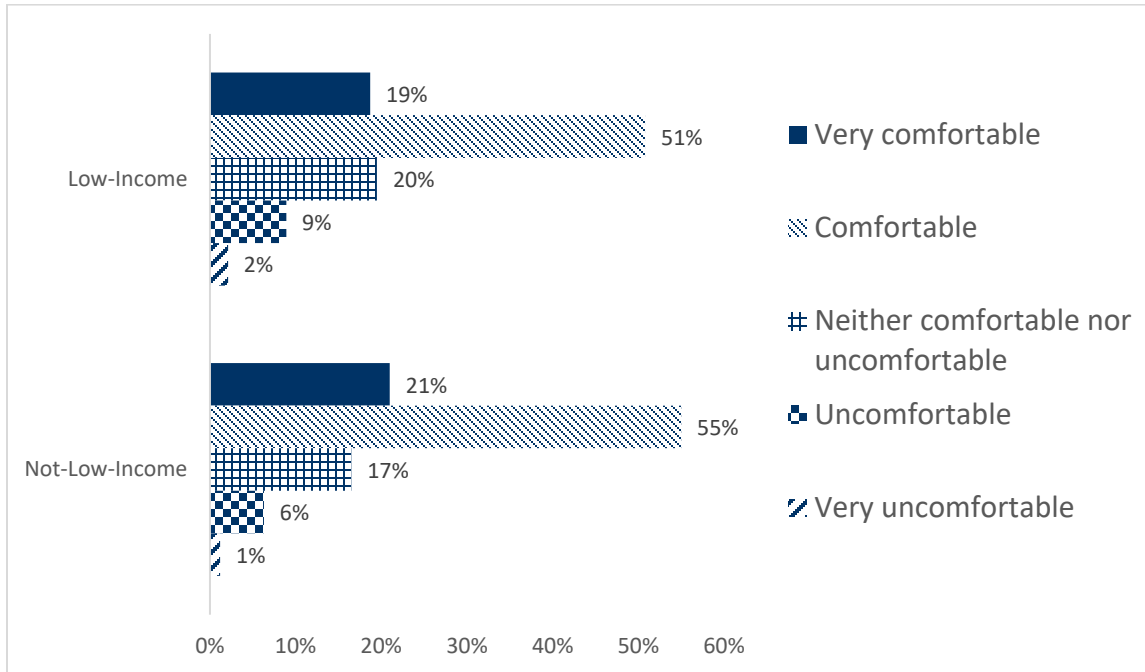


Figure 29. Student Respondents' Comfort With Overall Climate by Income Status (%)

A lower percentage of Low-Income Student respondents (52%, $n = 492$) than Not-Low-Income Student respondents (55%, $n = 1,732$) felt “comfortable” with the climate in their classes (Figure 29).^{xiv}

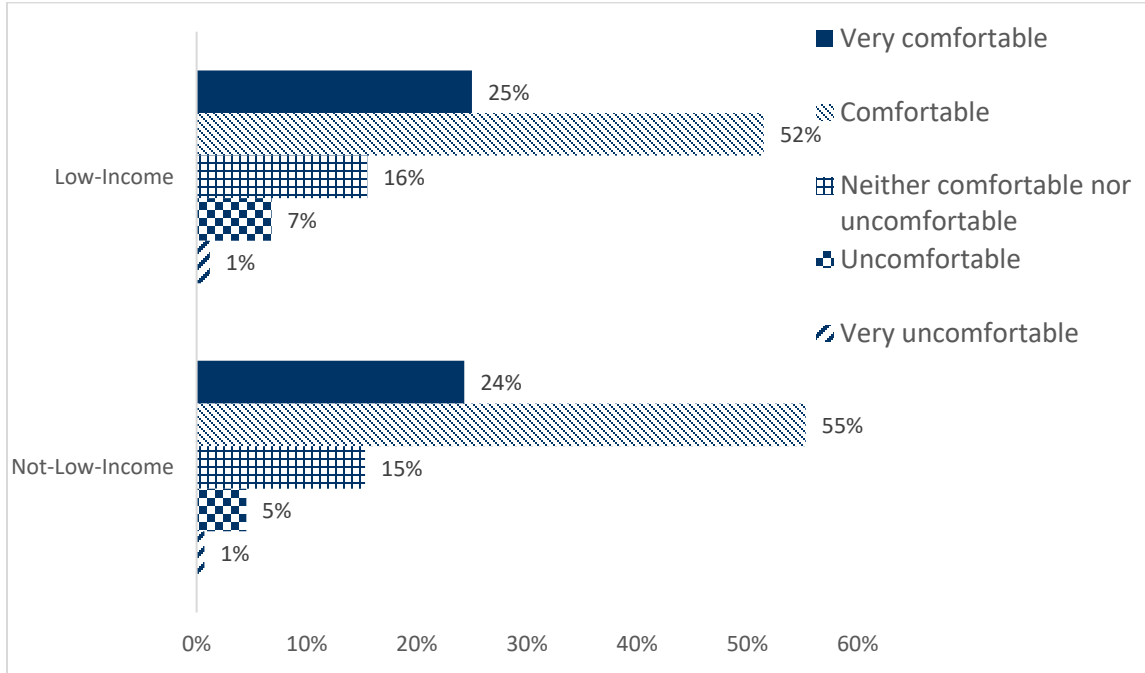
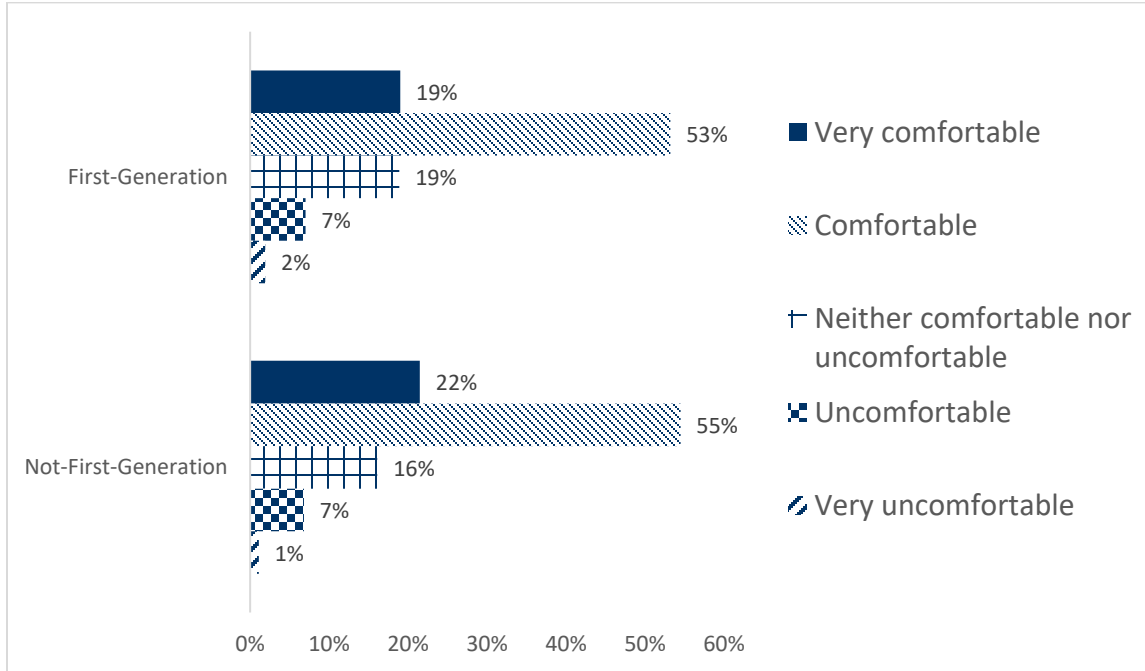


Figure 30. Student Respondents’ Comfort With Climate in Their Classes by Income Status (%)

By first-generation status, a lower proportion of First-Generation Student respondents (19%, $n = 331$) than Not-First-Generation Student respondents (22%, $n = 523$) were “very comfortable” with the overall campus climate (Figure 30).^{xv}

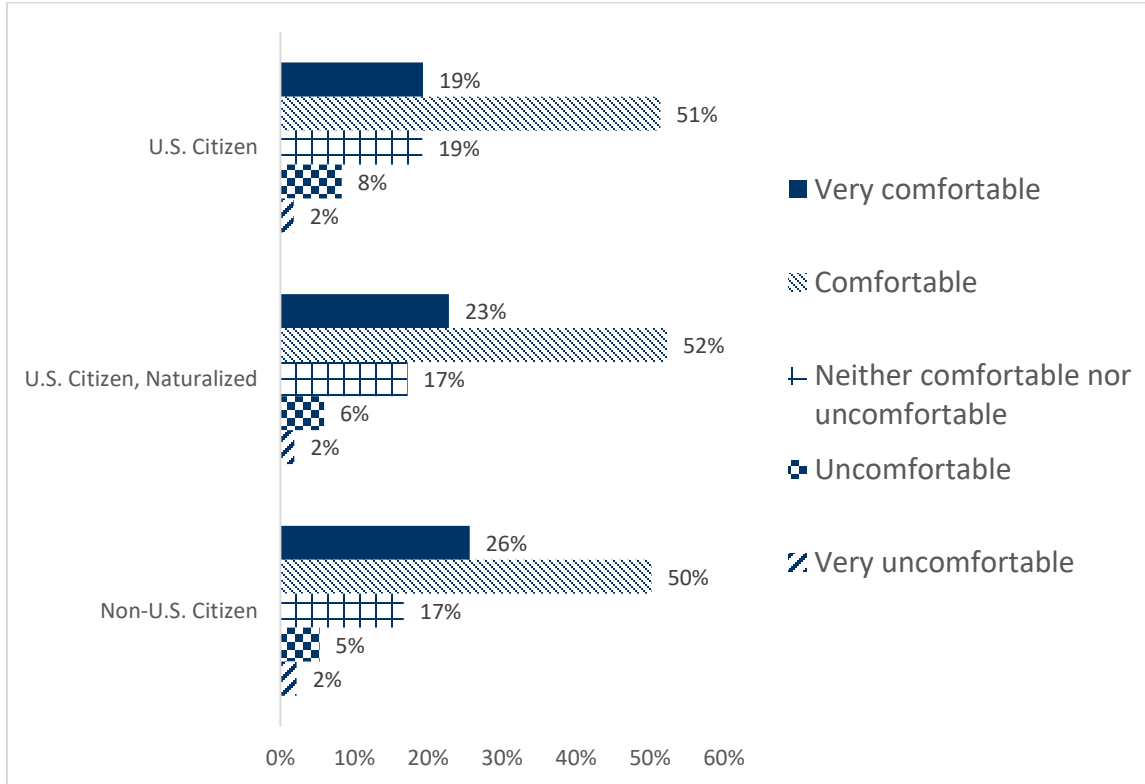


Note: Responses with $n < 5$ are not presented in the figure.

Figure 31. Student Respondents’ Comfort With Overall Climate by First-Generation Status (%)

No significant difference existed between First-Generation Student respondents and Not-First-Generation Student respondents with the climate in their classes.

Significant differences existed by citizenship status. Figure 31 illustrates that a lower percentage of U.S. Citizen respondents (19%, $n = 1,078$) compared with Non-U.S. Citizen respondents (26%, $n = 107$) were “very comfortable” with the overall climate at the University.^{xvi}



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

Figure 32. Respondents’ Comfort With Overall Climate by Citizenship Status (%)

No significant differences existed for respondents by citizenship status regarding their comfort with the climate in their department/program or work unit, and the climate in their classes.

No significant differences existed for respondents by military status regarding their comfort with the overall climate, the climate in their department/program or work unit, and the climate in their classes.

No significant differences existed for respondents by religious identity regarding their comfort with the overall climate, the climate in their department/program or work unit, and the climate in their classes.

ⁱ A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status: $\chi^2(16, N = 6,414) = 111.4, p < .001$.

ⁱⁱ A chi-square test was conducted to compare percentages of Employee respondents by degree of comfort with the climate in their department/program or work unit climate by position status: $\chi^2(8, N = 2,228) = 30.1, p < 001$.

ⁱⁱⁱ A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the climate in their classes by position status: $\chi^2(8, N = 4,896) = 56.2, p < 001$.

^{iv} A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by gender identity: $\chi^2(8, N = 6,340) = 130.1, p < 001$.

^v A chi-square test was conducted to compare percentages of Employee respondents by degree of comfort with the climate in their department/program or work unit by gender identity: $\chi^2(4, N = 2,170) = 10.8, p < 05$.

^{vi} A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the climate in their classes by gender identity: $\chi^2(8, N = 4,864) = 90.8, p < 001$.

^{vii} A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by racial identity: $\chi^2(20, N = 6,207) = 103.7, p < 001$.

^{viii} A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the climate in their classes by racial identity: $\chi^2(20, N = 4,779) = 75.0, p < 001$.

^{ix} A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by sexual identity: $\chi^2(8, N = 6,229) = 35.9, p < 001$.

^x A chi-square test was conducted to compare percentages of respondents by degree of comfort with the climate in their classes by sexual identity: $\chi^2(8, N = 4,779) = 40.3, p < 001$.

^{xi} A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by disability status: $\chi^2(8, N = 6,361) = 77.3, p < 001$.

^{xii} A chi-square test was conducted to compare percentages of respondents by degree of comfort with the climate in their classes by disability status: $\chi^2(8, N = 4,877) = 61.0, p < 001$.

^{xiii} A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by income status: $\chi^2(4, N = 4,091) = 19.4, p < 001$.

^{xiv} A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the climate in their classes by income status: $\chi^2(4, N = 4,087) = 12.2, p < 05$.

^{xv} A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by generation status: $\chi^2(4, N = 4,169) = 12.8, p < 05$.

^{xvi} A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by citizenship status: $\chi^2(8, N = 6,365) = 18.1, p < 05$.

Barriers at the University of Nevada, Reno for Respondents With Disabilities

One survey item asked Respondents with Disabilities if they had experienced barriers in facilities, technology/online environment, identity, or instructional/campus materials at the University within the past year. Tables 23 through 26 highlight where Respondents with Disabilities most often experienced barriers at the University.^{54 55} With regard to campus facilities, 14% of Respondents with Disabilities each noted that they experienced barriers with campus transportation/parking ($n = 107$) and classroom buildings ($n = 108$), 13% ($n = 98$) experienced temporary barriers because of construction or maintenance, and 12% ($n = 91$) experienced barriers with walkways, pedestrian paths, and crosswalks within the past year.

Table 23. Facilities Barriers Experienced by Respondents With Disabilities

| Facilities | Yes | | No | | Not applicable | |
|---|----------|------|----------|------|----------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Campus transportation/parking | 107 | 14.3 | 363 | 48.6 | 277 | 37.1 |
| Classroom buildings | 108 | 14.2 | 376 | 49.6 | 274 | 36.1 |
| Temporary barriers because of construction or maintenance | 98 | 13.1 | 377 | 50.5 | 272 | 36.4 |
| Walkways, pedestrian paths, crosswalks | 91 | 12.3 | 379 | 51.4 | 267 | 36.2 |
| Classrooms, laboratories (including computer labs) | 87 | 11.6 | 377 | 50.1 | 288 | 38.3 |

Note: Table reports responses only from individuals who indicated on the survey that they had a disability ($n = 795$).

Table 24 illustrates that, in terms of the technological or online environment, 8% ($n = 60$) of Respondents with Disabilities experienced barriers related to accessible electronic formats.

Table 24. Technology/Online Barriers Experienced by Respondents With Disabilities

| Technology/Online | Yes | | No | | Not applicable | |
|---|----------|-----|----------|------|----------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Accessible electronic format | 60 | 8.1 | 428 | 58.0 | 250 | 33.9 |
| Student Response Systems (e.g., clickers, Tophat) | 45 | 6.1 | 382 | 52.0 | 308 | 41.9 |
| Electronic forms | 39 | 5.3 | 449 | 61.0 | 248 | 33.7 |

⁵⁴ See Appendix B, Table B118 for all responses to the question, “As a person who identifies with a disability, have you experienced a barrier in any of the following areas at the University in the past year?”

⁵⁵ One survey item asked Transgender respondents if they had experienced barriers in facilities and identity accuracy at the University within the past year. Owing to low response numbers, these findings are not published in this report.

Table 24. Technology/Online Barriers Experienced by Respondents With Disabilities

| Technology/Online | Yes | | No | | Not applicable | |
|---|----------|-----|----------|------|----------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Computer equipment (e.g., screens, mouse, keyboard) | 38 | 5.2 | 453 | 61.5 | 246 | 33.4 |
| Canvas/Red Shelf/Ally/MyNEVADA | 38 | 5.2 | 446 | 60.7 | 251 | 34.1 |

Note: Table reports responses only from individuals who indicated on the survey that they had a disability (*n* = 795).

In terms of identity, 6% (*n* = 40) of Respondents with Disabilities experienced barriers with surveys (Table 25).

Table 25. Barriers in Identity Experienced by Respondents With Disabilities

| Identity | Yes | | No | | Not applicable | |
|-------------------------------------|----------|-----|----------|------|----------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Surveys | 40 | 5.6 | 460 | 64.5 | 213 | 29.9 |
| Intake forms (e.g., Health Center) | 31 | 4.3 | 429 | 59.1 | 266 | 36.6 |
| Learning technology | 30 | 4.1 | 453 | 62.6 | 241 | 33.3 |
| Email account | 24 | 3.3 | 478 | 65.9 | 223 | 30.8 |
| Electronic databases (e.g., Banner) | 21 | 2.9 | 444 | 61.2 | 261 | 36.0 |

Note: Table reports responses only from individuals who indicated on the survey that they had a disability (*n* = 795).

In terms of instructional and campus materials, 14% (*n* = 104) of Respondents with Disabilities experienced barriers related to tests and quizzes and 8% (*n* = 57) related to textbooks (Table 26).

Table 26. Barriers in Instructional/Campus Materials Experienced by Respondents With Disabilities

| Instructional/Campus Materials | Yes | | No | | Not applicable | |
|--|----------|------|----------|------|----------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Tests and quizzes | 103 | 14.0 | 375 | 51.1 | 256 | 34.9 |
| Textbooks | 57 | 7.8 | 408 | 55.7 | 267 | 36.5 |
| Video-closed captioning and text description | 48 | 6.7 | 393 | 54.6 | 279 | 38.8 |
| Testing software (e.g., Examity) | 48 | 6.5 | 391 | 53.2 | 296 | 40.3 |
| Food menus | 46 | 6.3 | 417 | 56.7 | 273 | 37.1 |

Note: Table reports responses only from individuals who indicated on the survey that they had a disability (*n* = 795).

Qualitative comments analyses. Two hundred thirty-one, 3% of all respondents, who identified as having a disability elaborated on their experiences regarding accessibility and/or accommodations at the University. No themes emerged from Administrative Faculty, Classified

Staff, Academic Faculty, and Graduate/Professional Student responses. Two themes emerged for Undergraduate Student respondents: accessibility barriers and classroom barriers.

Accessibility Barriers. The first theme to emerge for Undergraduate Student respondents was accessibility barriers. One respondent stated, “Have you ever done an accessibility walk around the entire campus and through all buildings? I recommend pulling a significant sample size of student class schedules and making the walks from buildings as if you were that student. Now imagine what if that student was disabled. Every building has a barrier. The women's bathrooms in the science buildings lack accessible stalls, hygiene products, and accessible sinks. Classroom doors and building doors are challenging.” Other respondents offered, “Doors are so difficult to open,” “I feel that the campus is rather difficult for my fellow students in wheel chairs and parking is quite difficult for folks with other physical difficulties, especially since you reduced the number of bus stops and the timing between buses,” “Many of the older buildings have poor accessibility for those with physical disabilities,” and “The university itself is not very handicap accessible, and sometimes it is hard to get to where I need to be without pain.”

Classroom Barriers. The second theme that emerged from Undergraduate Student responses was classroom barriers. Respondents elaborated on the audio and visual challenges present in the classrooms for students with learning disabilities. Respondents stated, “I wish that it could be standard practice or even mandatory for all classes/professors to provide audio recordings for each lectures,” “Every classroom should have FM systems or PA systems with working speakers so that lecture/instruction is clearly projected regardless of a student's location in the room with relation to the speaker,” and “Videos are very difficult for students with ADHD to focus on.” Other respondents commented on professors not being supportive of their needs as students with learning disabilities. Respondents stated, “Most professors are amazing when it comes to testing but some professors (about 1 a year) make testing in the DRC extremely difficult and require extra work to take part in the DRC testing,” “I think that it is important for professors to try and understand those with DRC accommodations. I still have times where I am denied an accommodation and simply misunderstood,” and “I feel that professors are incredibly unhelpful with people with learning disabilities because they feel that the accommodations give them a leg up on their peers not evening the playing field.” One respondent offered, “Faculty needs to be aware about HOW they are telling students that the DRC is available to help them. A good

amount of teacher’s tone when telling classrooms about the DRC are dismissive and judgmental in tone when explaining that there are services available.”

Barriers at the University of Nevada, Reno for Transgender/Genderqueer/Nonbinary Respondents

One survey item asked Transgender, Genderqueer, and Nonbinary respondents if they had experienced barriers in facilities or identity accuracy at the University within the past year. Tables 27 and 28 depict where Transgender, Genderqueer, and Nonbinary respondents most often experienced barriers at the University.⁵⁶ With regard to campus facilities, 35% (*n* = 18) of Transgender/Genderqueer/Nonbinary respondents experienced barriers in restrooms, 33% (*n* = 17) experienced barriers with signage, and 26% (*n* = 13) experienced barriers with changing rooms/locker rooms within the past year.

Table 27. Facilities Barriers Experienced by Transgender/Genderqueer/Nonbinary Respondents

| Facilities | Yes | | No | | Not applicable | |
|--------------------------------------|----------|------|----------|------|----------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Restrooms | 18 | 35.3 | 27 | 52.9 | 6 | 11.8 |
| Signage | 17 | 33.3 | 28 | 54.9 | 6 | 11.8 |
| Changing rooms/locker rooms | 13 | 25.5 | 22 | 43.1 | 16 | 31.4 |
| Athletic and recreational facilities | 11 | 21.6 | 24 | 47.1 | 16 | 31.4 |

Note: Table reports responses only from individuals who identified their gender identity on the survey as Transgender, Genderqueer, or Nonbinary (*n* = 51).

Table 28 illustrates that, in terms of identity accuracy, 26% (*n* = 13) of Transgender/Genderqueer/Nonbinary respondents had difficulty with classroom rosters.

Table 28. Identity Accuracy Barriers Experienced by Transgender/Genderqueer/Nonbinary Respondents

| Identity accuracy | Yes | | No | | Not applicable | |
|------------------------|----------|------|----------|------|----------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Classroom roster | 13 | 25.5 | 25 | 49.0 | 13 | 25.5 |
| The University ID card | 12 | 23.5 | 29 | 56.9 | 10 | 19.6 |

⁵⁶ See Appendix B, Table B119 for all responses to the question, “As a person who identifies as transgender, genderqueer, and/or gender nonbinary, have you experienced a barrier in any of the following areas at the University in the past year?”

Table 28. Identity Accuracy Barriers Experienced by Transgender/Genderqueer/Nonbinary Respondents

| Identity accuracy | Yes | | No | | Not applicable | |
|--|----------|------|----------|------|----------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Electronic databases (e.g., CANVAS, MyNevada, WebCampus) | 12 | 23.5 | 30 | 58.8 | 9 | 17.6 |
| Email account | 12 | 23.5 | 31 | 60.8 | 8 | 15.7 |
| Surveys | 11 | 21.6 | 33 | 64.7 | 7 | 13.7 |

Note: Table reports responses only from individuals who identified their gender identity on the survey as Transgender, Genderqueer, or Nonbinary (*n* = 51).

Qualitative comments analyses. Forty-five respondents, 51% of those who identified as Transgender, Genderqueer, or another Nonbinary gender elaborated about barriers that they have experienced at the University within the past year. Two themes emerged for respondents: misgendered within electronic systems and gender-neutral restrooms.

Misgendered Within Electronic Systems. In the first theme, respondents described experiences of having been misgendered by different University of Nevada, Reno electronic systems. Respondents stated, “With the NetID and WolfCard, I hate the fact that it uses my old name rather than my preferred. Also, I still have to use my legal name when making appointments, payments, or even with signing in at the SHC. Also, the paperwork does not reference my preferred name and there is no genderless option,” and “I honestly would just feel a lot better about everything if they didn't need me to commit to a gender at all. I understand that having that additional data point is good for statistics and all of that, but what does mapping anything against gender even prove?” One respondent offered, “The University has an awful tendency to disregard the gender identity of various trans people, whether it be in the fitness center, in calls for participants for surveys, or within on-campus housing applications. Again, and again, the University proclaims to respect the identities and names of trans individuals, allowing students to put their preferred names and pronouns into the system, but then proceeds to disregard them entirely.” Another respondent added, “You can't change your gender on the thing you use to sign up for classes at the gym, so I never went back. I will not be called a girl just because I am unable to change my stuff thanks.”

Gender-Neutral Restrooms. The second theme to emerge for respondents was gender-neutral bathrooms. As it specifically relates to the gym, respondents stated, “The gym changed its

gender-neutral locker room to a 'single-user restroom.' That signage seems silly, but it's important," "Specifically with changing rooms, it's hard being able to use the gender-neutral locker room because it's almost always busy when I go to the gym. I wish there was more accessibility to it," and "With there being only one (formerly referred to as) gender-neutral changing/locker room at the gym I usually have to wait around if someone else is using it, or go into the men's locker room and change in a shower or a bathroom stall." Also commenting about gender-neutral facilities within the gym or Fitness Center, respondents wrote, "Nothing on this campus is Transgender friendly. The locker room is a damn joke in the Fitness center, just a glorified bathroom. It's supposed to make us feel safe, not excluded because cisgender people are bigots who are too afraid of something they don't care to understand" and "In the gym, there are signs on the restroom doors that say its unisex, opening it I was expecting it to [be] restroom stalls from floor to ceiling, but when I opened it I was greeted with what I call a 'family bathroom,' where it is one sink and one toilet. This to me seemed like the university was reaching out but falling short with calling it a unisex restroom when the way it was a unisex restroom is because only one person could be in there at a time."

Respondents also elaborated on the lack of available gender-neutral restrooms on campus. Respondents specified that they have felt unsafe and "alienated" by the lack of gender-neutral restrooms at UNR. Respondents explained, "In buildings where there are no non-gendered bathrooms, I feel unsafe going into the bathroom. I am afraid of being questioned as to why I am there. In buildings with non-gendered bathrooms, I feel like an afterthought. There is no occupancy indication so I deal with the shame of trying the handle. The restrooms are classified as family/all-gender so I feel like it is not for me. The fact that it is a single stall makes me feel alienated and exposed" and "I've found it very difficult to find a restroom that I feel comfortable using as a gender nonconforming transgender person. There should be more single stall all-gender restrooms on campus to make me and other transgender people feel safe in these settings." Other respondents spoke of the difficulty locating a gender-neutral restroom, stating, "There's not enough gender-neutral restrooms in the buildings I frequent. If there's one in AB, I'm not aware, and I'm not a fan of having to go to specific floors of buildings to use the bathroom," and "The list on the UNR website detailing gender neutral restrooms really should come with maps, because there's some that I've looked for and couldn't find, like the one that's in the Joe. No idea where that thing is."

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct⁵⁷

Twenty-one percent ($n = 1,357$) of respondents indicated that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and hostile (bullied, harassed) conduct that had interfered with their ability to learn, live, or work at the University within the past year.⁵⁸

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

Of the respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct, 19% ($n = 256$) indicated that they experienced the conduct only once during the past year (Figure 32). Thirty percent ($n = 394$) revealed that they experienced five or more instances of the conduct within the past year.

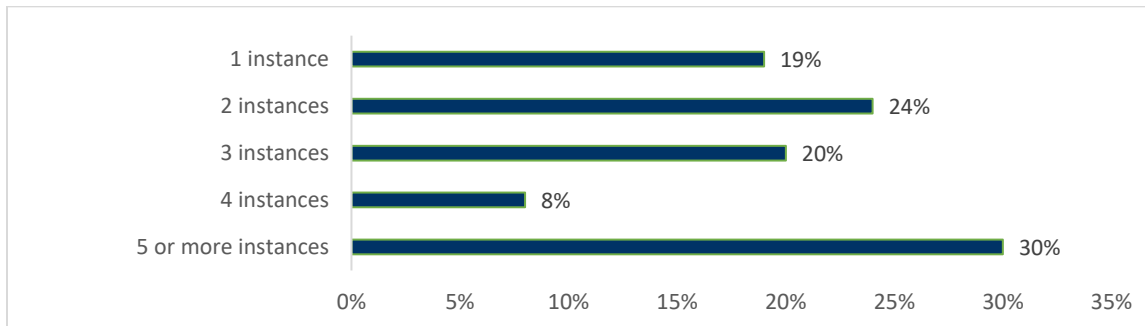


Figure 33. Number of Instances Respondents Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct During the Past Year (%)

Of the respondents who experienced such conduct, 30% ($n = 405$) indicated that the conduct was based on their position status at the University. Twenty-one percent ($n = 289$) noted that the conduct was based on their gender/gender identity, 18% ($n = 240$) noted the conduct was based on age, and 18% ($n = 237$) felt that it was based on their ethnicity. “Reasons not listed above”

⁵⁷ This report uses the phrases “conduct” and “exclusionary, intimidating, offensive, and/or hostile conduct” as a shortened version of conduct that someone has “personally experienced” including “exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct.”

⁵⁸ The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso et al., 2009).

included responses such as “academic competition,” “administrator arrogance,” “appearance,” “difficulty obtaining research funding,” and “financial control.” Tables 29 through 31 reflect the top three perceived bases of exclusionary, intimidating, offensive, and/or hostile conduct by position status, gender/gender identity, and ethnicity.

In terms of position status, significant differences existed between respondents who indicated on the survey that they had experienced this conduct (Figure 33). A higher percentage of Classified Staff respondents (31%, $n = 220$) and Academic Faculty respondents (30%, $n = 222$) than Undergraduate Student respondents (16%, $n = 550$) and Graduate/Professional Student respondents (21%, $n = 165$) believed that they had experienced this conduct.^{xvii} Of those respondents who noted that they had experienced this conduct, a higher percentage of Classified Staff respondents (50%, $n = 109$) and Administrative Faculty respondents (47%, $n = 94$) than Graduate/Professional Student respondents (33%, $n = 54$) and Undergraduate Student respondents (12%, $n = 68$) thought that the conduct was based on their position status.^{xviii}

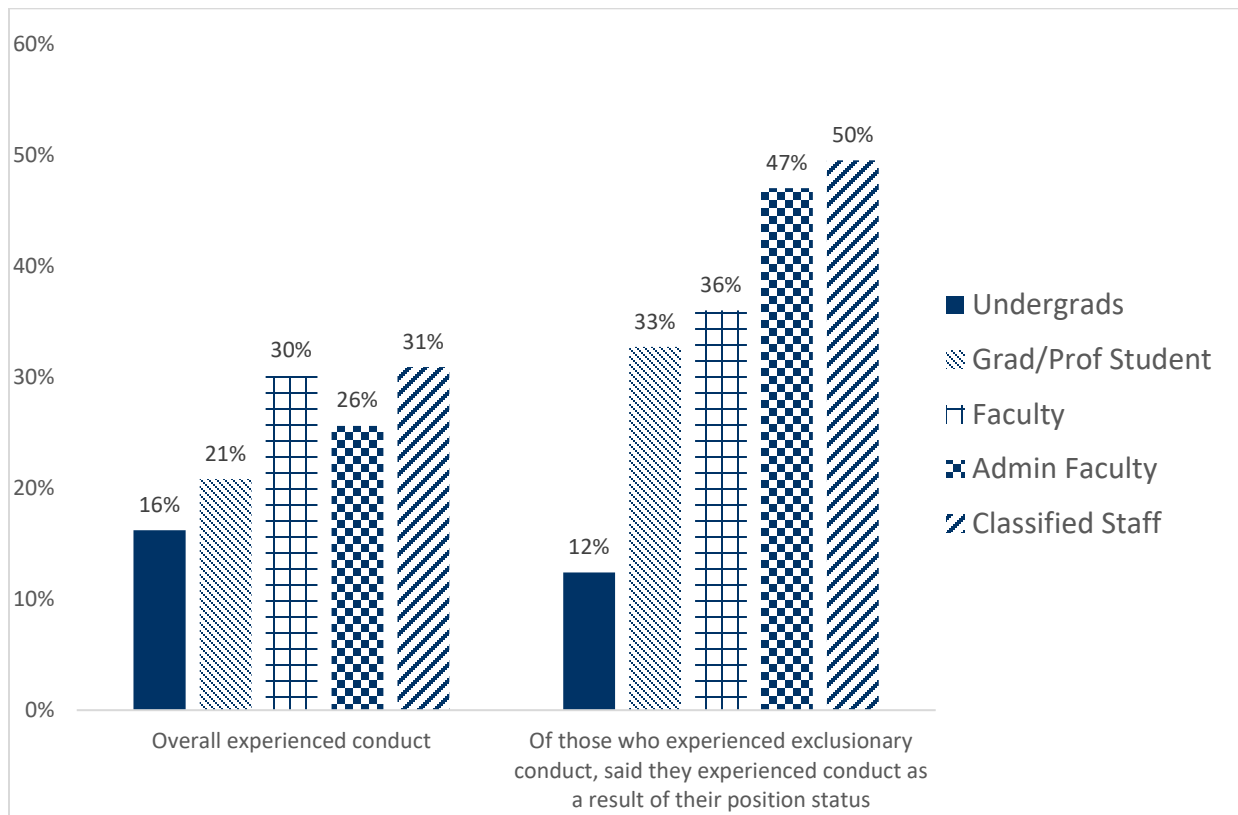


Figure 34. Respondents’ Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position Status (%)

By gender identity, a higher percentage of Trans-spectrum respondents (37%, $n = 32$) than Women respondents (23%, $n = 873$), along with a higher percentage of Women respondents than Men respondents (18%, $n = 423$), indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Figure 34).^{xix} A higher percentage of Trans-spectrum respondents (66%, $n = 21$) than Women respondents (25%, $n = 214$), along with a higher percentage of Women respondents than Men respondents (11%, $n = 46$), who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their gender identity.^{xx}

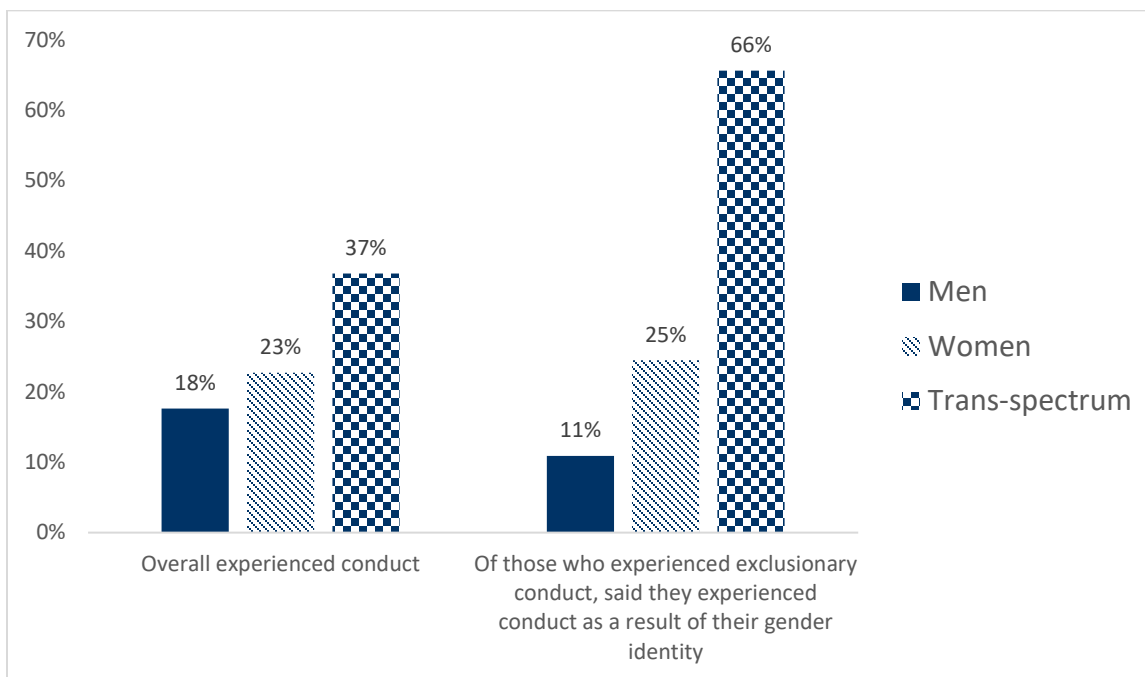


Figure 35. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

By ethnicity, a higher percentage of Black/African American respondents (34%, $n = 63$) than White respondents (20%, $n = 800$), Multiracial respondents (22%, $n = 177$), Latina/x/o/Chicana/x/o respondents (21%, $n = 119$), and Asian/Asian American respondents (14%, $n = 64$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Figure 35).^{xxi} In addition, a higher percentage of White respondents (20%, $n = 800$), Multiracial respondents (22%, $n = 177$), and Other Respondents of Color (27%, $n = 58$) compared with Asian/Asian American respondents indicated that they had experienced this conduct within the past year. A higher percentage of Other Respondents of Color (38%, $n = 22$), Asian/Asian American respondents (34%, $n = 22$), Black/African American respondents (52%, $n = 33$), Latina/x/o/Chicana/x/o respondents (50%, $n = 60$), and Multiracial respondents (23%, $n = 41$) than White respondents (6%, $n = 46$) who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their ethnicity. In addition, a higher percentage of Latina/x/o/Chicana/x/o respondents (50%, $n = 60$) and Black/African American respondents (52%, $n = 33$) than Multiracial respondents (23%, $n = 41$) indicated that the conduct was based on ethnicity.

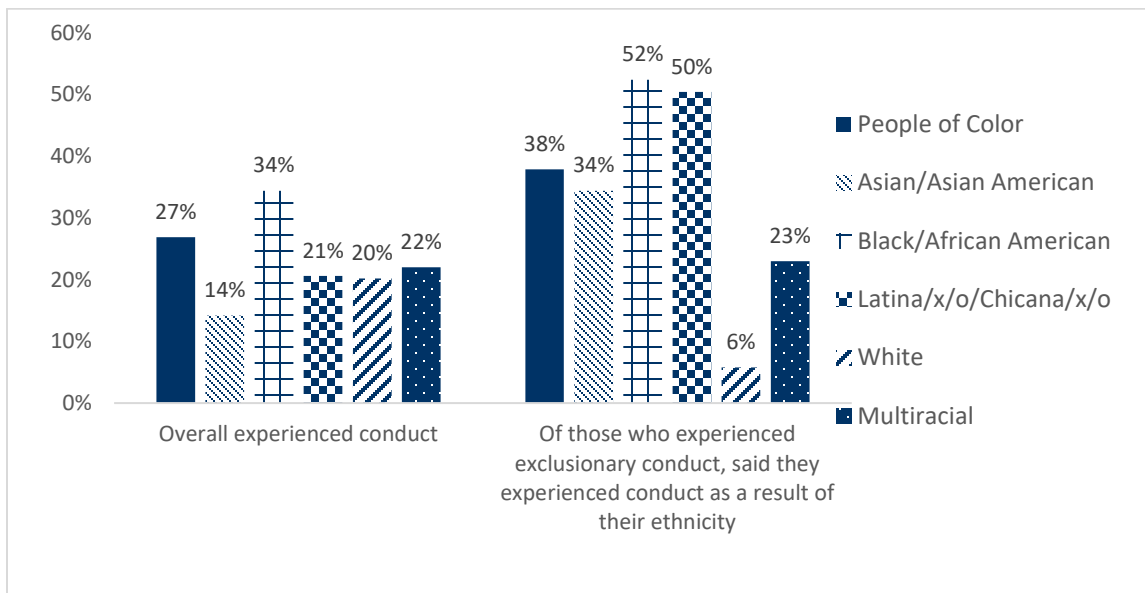


Figure 36. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Ethnicity (%)

Of the Administrative Faculty and Classified Staff respondents who experienced such conduct, 48% ($n = 203$) indicated that the conduct was based on their position status at the University (e.g., administrative faculty, staff, academic faculty) (Table 29). Twenty-two percent ($n = 94$) noted that the conduct was based on their age, and 20% ($n = 84$) felt that it was based on their educational credentials (e.g., BS, MS, PhD, MD). “Reasons not listed above” included responses such as “different department within the school,” “academic competition,” “belief that the rules do not apply to them,” and “insecurity of the offender.”

Table 29. Administrative Faculty and Classified Staff Respondents’ Top Bases of Experienced Conduct

| Basis of conduct | <i>n</i> | % |
|--|----------|------|
| Position status (e.g., administrative faculty, staff, academic faculty, student) | 203 | 48.4 |
| Age | 94 | 22.4 |
| Educational credentials (e.g., BS, MS, PhD, MD) | 84 | 20.0 |
| Gender/gender identity | 83 | 19.8 |
| Do not know | 78 | 18.6 |
| Length of service at the University | 70 | 16.7 |
| Ethnicity | 47 | 11.1 |

Note: Table reports responses only from Administrative Faculty and Classified Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 419$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B49 in Appendix B.

Of the Academic Faculty respondents who experienced such conduct, 36% ($n = 80$) indicated that the conduct was based on position status at the University (e.g., administrative faculty, staff, academic faculty) (Table 30). Twenty-seven percent ($n = 60$) noted that the conduct was based on gender/gender identity and 22% ($n = 50$) felt that it was based on their age. “Reasons not listed above” included responses such as “Colleague and chair’s abuse of authority,” “experience level,” “new hire,” “personal disagreement,” and “the person is irrational, insecure, and aggressive.”

Table 30. Academic Faculty Respondents’ Top Bases of Experienced Conduct

| Basis of conduct | <i>n</i> | % |
|--|----------|------|
| Position status (e.g., administrative faculty, staff, academic faculty, student) | 80 | 35.9 |
| Gender/gender identity | 60 | 26.9 |
| Age | 50 | 22.4 |

Table 30. Academic Faculty Respondents’ Top Bases of Experienced Conduct

| Basis of conduct | <i>n</i> | % |
|-------------------------------------|----------|------|
| Do not know | 37 | 16.6 |
| Philosophical views | 35 | 15.7 |
| Length of service at the University | 35 | 15.7 |
| Ethnicity | 33 | 14.8 |

Note: Table reports responses only from Academic Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 223) Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B49 in Appendix B.

Of the Student respondents who experienced such conduct, 23% (*n* = 162) indicated that the conduct was based on political views (Table 31). Twenty-two percent (*n* = 157) noted that the conduct was based on their ethnicity, and 20% (*n* = 146) felt that it was based on their gender/gender identity. “Reasons not listed above” included responses such as “housing,” “financial issues,” “misunderstanding or malice,” and “power trip.”

Table 31. Student Respondents’ Top Bases of Experienced Conduct

| Basis of conduct | <i>n</i> | % |
|---|----------|------|
| Political views | 162 | 22.7 |
| Ethnicity | 157 | 22.0 |
| Gender/gender identity | 146 | 20.4 |
| Racial identity | 136 | 19.0 |
| Position (e.g., administrative faculty, staff, academic faculty, student) | 122 | 17.1 |
| Do not know | 117 | 16.4 |

Note: Table reports responses only from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 715). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B49 in Appendix B.

Tables 32 illustrates the manners in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct. Forty-five percent (*n* = 606) felt ignored or excluded, 40% (*n* = 543) felt isolated or left out, 32% (*n* = 430) experienced a hostile work environment, and 30% (*n* = 406) felt intimidated/bullied. Other forms of such conduct included “people making fun of me

in class when I ask questions,” “administrator was incompetent,” “conduct made me fear for my safety,” and “emotional abuse.”

Table 32. Top Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Form of conduct | <i>n</i> | % of those who experienced the conduct |
|--|----------|--|
| I was ignored or excluded. | 606 | 44.7 |
| I was isolated or left out. | 543 | 40.0 |
| I experienced a hostile work environment. | 430 | 31.7 |
| I was intimidated/bullied. | 406 | 29.9 |
| I was the target of derogatory verbal remarks. | 385 | 28.4 |
| I was the target of workplace incivility. | 282 | 20.8 |
| I felt others staring at me. | 241 | 17.8 |
| I experienced a hostile classroom environment. | 239 | 17.6 |
| I received a low or unfair performance evaluation. | 192 | 14.1 |

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,357$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B51 in Appendix B.

Figures 36 and 37 depict the manners in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status. Fifty-three percent ($n = 118$) of Academic Faculty respondents experienced a hostile work environment, 46% ($n = 101$) felt ignored or excluded, 41% ($n = 90$) felt that they were a target of workplace incivility, and 39% ($n = 86$) felt isolated or left out (Figure 36). Forty-six percent ($n = 102$) of Classified Staff respondents experienced a hostile work environment, 38% ($n = 83$) felt ignored or excluded, 35% ($n = 77$) felt isolated or left out, and 34% ($n = 74$) felt intimidated and bullied. Fifty-two percent ($n = 104$) of Administrative Faculty respondents felt ignored or excluded, 45% ($n = 89$) felt isolated or left out, 43% ($n = 88$) felt that they experienced a hostile work environment, and 36% ($n = 71$) felt that they were the target of workplace incivility.

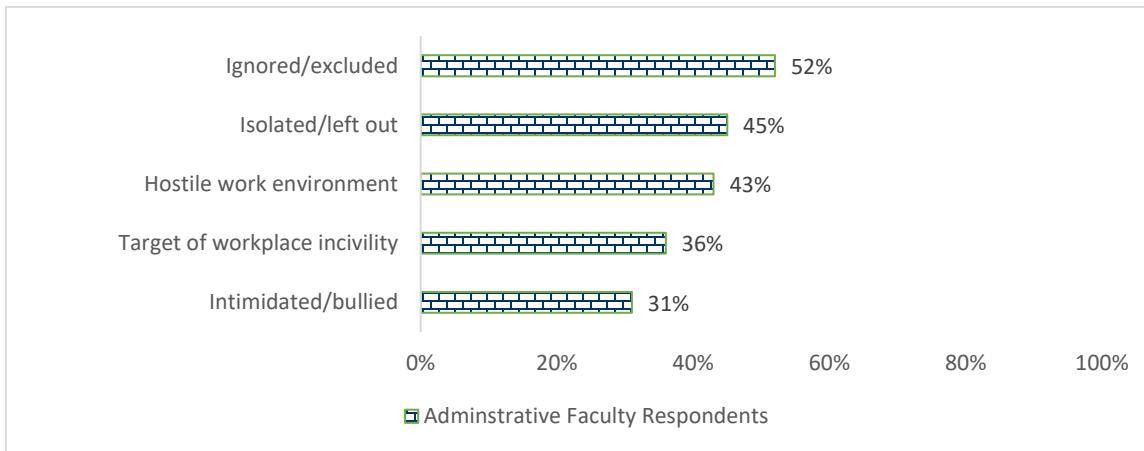
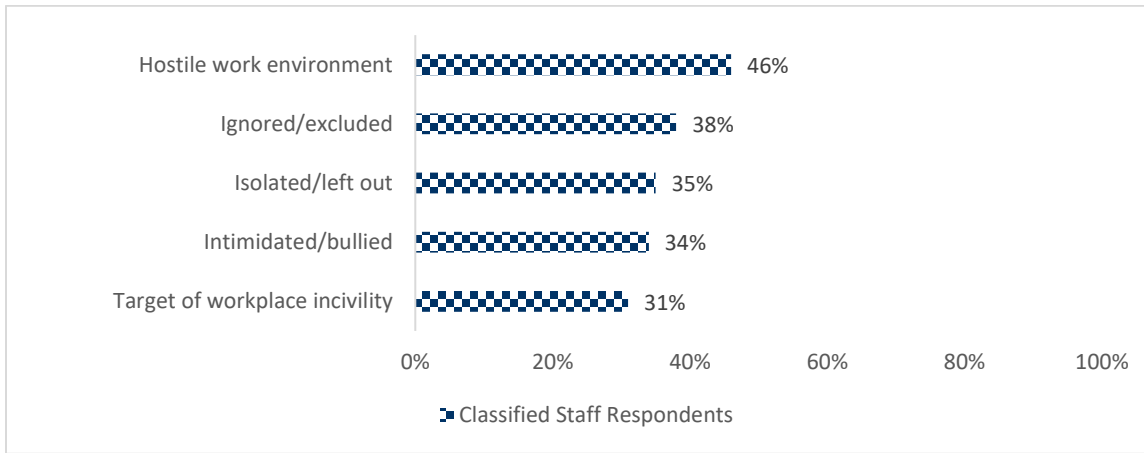
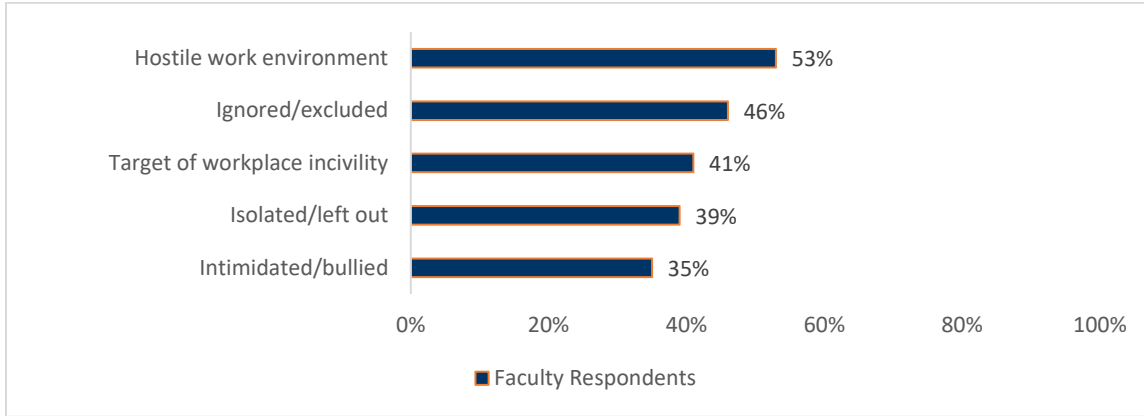


Figure 37. Academic Faculty, Administrative Faculty and Classified Staff Respondents' Manner of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Position Status (%)

Forty-four percent ($n = 243$) of Undergraduate Student respondents felt ignored or excluded, 41% ($n = 224$) felt isolated or left out, 31% ($n = 172$) felt others staring, and 30% ($n = 162$) felt that they were the target of derogatory verbal remarks (Figure 37). Forty-six percent ($n = 75$) of Graduate/Professional Student respondents felt ignored or excluded, 41% ($n = 67$) felt isolated or left out, and 30% ($n = 50$) each felt intimidated and bullied and experienced a hostile classroom environment.

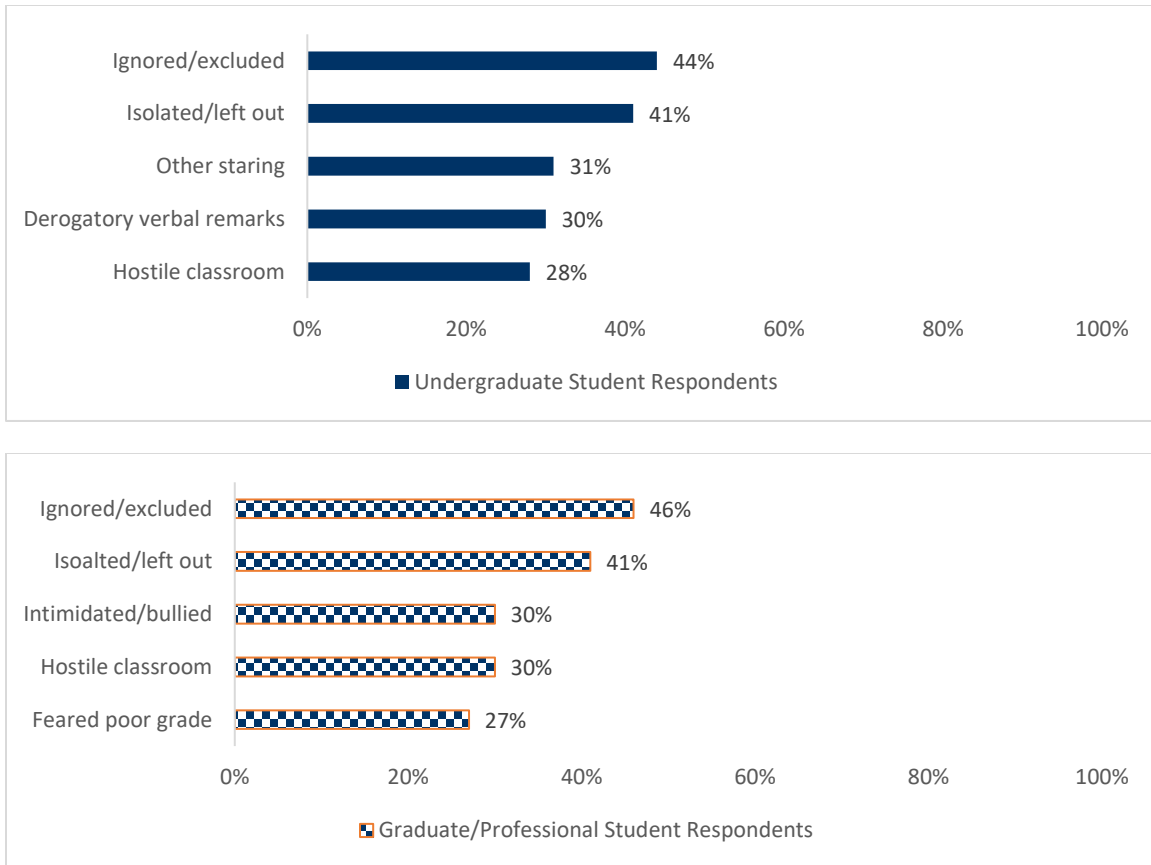


Figure 38. Student Respondents' Manner of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

Respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct noted that it occurred while working at a University job (36%, $n = 482$), in a class/laboratory (27%, $n = 367$), in a meeting with a group of people (23%, $n = 309$), and in a meeting with one other person (17%, $n = 226$). Some respondents who marked “a location not listed above” described, “anonymous student evaluation,” “don’t want to disclose it,” and “the dorms” as the location where the conduct occurred.

Table 33 depicts the top five locations where Administrative Faculty and Classified Staff respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct, including while working at the University job (67%, $n = 279$), in a meeting with a group of people (29%, $n = 122$), in a University administrative office (27%, $n = 117$), in a meeting with one other person (23%, $n = 95$), and on phone calls/text messages/email (17%, $n = 69$).

Table 33. Administrative Faculty and Classified Staff Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Location of conduct | <i>n</i> | % of Administrative Faculty & Classified Staff respondents who experienced the conduct |
|--|----------|--|
| While working at the University job | 279 | 66.6 |
| In a meeting with a group of people | 122 | 29.1 |
| In a University administrative office | 117 | 27.9 |
| In a meeting with one other person | 95 | 22.7 |
| On phone calls/text messages/email | 69 | 16.5 |
| In other public places at the University | 43 | 10.3 |
| While walking on campus | 28 | 6.7 |
| At an event/program on campus | 27 | 6.4 |
| In an academic faculty office | 25 | 6.0 |

Note: Table reports responses only from Administrative Faculty and Classified Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 419$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B52 in Appendix B.

Academic Faculty respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often while working at a University of Nevada, Reno job (53%, $n = 117$), in a meeting with a group of people (33%, $n = 73$), in an academic faculty office (28%, $n = 63$), in a meeting with one other person (27%, $n = 60$), and on phone calls/text messages/email (16%, $n = 35$) (Table 34).

Table 34. Academic Faculty Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Location of conduct | <i>n</i> | % of Academic Faculty respondents who experienced the conduct |
|-------------------------------------|----------|---|
| While working at the University job | 117 | 52.5 |
| In a meeting with a group of people | 73 | 32.7 |

Table 34. Academic Faculty Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Location of conduct | <i>n</i> | % of Academic Faculty respondents who experienced the conduct |
|--|----------|---|
| In an academic faculty office | 63 | 28.3 |
| In a meeting with one other person | 60 | 26.9 |
| On phone calls/text messages/email | 35 | 15.7 |
| In a University administrative office | 32 | 14.3 |
| In a class/laboratory | 29 | 13.0 |
| In other public spaces at the University | 28 | 12.5 |
| Off campus | 15 | 6.7 |

Note: Table reports responses only from Academic Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 223$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B52 in Appendix B.

Student respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often in a class/laboratory (46%, $n = 329$), while walking on campus (20%, $n = 144$), in other public spaces at the University (19%, $n = 138$), off campus (18%, $n = 129$), and in a meeting with a group of people (16%, $n = 114$) (Table 35).

Table 35. Student Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Location of conduct | <i>n</i> | % of Student respondents who experienced the conduct |
|--|----------|--|
| In a class/laboratory | 329 | 46.0 |
| While walking on campus | 144 | 20.1 |
| In other public spaces at the University | 138 | 19.3 |
| Off campus | 129 | 18.0 |
| In a meeting with a group of people | 114 | 15.9 |
| In campus housing | 98 | 13.7 |
| On phone calls/text messages/email | 86 | 12.0 |
| While working at the University job | 86 | 12.0 |
| In a meeting with one other person | 71 | 9.9 |

Note: Table reports responses only from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 715$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B52 in Appendix B.

Thirty-four percent ($n = 455$) of the respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct identified students as the source of the conduct, 26% ($n = 349$) identified academic faculty members/other instructional staff, and 25% ($n = 341$) identified administrative faculty/staff members as the source of the conduct (Table 36). Respondents who marked a “source not listed above” wrote examples such as “media,” “plumber,” and “racial discriminated.”

Table 36. Top Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Source of conduct | <i>n</i> | % of respondents who experienced the conduct |
|---|----------|--|
| Student | 455 | 33.5 |
| Academic faculty member/other instructional staff | 349 | 25.7 |
| Administrative faculty/staff member | 341 | 25.1 |
| Coworker/colleague | 335 | 24.7 |
| Supervisor or manager | 237 | 17.5 |
| Department/program chair | 134 | 9.9 |
| Stranger | 132 | 9.7 |
| Senior administrator (e.g., president, provost, dean, vice president, vice provost) | 121 | 8.9 |
| Friend | 99 | 7.3 |

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,357$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of sources, please see Table B53 in Appendix B.

Figures 38 through 39 display the perceived sources of experienced exclusionary conduct by position status. Undergraduate Student respondents indicated that other students were their greatest source of exclusionary conduct and Graduate/Professional Student respondents indicated that academic faculty/other instructional staff were their greatest source of exclusionary conduct.

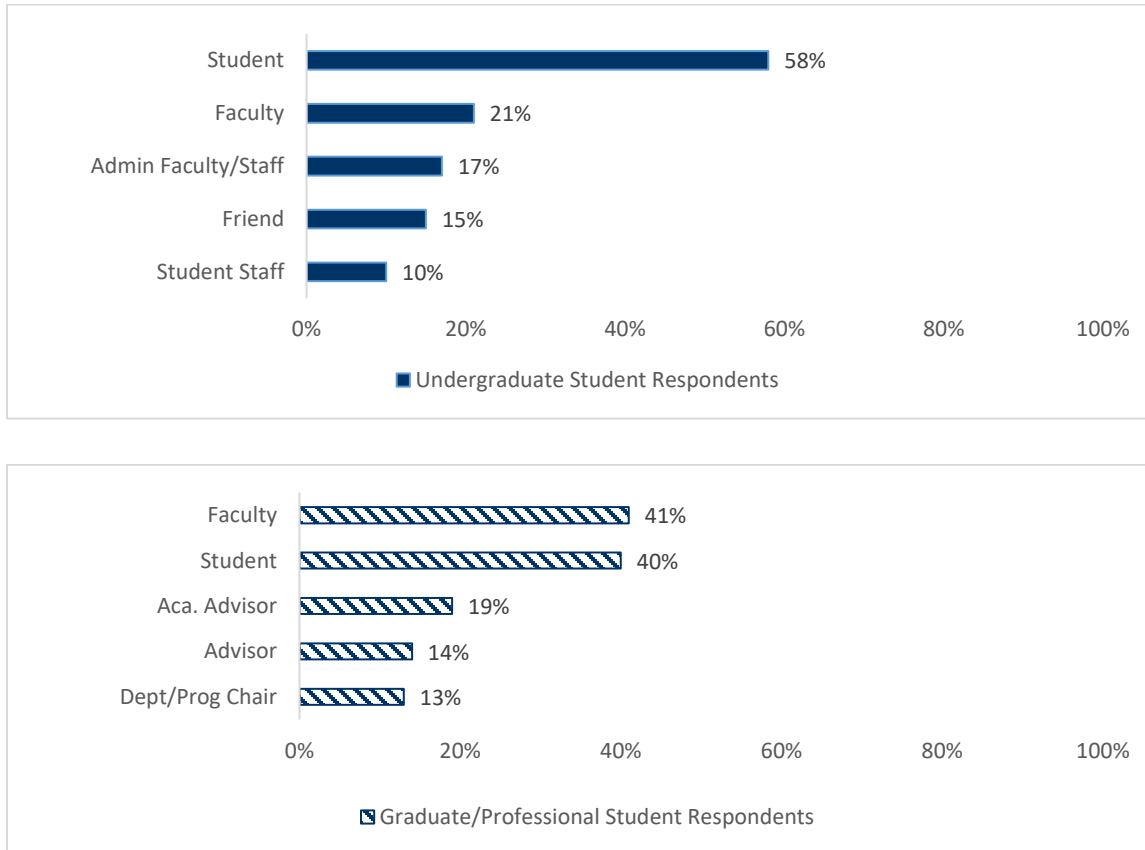


Figure 39. Student Respondents’ Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

Academic Faculty respondents most often cited coworkers/colleagues and faculty members/instructional staff members as the source of the exclusionary conduct. Classified Staff respondents most often identified coworkers/colleagues, supervisors/managers, administrative faculty/classified staff members, and faculty members/instructional staff members as the source of exclusionary, intimidating, offensive, and/or hostile conduct. Administrative Faculty respondents most often identified administrative faculty/classified staff, coworkers/colleagues, supervisors/managers, senior administrators, and faculty members/instructional staff members as the source of exclusionary, intimidating, offensive, and/or hostile conduct (Figure 39).

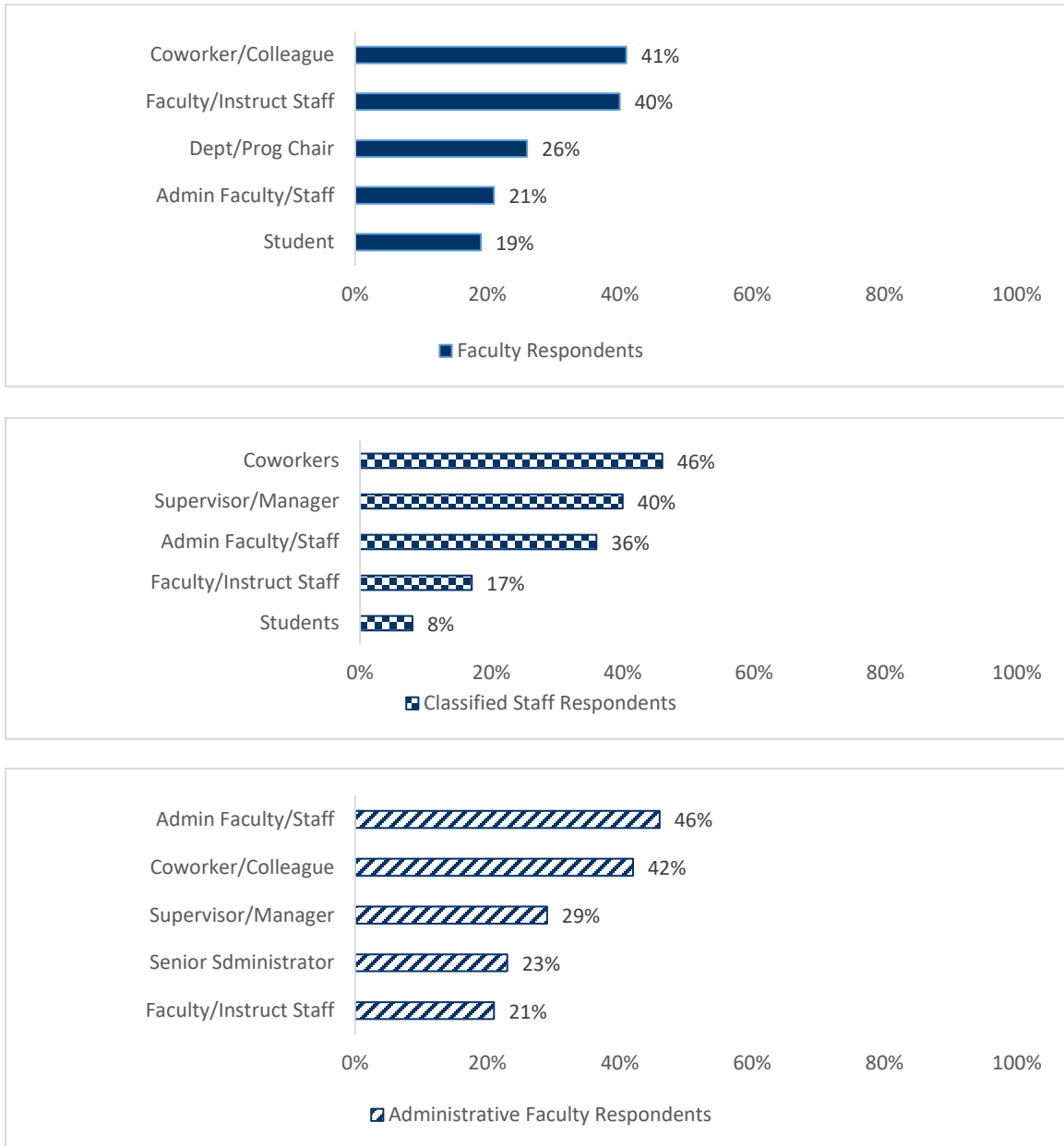


Figure 40. Academic Faculty, Administrative Faculty and Classified Staff Respondents’ Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Position Status (%)

In response to this conduct, 62% ($n = 840$) of respondents felt angry, 52% ($n = 705$) felt anxious, 50% ($n = 674$) felt distressed, 42% ($n = 570$) felt depressed, 34% ($n = 463$) felt embarrassed, and 31% ($n = 422$) felt afraid/intimidated (Table 37). Of respondents who indicated their experience

was not listed, several added comments that indicated some respondents felt “bummed out,” “betrayed,” “didn’t care,” “distain,” and “hatred.”

Table 37. Respondents’ Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Emotional response to conduct | <i>n</i> | % of respondents who experienced conduct |
|-------------------------------|----------|--|
| I was angry. | 840 | 61.9 |
| I felt anxious. | 705 | 52.0 |
| I felt distressed. | 674 | 49.7 |
| I felt depressed. | 570 | 42.0 |
| I felt embarrassed. | 463 | 34.1 |
| I was afraid/intimidated. | 422 | 31.1 |
| I ignored it. | 298 | 22.0 |
| I felt somehow responsible. | 228 | 16.8 |
| A feeling not listed above | 218 | 16.1 |

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 1,357). Percentages may not sum to 100 as a result of multiple response choices.

Also, in response to experiencing the conduct, 43% (*n* = 580) told a friend, 37% (*n* = 495) told a family member, 35% (*n* = 477) avoided the person/venue, and 31% (*n* = 422) did not do anything (Table 38). Of the 22% (*n* = 301) of respondents who sought support from a University resource, 24% (*n* = 73) sought support from an academic faculty member and 21% (*n* = 63) sought help from senior administrators (e.g., dean, vice president, provost). Some “response not listed above” comments were “contacted a lawyer and college administrators,” “discussed with supervisor,” and “feels petty to report it.”

Table 38. Respondents’ Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Actions in response to conduct | <i>n</i> | % of respondents who experienced conduct |
|------------------------------------|----------|--|
| I told a friend. | 580 | 42.7 |
| I told a family member. | 495 | 36.5 |
| I avoided the person/venue. | 477 | 35.2 |
| I did not do anything. | 422 | 31.1 |
| I contacted a University resource. | 301 | 22.2 |

Table 38. Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Actions in response to conduct | <i>n</i> | % of respondents who experienced conduct |
|---|----------|--|
| <i>Academic faculty member</i> | 73 | 24.3 |
| <i>Senior administrator (e.g., dean, vice president, provost)</i> | 63 | 20.9 |
| <i>Office of Human Resources</i> | 62 | 20.6 |
| <i>Supervisor</i> | 55 | 18.3 |
| <i>Administrative faculty (Residential Life staff, advisor, department chair)</i> | 52 | 17.3 |
| <i>Equal Opportunity and Title IX Office</i> | 51 | 16.9 |
| I did not know to whom to go. | 232 | 17.1 |
| I confronted the person(s) at the time. | 166 | 12.2 |
| I confronted the person(s) later. | 147 | 10.8 |

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,357$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B55 in Appendix B.

Table 39 illustrates that 86% ($n = 1,146$) of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct did not report the incident and that 14% ($n = 188$) of respondents did report the incident. Of the respondents who reported the incident, 11% ($n = 19$) were satisfied with the outcome, 13% ($n = 21$) felt that their complaint was addressed appropriately, 47% ($n = 79$) felt the incident was not appropriately addressed, 17% ($n = 28$) indicated that the outcome was still pending, and 13% ($n = 21$) indicated that the outcome of their complaint was not shared with them.

Table 39. Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Actions in response to conduct | <i>n</i> | % of respondents who experienced conduct |
|---|----------|--|
| No, I did not report it. | 1,146 | 85.9 |
| Yes, I reported it. | 188 | 14.1 |
| <i>Yes, I reported the incident and was satisfied with the outcome.</i> | 19 | 11.3 |
| <i>Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i> | 21 | 12.5 |
| <i>Yes, I reported the incident, but felt that it was not addressed appropriately.</i> | 79 | 47.0 |

Table 39. Respondents’ Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Actions in response to conduct | <i>n</i> | % of respondents who experienced conduct |
|---|----------|--|
| <i>Yes, I reported the conduct and the outcome is still pending.</i> | 28 | 16.7 |
| <i>Yes, I reported the conduct, but the outcome was not shared.</i> | 21 | 12.5 |
| <i>Yes, I reported the conduct but was never made aware of the process for determining the outcome.</i> | 0 | 0.0 |

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 1,357). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comments analyses. One thousand five (1,005), 74% of respondents who indicated they had experienced the conduct, elaborated on why they did not report their experience of exclusionary conduct to a campus official. Three themes emerged from Administrative Faculty respondents: fear of retribution, university inaction, and not worth it. For Classified Staff respondents, two themes emerged: fear of retribution and university inaction. Academic Faculty respondents generated two themes: fear of retribution and university inaction. One theme emerged for Graduate/Professional Student respondents: Fear of retribution. For Undergraduate Student respondents, three themes emerged: fear of retribution, university inaction, and not serious enough.

Administrative Faculty

Fear of Retribution. The first theme that emerged for Administrative Faculty respondents as to why they did not report their experience of exclusionary, intimidating, and/or hostile conduct to a campus official was fear of retribution. Respondents offered, “I was fearful of retaliation from my supervisor if I had reported the incident,” “I honestly believe that I would be terminated or my contract would not be renewed. Regardless of the legality, based on how the University tends to operate in court, I would lose and/or be forced to settle out of court,” and “I didn't know who to talk to and feared that talking to someone would make the situation worse and not better. Others have already reported this person, and things did not get better for them, so why would it get better for me? Our [college] administration knows this person is a problem but isn't (visibly) doing anything about it.” Other respondents explained, “I was concerned that the report would affect my prospects of finding another position at UNR because of the potential for a poor

reference based on nothing other than my report, so I chose to not officially report it,” “I feared that reporting it might affect my relationship with my supervisor,” and “I had a previous incident where I reported concern and was publicly ridiculed. In another incident with a person outside my department, my previous experience with them demonstrated they are untouchable.” Respondents also added, “Fear of retribution,” “Fear of retaliation,” “We were threatened,” “I felt my job was at risk,” “I didn’t want to get in trouble and lose my job” and “I don’t know whom to trust.”

University Inaction. The second theme generated by Administrative Faculty respondents was university inaction. Respondents stated, “Do not feel like HR fairly responds to employee concerns,” “It wouldn’t make a difference. I’ve reported incidents in the past about other officials and nothing is ever done about it,” and “My experience has been, that a person who reports incidents is not taken seriously and typically nothing happens to the perpetrator.” Respondents also offered, “Because reporting conduct does not lead to a resolution just leads to worse conditions” and “No point. Nothing gets taken seriously and there are never any consequences. It’s also widely discussed who has reported or complained in the past - even if it was many years ago and those people are all reviled in the unit for being complainers and troublemakers.” Other respondents added, “I don’t believe this institution will do anything about it,” “Nothing would have happened,” “What is the point. Nothing will be done,” and “It doesn’t matter. Their ‘investigations’ always turn up nothing.”

Not Worth It. The third theme that emerged from Administrative Faculty respondents was reporting an incident was not worth it. Respondents stated, “Because I felt that it was not worth the trouble,” “Because I have to work with the person and did not want to make the situation even more awkward,” and “Did not want to create drama. Decided to suck it up and hope that the situation would be better upon returning from leave.” Respondents also shared, “I just wanted it to go away. I wanted to move on with things and stop thinking about it” and “I felt the cost of escalation was not worth it.”

Classified Staff

Fear of Retribution. The first theme that emerged for Classified Staff respondents as to why they did not report their experience of exclusionary, intimidating, and/or hostile conduct to a campus

official was fear of retribution. Respondents explained that they feared that reporting an incident could have potentially resulted in the loss of their job. Respondents explained, “I would have lost my position on-campus,” “I did not want to jeopardize my position. I was scared and embarrassed by my boss at the time,” and “Because of repercussions. They would find a reason to fire me. There are a handful of people who have been in my department for many years and they are not the people you complain about even if they are wrong,” Similarly, respondents wrote, “I did not report it because I did not want there to be repercussions for me and my employment” and “I did not want to lose my job or put a target on myself so I just accepted the outcome.” Other respondents feared reporting an incident would have created an untenable work environment. Respondents stated, “It has stayed with me as belittling and insulting but I did not feel I would have any support of those feelings if I were to make any type of formal complaint. I felt making a formal complaint would have labeled me as ‘difficult’ or ‘overly sensitive.’ Yeah, right!” and “You can't turn in your supervisor these days. They will make your life hell and deny everything and run to their boss and make sure they look perfect. That's what happens when you put the wrong people in charge [of] hardworking people!” Respondents also shared, “Because this is my supervisor and if I would have reported it, she would have just made it miserable for me” and “The most recent incident was initiated by the director of my department. Given the high position from which this originated I did [not] (and still do not) feel I had/have any resources that were safe to talk to within the University. I am extremely unhappy here but need the benefits for my family.”

University Inaction. The second theme generated by Classified Staff respondents’ responses was university inaction. Respondents stated, “In the past others in the office have filed complaints and nothing has changed. This has been going on for the last two years,” “The behavior of this individual is always unprofessional and uncooperative. I mentioned the conduct over a year and half ago to our [senior administration] and nothing was done, and the person was moved into an interim directorship that I was expected to answer to everyday,” and “Confronted managers and they just smile and shrug.” Respondents also wrote, “Because I know others who have and nothing happened or changed. It almost seems like the greatest offenders just keep getting promoted instead of disciplined, even when there is a great deal of evidence as to the offense,” “Multiple coworkers and students have faced similar treatment and reported it to HR. After multiple reports had been made to HR and nothing was done about it, I felt nothing would be

done if I made an official report as well. I also noticed retaliation take place against individuals who had made complaints,” and “I tried that once [reporting] and my reporting structure changed. Trust no one is my motto now!”

Academic Faculty

Fear of Retribution. The first theme that emerged for Academic Faculty respondents as to why they did not report their experience of exclusionary, intimidating, and/or hostile conduct to a campus official was fear of retribution. Respondents stated, “It would make things even worse. I have some support in my department but not universal nor strong support. The bully has very good funding,” “Because the people currently in the chain of command--[unit leadership]--are also responsible for creating the climate,” and “The person was my supervisor and I was concerned about how that would impact dealings in the future.” Respondents also offered, “Retaliation. The environment created by [unit leadership] is toxic. No one trusts anyone outside their group,” “I was scared they would retaliate against me,” and “This person does not have superiority over me but is in a role to damage my relationships and reputation with others.”

University Inaction. The second theme generated by Academic Faculty respondents’ responses was university inaction. Respondents stated, “The sources of this behavior have been reported up the supervisory chain several times and we have all been told that ‘that is just who they are and how they act’” and “To whom would I report it when the behavior is by a senior administrative individual? And seriously, who would listen? Remember, please, that as faculty we're informed that affirmative action, et al, Human Resources, et al, are there to protect the university, not the person filing the report.” Respondents also offered, “Nothing has ever been done at the management level so I assumed it would be the same if I reported to the campus official” and “When similar situations have previously occurred, nothing is done when reported.” Other respondents added, “It is my understanding that the title IX office is really only there to protect the university from lawsuits, and it does nothing to actually help the person in need,” and “I have spoken to my dean in the past about such incidents involving another faculty member and been completely ignored.”

Graduate/Professional Students

Fear of Retribution. The first theme that emerged for Graduate/Professional Student respondents as to why they did not report their experiences of exclusionary, intimidating, and/or hostile conduct to a campus official was fear of retribution. One respondent stated, “I was advised to not tell anyone to avoid any further retaliation and to allow the problem to resolve itself. I was also informed to be overly kind and ‘pet their ego’ to avoid any further problems.” Respondents also offered, “I felt like I would damage my standing in the department, or potentially become singled out as someone who could not handle the pressures of a graduate program,” “Because if I report my PI, there would be unintended or intended consequences, impacting my graduation timeline and recommendation letter for future jobs,” and “Was concerned of retaliation since the instructor's conduct was supported by other instructors.” Another respondent offered, “I didn't want any repercussions. I also felt that if I came forward, I would be seen as a ‘tattle-tale’ of sorts by other staff and students.”

Undergraduate Students

Fear of Retribution. The first theme that emerged for Undergraduate Student respondents as to why they did not report their experience of exclusionary, intimidating, and/or hostile conduct to a campus official was fear of retribution. One respondent stated, “I was afraid that my professor who is the head of my department, who was verbally and mentally abusing me would hear that I reported him and would make my life at the University so difficult that I'd have to leave.” According to another respondent, “Because it could jeopardize my athletic scholarship.” Other respondents noted, “I was afraid of experiencing further repercussions due to staff members status,” “I exist in a small department and feared retribution,” “Because I would most likely be fired from my job,” and “I fear retaliation from their group.”

University Inaction. The second theme generated by Undergraduate Student respondents as to why they did not report their experience of exclusionary, intimidating, and/or hostile conduct to a campus official was university inaction. Respondents stated, “I have absolute no faith in the University to take actions that will improve the experience of students, including myself, at their institution,” “Because I've heard of other students reporting teachers for grading poorly and intimidating students and nothing ever happens,” and “I don't trust the university to do

anything.” Respondents also wrote, “For what? Nothing will change,” and “I have seen how they handle other situations, so I decided to not file anything.” Other respondents added, “I didn't feel like the university would care or do anything about it,” “It did not matter what I said, no one would do anything,” and “Because UNR wouldn't do anything.” Related to university inaction and discriminatory conduct on campus, a respondent explained, “If every woman in Engineering reported the feelings of exclusion, isolation, and someone not taking you seriously because of your gender, it would be absolutely pointless. People already know that.” Another respondent added, “UNRPD does not care about marginalized voices. If I did come forward, I would be invalidated and pushed aside. There is no point.” Other respondents included, “I do not trust the university takes seriously the grievances of students, especially those of minorities,” and “Campus officials couldn't bring a verified white supremacist to task. Why the hell would we trust them to do anything for anyone else?”

Not Serious Enough. The third theme that emerged from Undergraduate Student respondents as to why they did not report their experience with exclusionary, intimidating, and/or hostile conduct to a campus official was the conduct was not serious enough to garner a report. Respondents stated, “It did not merit being reported and would be seen as trivial,” “Not important enough,” “I did not think it was a big deal, not big enough to cause a ruckus over it,” “Did not want to make a mountain out of a mole hill,” “It didn't seem like a big enough deal,” and “I didn't think it was a big enough incident to report.”

Qualitative comments analyses. Six hundred seventy-one, 49% of participants elaborated on their personal experience with exclusionary, intimidating, offensive, and/or hostile conduct that has interfered with their ability to learn, live, or work at the University. One theme emerged for Administrative Faculty respondents: bullying and hostile conduct. For Classified Staff respondents, one theme emerged: bullying and hostile conduct. Faculty respondents generated two themes: bullying and/or hostile conduct and discrimination. Two themes emerged for Graduate/Professional Students respondents: bullying and/or hostile conduct and gender discrimination. Undergraduate Student respondents generated three themes: faculty bullying and/or hostile conduct, political intolerance, and discrimination.

Administrative Faculty

Bullying and Hostile Conduct. Administrative Faculty respondents described experiences of bullying and hostile conduct that interfered with their ability to learn, live, and/or work at the University. Specifically, respondents noted the bullying and hostile conduct that they experienced from other faculty members. One respondent stated, “My role is largely in direct support of academic faculty, and other administrators. Frequently the climate surrounding that type of role can devolve into a service/patronage relationship when in fact it is more accurately a collegial partnership between people at the same rank. Frustrations often spill over to manifest themselves in treating me as an external entity in a threatening and bullying fashion. It is a difficult aspect of the job to keep this behavior in check when someone is confrontational and mean.” Other respondents shared, “When in meetings I tend to ask questions to get further clarification and in certain meetings our senior leadership for our division will verbally lash out at me. I have had several colleagues discuss this with me after meetings and express their concern,” and “As a faculty member who creates awareness about students from underrepresented populations, I facilitate discussions and presentations. Most of my negative experiences come from faculty member who attempt to discredit my knowledge by making inappropriate comments or dismissing the information in my presentation.” Regarding their experiences with bullying and hostile conduct by the university administration, respondents stated, “University Administration - specifically the president has continued to be hostile to my unit/department,” and “The decisions made at the administrative level of this campus echo’s throughout departments, colleges, and divisions. My experienced was not resolved, and I felt as if I had to recourse. I did not feel comfortable taking my situation to a higher level because of the fear of retaliation. We have Deans, VPs, and upper administrators who (as has been explained to me) can be incredibly vindictive. I felt as if I was ‘put in my place’ and had no other alternative. Others who have experienced similar issues have been told to leave the university.”

Classified Staff

Bullying and Hostile Conduct. Classified Staff respondents described experiences of bullying and hostile conduct that interfered with their ability to learn, live, and/or work at the University. Respondents stated, “I honestly feel like I was being bullied and because mental health was a

factor for the person that was bullying me, nothing came of the situation other than giving them resources” and “I was bullied by a supervisor/coworker it was their way or no way. It didn't matter what you had to say it was their way because they had [a long tenure at the University].” A respondent included, “We have a bad apple that spoils others with constant negative comments that demean and undermine.” A respondent added, “A co-worker/colleague was continuously rude, unprofessional, hostile, and mean-spirited. It got so bad that I found employment elsewhere on campus.” Other respondents included, “Too many to list. I was retaliated for several years by the [unit leadership] of the office, reported the situations to my supervisor who claimed to have similar issues, so nothing was ever concluded. New [unit leader] was a bully and had no respect for anyone in the office nor many on the campus,” and “I was actually told I was not allowed to ever talk about it again to anyone to protect the person who assaulted me and that I could be sued for defamation of character if I did.” Another respondent commented, “I have been cussed at, flipped off, had derogatory phrases yelled at me, insulted, etc.”

Academic Faculty

Bullying and Hostile Conduct. In the first theme, Academic Faculty respondents described experiences of bullying and hostile conduct that interfered with their ability to learn, live, and/or work at the University. Respondents discussed the hostile conduct that occurred between academic faculty members. One respondent stated, “A faculty member thinks [they are] better than me because she graduated from [name of school redacted]. [They] has bullied me. My chair moved me to a different location. The bully attacked my student verbally and tried to get her kicked out of the graduate program.” Another respondent shared, “I have been told by multiple senior faculty that my standards are too high, which has led to them threatening my ability to speak up and out and meetings, calling me a hard lining negative asshole, and saying that my preparation of students was not sufficient after being told it was.” Respondents also described conduct that occurred between the respondent and either their supervisors or university officials. Respondents stated, “I was disrespected and bullied and falsely accused (repeatedly) by a supervisor who has since left the organization,” “I report to an [unit leader] who, in a number of contexts denigrated me and my work,” and “There is a hierarchical system in place that allows those at the top to abuse those who are below them. I've been yelled at by my superior, I've been sneered at, I've been targeted because of my ethnicity, and there's nothing that can be done. If I

could leave, I would, but I can't." Respondents also shared, "I report to an [unit leader] who, in a number of contexts, denigrated me and my work," and "I was repeatedly and continuously bullied by the former dean."

Discrimination. The second theme that emerged from Academic Faculty respondents was discrimination. Regarding experienced acts of racism, one respondent stated, "I was told that people of color from affluent background[s], who insist on being acknowledged as minorities, are just taking advantage of the system." Respondents also shared, "The people currently in authoritative roles in my department are the ones creating the climate. Some faculty in my department have lost faith in the chair. The chair is being manipulated by a couple of senior faculties who are racist and unethical," and "In almost every evaluation, my grammar and English skills were mentioned like, 'Professor [redacted] should know how to write, or/and learn how to spell etc.' When Americans make mistakes, they are just mistakes. If I make any mistakes, it is because I am not capable and not intellectual enough." One respondent also elaborated on their experience of being told that they were not "dark enough" to "meet the qualifications required to enhance the 'diversity' of the team."

Academic Faculty respondents also described having experienced discriminatory behavior based on their gender. Respondents stated, "Can't get through the good old boys' networks here. The relatively few women who do are part of the networks and supportive of themselves. I am energized by various political movements that appear to value women in the workplace and their input to decision-making but I fear UNR is still a very long way from improvement in this regard" and "It's difficult for female faculty to be treated equally to male faculty. Intimidation, public criticism and downplaying women professionally leads to a challenging environment and it's difficult to know who to turn to for help or if it will only make the situation worse." Finally, respondents identified age discriminatory behavior. Respondents wrote, "There is an overall pattern of treating older employees as invisible - including not providing opportunities, dismissing their opinions and ideas, and/or assuming they will be resistant to change" and "The tendency for some to not value those who are getting older."

Graduate/Professional Students

Bullying and Hostile Conduct. In the first theme, Graduate/Professional Student respondents described experiences of bullying and hostile conduct that interfered with their ability to learn, live, and/or work at the University. Respondents specifically elaborated on bullying and hostile conduct by their graduate advisors. One respondent stated, “In several instances my previous advisor was trying to intimidate me or force me to do things that I am not convinced with. For example, one time he was pushing me to write for him a poster without putting my name as a coauthor. When I refused, he got mad at me and fire me from his office.” Another respondent offered, “I won't go too deep into it, but I felt verbally assaulted at the time, and when I brought it to the attention of the new program chair, it was dismissed out of hand as ‘My fault for not communicating well enough to my advisor/PI.’” Other respondents stated, “PhD advisor premeditatively (she told another faculty she was going to do this) and intentionally tried to fail me at a prospectus defense and berated and embarrassed me intentionally in front of my dissertation committee. She will also punish you and berate you in front of other students unless you are her perfect minion who only does what she says and doesn't think for yourself” and “This senior academic faculty member has overreacted in an extremely hostile manner to some questions, clarifications I had regarding the rubric for a grade that I had been given by her,” adding, “She in turn immediately went on the offensive and reacted and replied back threatening to jeopardize my status as a student which in turn could jeopardize my career.” Regarding hostile conduct by departmental staff, a respondent shared, “In my time in the program I have witnessed horrific breaches of ethical conduct by the staff and I now understand why the department has a poor reputation. I am far from alone in my experiences.”

Gender Discrimination. The second theme that emerged from Graduate/Professional Student respondents was discrimination. As it related to gender discriminatory conduct, respondents stated, “I met with a potential advisor for graduate school and they were not encouraging. I was later told that it is common for this faculty member to treat women candidates in this way” and “I have been told that my gender presentation will prevent me from getting a job. Even when I was trying hard to compromise, it was never enough. But people said they were only trying to help me.” Another respondent shared, “Over the course of two years, I experienced discrimination from my doctoral chair based off of my gender. During this time, I was overlooked for

opportunities that were instead given to my male colleague,” adding, “I was verbally harassed and yelled at publicly by one of my chair's colleagues, who made gender stereotyped remarks. When I complained, I was just told to not to worry about it.” Respondents also shared, “During a group report I was repeatedly belittled and my ideas dismissed by my male heterosexual group members. During the presentation, they brought up the arguments we had and embarrassed me in front of the entire group. This did not occur between the male members of my group” and “I was trying to help one of my students understand why they got a question wrong on their homework and the student said because I was a woman, I did not know what I was talking about.”

Undergraduate Students

Faculty Bullying and Hostile Conduct. In the first theme, Undergraduate Student respondents described experiences of bullying and hostile conduct that interfered with their ability to learn, live, and/or work at the University. Related to their experiences of bullying and hostile conduct from faculty, respondents stated, “My faculty was very intimidating and the first week of classes took a threatening tone with the entire class. I later felt she did the same thing to me personally. She had some kind of power trip or something that made me feel about an inch tall. It made me feel as though I should just quit the [program name redacted] program” and “A hostile conduct class environment wherein the professor allowed and encouraged negative attitudes between students, and did nothing to prevent the open consumption of alcohol in class. The professor was rude and vulgar, saying that he was ‘just showing us what it was like in the sixties.’” According to one respondent, “Too many professors think they can get away with bad behavior, unnecessary rude remarks, and horrible teaching because they have been getting away with it for years. This needs to change for future students.” Respondents also shared, “My professor made me feel incredibly stupid in front of the tenure class. She always corrected me when I was speaking in Spanish or presenting a project, and I didn't want to talk in class anymore. I was crying in class one day because of how frustrated I was with her correcting me, but she kept calling on me and didn't stop correcting me” and “I feel that the [School name redacted] program is led by professors who do not care for their students. This develops a climate for disrespect from everyone and it does not facilitate learning.”

Political Intolerance. The second theme that emerged from Undergraduate Student respondents was political intolerance. Respondents elaborated on their experiences of holding conservative political ideals on the University campus. Respondents stated, “The professor was on the other side of the field politically from me and would bad mouth my conservative views and I felt I could not defend myself or my side out of fear of getting shut down and attacked (verbally) by the class,” “I was targeted for being a Christian and a conservative,” and “It has been numerous classes. I do not feel safe expressing my opinions as this is a very liberal college that tends to discriminate against people who tend to lean more conservative. My opinion will not ever matter.” One respondent explained, “I am not having my values recognized, and people make strong assumptions and stereotype me due to my values. This makes discussions difficult. I want to see more conservative values being shown around campus - it does not have to be more than the liberal messages, but as of right now, there are ZERO instances of conservatives being able to walk and talk about their values safely on campus without being ostracized for them.” The same respondent also offered, “I feel I am hated for my beliefs and not able to be myself around campus.” According to other respondents, “UNR is far to leftist when it comes to political topics and you don't see any people advocating for republicans because they are in fear of ridicule, we don't get any republican speakers or controversial speakers coming to campus because the majority is too stuck in their own heads to see a different perspective that opposes their own and that is unfair and does not support a free campus,” and “Those who do not consider themselves Democrats or liberals are often bullied, shunning, and shamed for their opinions. It scares me to even share an opinion of mine because I don't want them to verbally or even physically attack me. There have been posters put up around bulletin boards on campus that tell conservatives to hurt themselves.” Respondents also shared, “I center right when it comes to politics, however if you are not politically left on this campus you are labeled as bad,” “There was a flyer on a bulletin board in the engineering building that said...if you voted for trump, are homophobic, are racist, support Nazis, want to build a F***** wall, ‘Go kill yourself please’” and “The school and professor only show one side of politics and do not tolerate conservative ideas.”

Discrimination. The third theme that emerged from Undergraduate Student respondents was discrimination. Related specifically to gender discriminatory behavior, respondents stated, “I am a female in STEM classes. There are very few females in all of my classes-often I find the teacher or male students explaining things as if I was an inferior child,” “I've also had the

wonderful experience of having to write out my questions on pieces of paper for my male friends to ask for me during class because a professor wasn't listening to me when I asked my questions. (That man is gone now but it's part of my woman in engineering experience),” and “One manager has stated that he does not ever see a female employee ever being a lead because women are ‘too emotional’ and will not be able to think logically when it comes to coworkers. Other respondents commented on disability discrimination. Respondents wrote, “I was excluded from recruitment due to my service dog,” “I had a disability made fun of by a staff member who dismissed it as silly. This staff member also made these remarks of my disability to other staff members. That is how I learned of the situation,” and “The few times I went to my DRC advisor, he made me feel uncomfortable because it seemed like he didn't really care about my disability.” Respondents also described racial discriminatory behavior, stating “I just felt isolated/shunning because of my race,” “I have been continuously profiled for my race and sexual orientation. I feel I am not safe at points on campus or the city due to my skin color,” and “I walked past the KC multiple time to see an old man yelling about how Jews did 9/11, and how Hitler was right when he proposed the, ‘Final Solution.’”

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

Respondents' observations of others' experiencing exclusionary, intimidating, offensive, and/or hostile conduct also may contribute to their perceptions of campus climate. Twenty-six percent ($n = 1,644$) of survey respondents observed conduct directed toward a person or group of people on campus that they believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and hostile (bullying, harassing) working or learning environment at the University⁵⁹ within the past year.

Of the respondents who observed exclusionary, intimidating, offensive, and/or hostile conduct, 27% ($n = 425$) indicated that they observed the conduct only once during the past year (Figure 40). Twenty-nine percent ($n = 460$) revealed that they experienced five or more instances of the conduct within the past year.

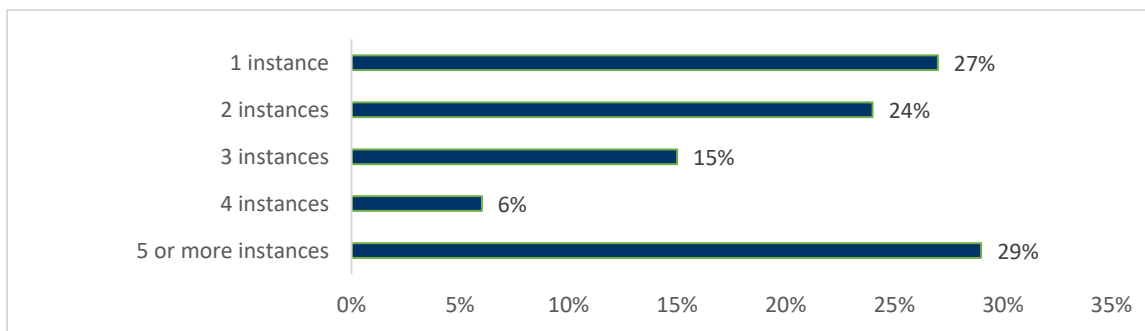


Figure 41. Number of Instances Respondents Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct During the Past Year (%)

Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on political views (28%, $n = 452$), racial identity (27%, $n = 443$), ethnicity (24%, $n = 393$), gender/gender identity (23%, $n = 378$), position status (16%, $n = 269$), religious/spiritual views (16%, $n = 265$), sexual identity (15%, $n = 245$), and gender expression (12%, $n = 198$). Fifteen percent ($n = 245$) of respondents indicated that they did not know the basis (Table 40).

⁵⁹ This report uses “conduct” and the phrase “exclusionary, intimidating, offensive, and/or hostile conduct” as a shortened version of “conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at the University?”

Table 40. Top Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Characteristic | <i>n</i> | % of respondents who observed conduct |
|---|----------|--|
| Political views | 452 | 27.5 |
| Racial identity | 443 | 26.9 |
| Ethnicity | 393 | 23.9 |
| Gender/gender identity | 378 | 23.0 |
| Position status (e.g., administrative faculty, staff, academic faculty, student) | 269 | 16.4 |
| Religious/spiritual views | 265 | 16.1 |
| Sexual identity | 245 | 14.9 |
| Do not know | 245 | 14.9 |
| Gender expression | 198 | 12.0 |
| Immigrant/citizen status | 190 | 11.6 |
| Philosophical views | 188 | 11.4 |

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 1,644). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases of conduct, please see Table B101 in Appendix B.

Figures 41 through 43 separate by demographic categories (i.e., position status, racial identity, gender identity, sexual identity, and disability status) the noteworthy responses of those individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year.

By position status, 32% ($n = 231$) of Academic Faculty respondents, 29% ($n = 221$) of Administrative Faculty respondents, 27% ($n = 192$) of Classified Staff respondents, 22% ($n = 171$) of Graduate/Professional Student respondents, and 25% ($n = 829$) of Undergraduate Student respondents observed exclusionary, intimidating, offensive and/or hostile conduct^{xxii} (Figure 41). Also, a higher percentage of Trans-spectrum respondents (43%, $n = 37$) than Men respondents (25%, $n = 592$) and Women respondents (26%, $n = 989$)^{xxiii}, along with a higher percentage of Queer-spectrum respondents (37%, $n = 187$) and Bisexual respondents (29%, $n = 119$) than Heterosexual respondents (24%, $n = 1,278$), observed such conduct.^{xxiv}

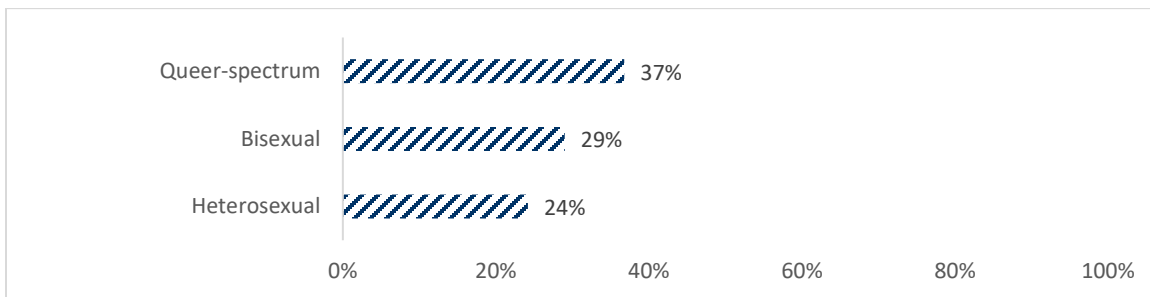
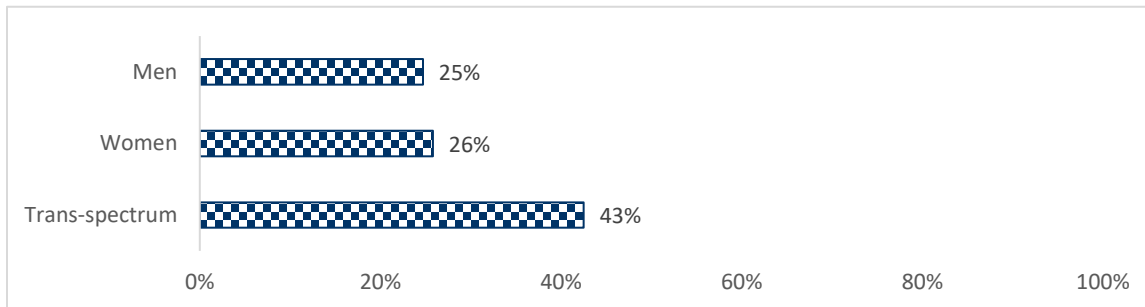
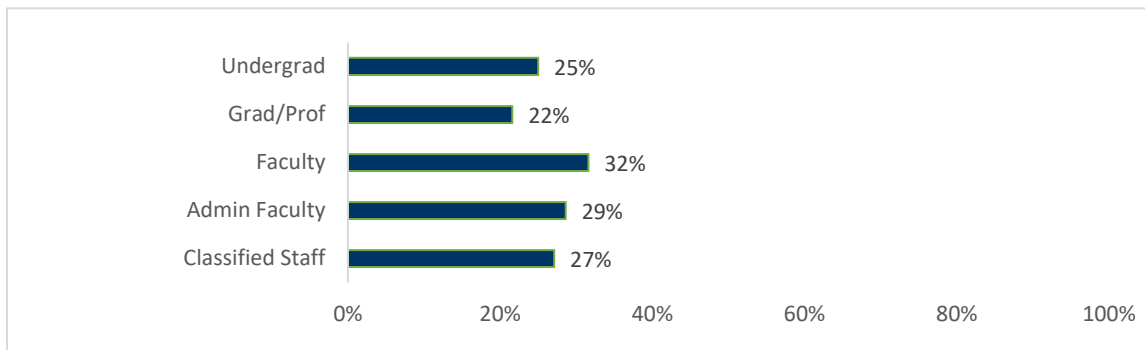


Figure 42. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Position Status, Gender Identity, and Sexual Identity, (%)

By citizenship status, a higher percentage of U.S. Citizen respondents (26%, $n = 1,459$) than Non-U.S. Citizen respondents (20%, $n = 84$),^{xxv} along with a higher percentage of Low-Income Student respondents (27%, $n = 260$) than Not-Low-Income Student respondents (23%, $n = 713$), witnessed exclusionary, intimidating, offensive, and/or hostile conduct.^{xxvi} In terms of racial identity, a higher percentage of Black/African American respondents (36%, $n = 67$) than White respondents (25%, $n = 995$), Latina/x/o/Chicana/x/o respondents (25%, $n = 144$), and Asian/Asian American respondents (17%, $n = 76$) observed such conduct (Figure 42).^{xxvii}

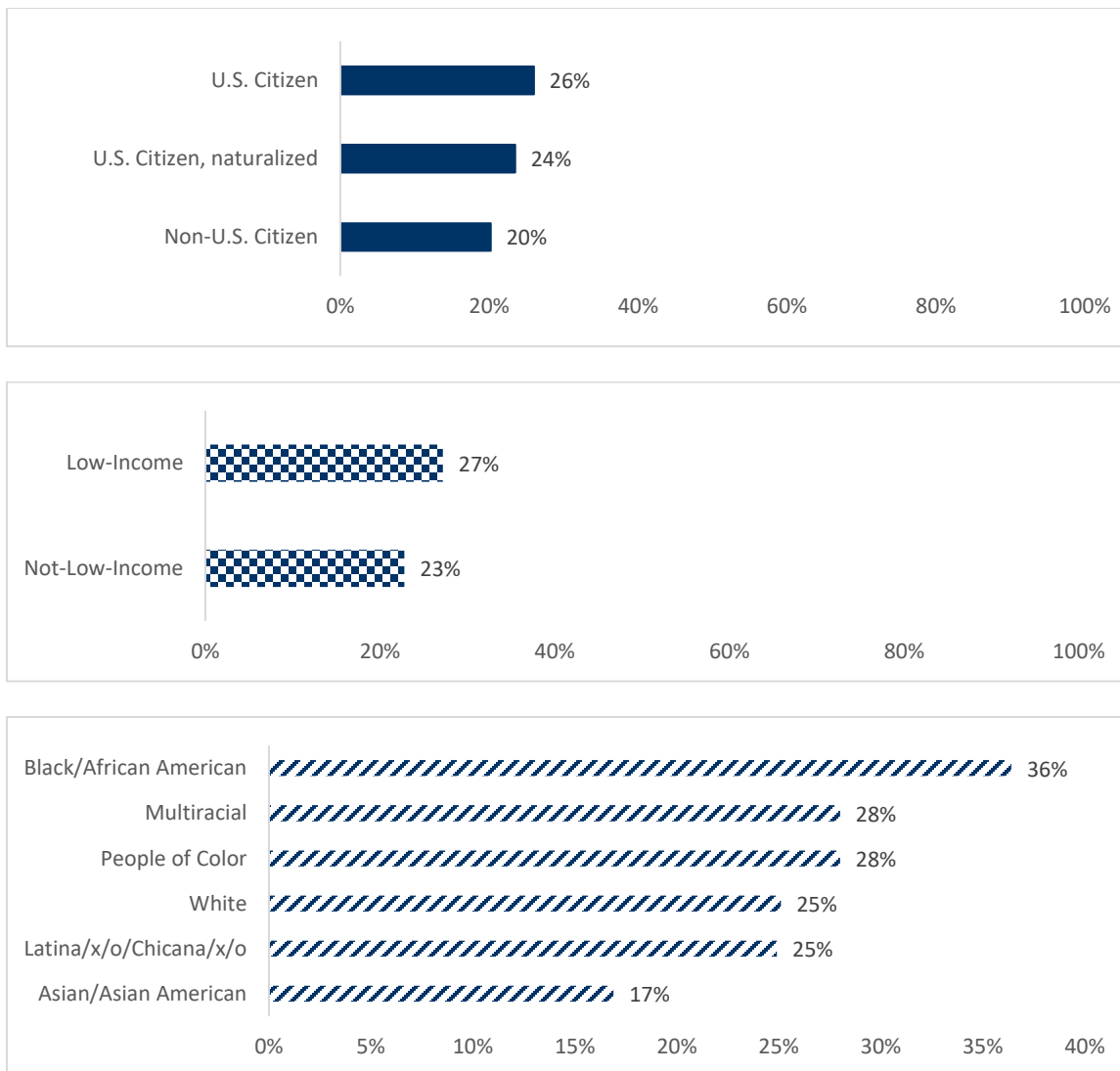


Figure 43. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Citizenship Status, Student Income Status, and Racial Identity (%)

By student first-generation and income-status, a higher percentage of First-Generation and Low-Income Student respondents (31%, $n = 156$) than First-Generation or Low-Income Student respondents (22%, $n = 355$) and Neither First-Generation or Low-Income Student respondents (24%, $n = 459$),^{xxviii} along with a higher percentage of Respondents with Multiple Disabilities (40%, $n = 114$) than Respondents with No Disability (24%, $n = 1,354$) and Respondents with One Disability (32%, $n = 155$), witnessed exclusionary, intimidating, offensive, and/or hostile conduct^{xxix} (Figure 43).

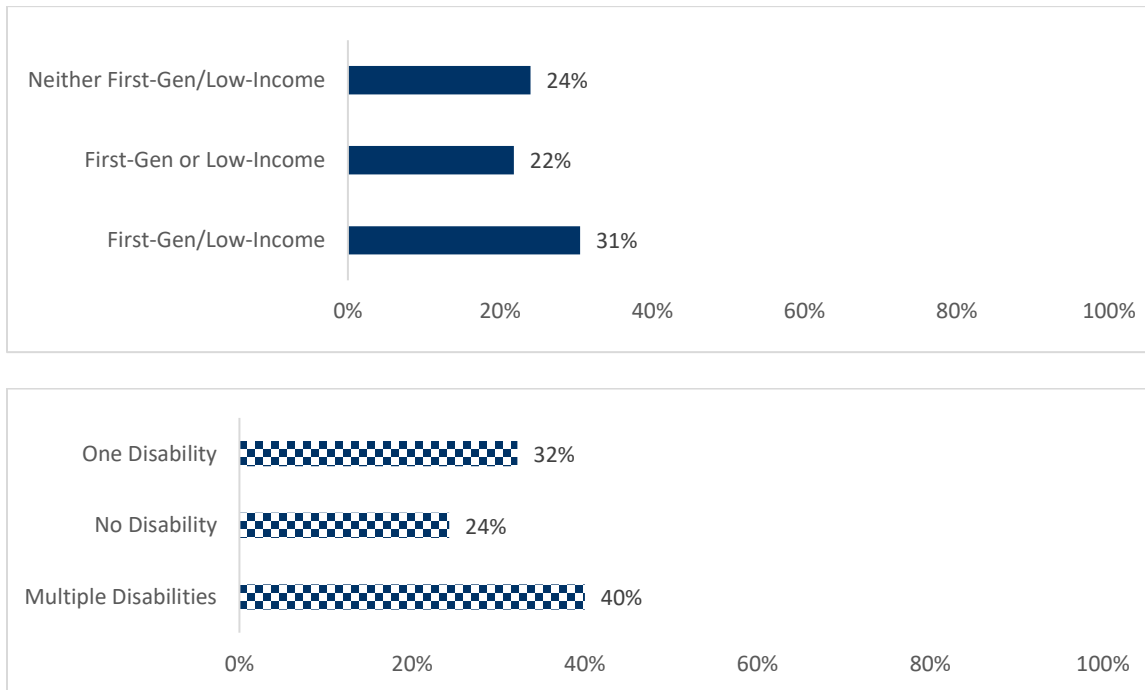


Figure 44. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Student First-Generation and Income Status and Disability Status (%)

Table 41 illustrates that respondents most often observed this conduct in the form of someone being the target of derogatory verbal remarks (39%, $n = 644$), intimidated/bullied (31%, $n = 511$), ignored or excluded (31%, $n = 501$), isolated/left out (27%, $n = 441$), or experiencing a hostile work environment (22%, $n = 358$).

Table 41. Top Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Form of conduct | <i>n</i> | % of respondents who observed conduct |
|--|----------|---------------------------------------|
| Derogatory verbal remarks | 644 | 39.2 |
| Person intimidated or bullied | 511 | 31.1 |
| Person ignored or excluded | 501 | 30.5 |
| Person isolated or left out | 441 | 26.8 |
| Person experienced a hostile work environment | 358 | 21.8 |
| Racial/ethnic profiling | 319 | 19.4 |
| Person was stared at | 277 | 16.8 |
| Person was the target of workplace incivility | 255 | 15.5 |
| Person experienced a hostile classroom environment | 228 | 13.9 |
| Derogatory written comments | 219 | 13.3 |

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,644$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B102 in Appendix B.

Additionally, 24% ($n = 395$) of the respondents who indicated on the survey that they observed exclusionary conduct noted that it happened in other public spaces at the University (Table 42). Some respondents noted that the incidents occurred in a class/laboratory (21%, $n = 349$), while working at a University job (21%, $n = 340$), or while walking on campus (19%, $n = 314$).

Table 42. Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Location of conduct | <i>n</i> | % of respondents who observed conduct |
|--|----------|---------------------------------------|
| In other public spaces at the University | 395 | 24.0 |
| In a class/laboratory | 349 | 21.2 |
| While working at a University job | 340 | 20.7 |
| While walking on campus | 314 | 19.1 |
| In a meeting with a group of people | 262 | 15.9 |
| On social media sites (e.g., Facebook, Twitter, Snapchat, Instagram) | 185 | 11.3 |

Table 42. Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Location of conduct | <i>n</i> | % of respondents who observed conduct |
|---------------------------------------|----------|---------------------------------------|
| Off campus | 175 | 10.6 |
| At an event/program on campus | 152 | 9.2 |
| In campus housing | 148 | 9.0 |
| In a University administrative office | 139 | 8.5 |

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,644$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B103 in Appendix B.

Fifty-two percent ($n = 848$) of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct noted that the targets of the conduct were students (Table 43). Other respondents identified coworkers/colleagues (20%, $n = 325$), friends (16%, $n = 265$), strangers (14%, $n = 229$), and academic faculty members/other instructional staff (10%, $n = 167$) as targets.

Table 43. Top Targets of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Target | <i>n</i> | % of respondents who observed conduct |
|---|----------|---------------------------------------|
| Student | 848 | 51.6 |
| Coworker/colleague | 325 | 19.8 |
| Friend | 265 | 16.1 |
| Stranger | 229 | 13.9 |
| Academic faculty member/other instructional staff | 167 | 10.2 |
| Administrative faculty/staff member | 164 | 10.0 |
| Student staff | 109 | 6.6 |
| Student organization | 104 | 6.3 |
| Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram) | 54 | 3.3 |
| Off-campus community member | 48 | 2.9 |

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,644$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of targets, please see Table B98 in Appendix B

Of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 40% ($n = 650$) noted that students were the sources of the conduct (Table 44). Respondents identified additional sources as academic faculty

members/other instructional staff members (17%, $n = 286$), administrative faculty/staff members (15%, $n = 249$), strangers (13%, $n = 217$), and coworkers/colleagues (11%, $n = 186$).

Table 44. Sources of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Source | <i>n</i> | % of respondents who observed conduct |
|---|----------|---|
| Student | 650 | 39.5 |
| Academic faculty member/other instructional staff | 286 | 17.4 |
| Administrative faculty/staff member | 249 | 15.1 |
| Stranger | 217 | 13.2 |
| Coworker/colleague | 186 | 11.3 |
| Supervisor or manager | 145 | 8.8 |
| Department/program chair | 120 | 7.3 |
| Senior administrator (e.g., president, provost, dean, vice president, vice provost) | 100 | 6.1 |
| Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram) | 80 | 4.9 |
| Student organization | 77 | 4.7 |

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,644$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of sources, please see Table B99 in Appendix B.

In response to this observed conduct, 62% ($n = 1,013$) of respondents felt angry, 34% ($n = 565$) felt distressed, 30% ($n = 489$) felt anxious, 19% ($n = 319$) felt embarrassed, 17% ($n = 276$) felt depressed, and 16% ($n = 257$) felt afraid/intimidated (Table 45). Of respondents who indicated their feeling was not listed, several added comments that indicated they felt “annoyed,” “betrayed,” “defeated,” “frustrated,” and “I felt sorry for him.”

Table 45. Respondents’ Emotional Responses to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Emotional response to conduct | <i>n</i> | % of respondents who experienced conduct |
|-------------------------------|----------|--|
| I was angry. | 1,013 | 61.6 |
| I felt distressed. | 565 | 34.4 |
| I felt anxious. | 489 | 29.7 |
| I felt embarrassed. | 319 | 19.4 |
| I felt depressed. | 276 | 16.8 |

Table 45. Respondents' Emotional Responses to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Emotional response to conduct | <i>n</i> | % of respondents who experienced conduct |
|-------------------------------|----------|--|
| I was afraid/intimidated. | 257 | 15.6 |
| I ignored it. | 181 | 11.0 |
| I felt somehow responsible. | 150 | 9.1 |
| A feeling not listed above | 164 | 10.0 |

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,644$). Percentages may not sum to 100 as a result of multiple response choices.

Also in response to observing the exclusionary, intimidating, offensive, and/or hostile conduct, 33% ($n = 535$) told a friend, 32% ($n = 524$) did not do anything, 18% ($n = 303$) told a family member, and 17% ($n = 276$) did not know to whom to go (Table 46). Of the respondents (12%, $n = 203$) who contacted a University resource, 24% ($n = 48$) sought support from an academic faculty member, 23% ($n = 47$) sought support from administrative faculty (Residential Life staff, advisor, department chair), 20% ($n = 41$) sought support from senior administrators (e.g., dean, vice president, provost), and 14% ($n = 28$) from the Equal Opportunity and Title IX Office.

Table 46. Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Actions in response to observed conduct | <i>n</i> | % of respondents who observed conduct |
|---|----------|---------------------------------------|
| I told a friend. | 535 | 32.5 |
| I did not do anything. | 524 | 31.9 |
| I told a family member. | 303 | 18.4 |
| I did not know to whom to go. | 276 | 16.8 |
| I avoided the person/venue. | 274 | 16.7 |
| I contacted a University resource. | 203 | 12.3 |
| <i>Academic faculty member</i> | 48 | 23.6 |
| <i>Administrative faculty (Residential Life staff, advisor, department chair)</i> | 47 | 23.2 |
| <i>Senior administrator (e.g., dean, vice president, provost)</i> | 41 | 20.2 |
| <i>Equal Opportunity and Title IX Office</i> | 28 | 13.8 |
| <i>Supervisor</i> | 26 | 12.8 |
| I confronted the person(s) at the time. | 197 | 12.0 |
| I confronted the person(s) later. | 138 | 8.4 |

Table 46. Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Actions in response to observed conduct | <i>n</i> | % of respondents who observed conduct |
|---|----------|---------------------------------------|
| I sought information online. | 96 | 5.8 |
| I offered support to the person affected. | 56 | 3.4 |

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,644$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B105 in Appendix B.

Table 47 illustrates that 92% ($n = 1,456$) of respondents did not report the incident and that 9% ($n = 136$) of respondents did report the incident. Of the respondents who reported the incident, 18% ($n = 17$) were satisfied with the outcome, 11% ($n = 11$) felt that the complaint received an appropriate response, and 42% ($n = 41$) felt that the incident did not receive an appropriate response. Twelve percent ($n = 12$) indicated that the outcome was pending, and 17% ($n = 16$) indicated that the outcome was not shared.

Table 47. Respondents' Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

| Reporting the observed conduct | <i>n</i> | % of respondents who observed conduct |
|---|----------|---------------------------------------|
| No, I didn't report it. | 1,456 | 91.5 |
| Yes, I reported it. | 136 | 8.5 |
| <i>Yes, I reported the incident and was satisfied with the outcome.</i> | 17 | 17.5 |
| <i>Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i> | 11 | 11.3 |
| <i>Yes, I reported the incident but felt that it was not addressed appropriately.</i> | 41 | 42.3 |
| <i>Yes, I reported the conduct and the outcome is still pending.</i> | 12 | 12.4 |
| <i>Yes, I reported the conduct, but the outcome was not shared.</i> | 16 | 16.5 |

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,644$). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comments analyses. Five hundred twenty-seven, 32% of respondents elaborated on their observations of conduct directed toward a person or group of people on campus that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment. Two themes emerged for Administrative Faculty respondents: bullying/hostile conduct and discrimination. No themes emerged for Classified Staff respondents. For Academic

Faculty respondents, one theme emerged: bullying/hostile conduct. One theme emerged for Graduate/Professional Student respondents: political intolerance. Three themes emerged for Undergraduate Student respondents: hate symbolism, political intolerance, and discrimination.

Administrative Faculty

Bullying/Hostile Conduct. The first theme that emerged from Administrative Faculty respondents was bullying/hostile conduct. One respondent stated, “In many open forum situations throughout this year we have been bullied and discredited by senior/tenured faculty in our school when it came to important decisions. This is inequitable and has negative affect on morale.” Another respondent explained, “I believe that bullying behavior by management is accepted. If senior managers were asked these questions directly - I think you would be surprised by the results. Then again, I doubt anyone would be honest from fear the system is broke and will not support them.” Other respondents stated, “The direct supervisor indicates she values a team approach, but she'll make negative comments, or derogatory remarks, which then shuts down the communication of the team” and “Intimidation and harassing behavior has been going on for some time.” Expressing a concern about the lack of reporting methods for reporting bullying or hostile employee conduct, a respondent shared, “I think it's very clear who you report stuff to when it comes to students but when it comes to faculty and staff--who do you report to that you are watching one of your workers or your supervisor get bullied by the person in charge of your entire department?”

Discrimination. The second theme that emerged from responses by Administrative Faculty respondents was discrimination. In the examples that follow, respondents elaborated three distinct forms of discriminatory behavior: racism, sexism, and disability discrimination. Related specifically to racism, respondents stated, “A graduate student made a racist comment about Asians and English proficiency” and “As I was walking back to my office from the restroom two Caucasian male students were walking down the hall and in loud voices were joking. They had just left their research class and one of them exclaimed, ‘We should have asked if they do allow experiments on Mexicans.’ I was appalled as they said this as if they knew they had all the power in the world regardless of how bad it made anyone feel.” Respondents also shared, “These answers are based on several acts of racism on this campus, from swastikas to campus police

officers dressed in blackface,” and “Supervisor has a lengthy history of derogatory comments regarding racial/ethnic minorities, people of lower socio-economic status, and just about anyone who doesn't think like him.” Specifically related to sexism, respondents stated, “I have seen one female person in my department be criticize for behaviors that a male person would not be criticized for, like being assertive. It's this subtle sexism that I find offensive,” “Commonly we will have women ignored by academics that may have not been born in this country. They will instead talk to the man that the woman is with and ignore her or assume that her rank is beneath his,” and “There is often a double standard for females. Sometimes I confront an individual when they take credit for a female's idea, and sometimes I let it go. Often a male in the meeting is given a pass for not having something done, and the female is called out for the same thing.”

Related to people with observable or unobservable disabilities, a respondent stated, “Campus and campus events, print material, web material, learning material, etc. are not accessible for people with disabilities. The folks tasked with this responsibility are working as hard as they can as fast as they can. They are not to blame. The President of the University is as are Deans and Directors because they are not providing the level of resources necessary to fix the problem. They are bullying their accessibility employees by demanding of them something that is impossible to achieve without help and refusing to provide that help in the form of funds for outside remediation help or funds for FTEs to be hired to help.” Respondents also commented, “Lack of planning for some campus events to include universal design/provide accommodations to patrons. Some academic faculty questioning students' needs for disability accommodations excessively. Some academic faculty refusing to provide accommodations without probable cause. Rhetoric of this is or these are ‘your’ students, recycling us/them dynamic; vs. this is our students,” and “My coworker consistently has access problems due to using a wheelchair. We have reported this to the University but are told that it's too expensive to fix. I have also reported it to ADA, but said that I cannot report issues as an advocate, that the person affected must make the claim. There have also been instances of another staff member not being open to making arrangements for my coworker to be able to participate in meetings/events/etc. She has been incredibly frustrated, upset and feel like she wants to seek an environment where she feels more important/considered.”

Academic Faculty

Bullying/Hostile Conduct. One theme emerged for Academic Faculty respondents: bullying and hostile conduct. Respondents stated, “1st example was a department chair yelling at an academic advisor for asking another faculty member a question. 2 and 3 examples were academic faculty members loudly yelling at graduate students in the faculty members office,” “I don't know what more to say. We have a bully in our department,” “Our dean doesn't address bullying in our workplace,” and “I witnessed on many occasions a coworker being verbally abused/screamed at by my supervisor. He belittled her and devalued her hard work.” Other respondents added, “Bullying at work is common” and “I have observed direct and blatant bullying of classified staff by a higher-level staff person (non-faculty). The person's behavior is unpredictable and can change suddenly. Even though I am faculty, I have to ‘walk on eggshells’ whenever I have to interact with this member of the classified staff--and I always try to avoid this individual whenever possible.” One respondent offered, “I witnessed the faculty colleague who bullied me go after our department's new faculty hire. The bully treated the new hire very much like she treated me. I was told by dept. chair and program director that I was not to communicate with either the bully or the new hire even though we were all teaching the same course together. It was distressing to watch the new hire get picked on. It hurt student learning in the course. Nothing was done by program director/dept chair to stop the bully.” Also commenting on the lack of response to bullying behaviors, a respondent wrote, “senior faculty member has verbally attacked early career faculty members in meetings as well has been verbally abusive to senior administrators. From my perspective no action has ever been taken to correct his behavior.”

Graduate/Professional Students

Political Intolerance. One theme emerged for Graduate/Professional Student respondents' remarks: political and religious intolerance. Respondents stated, “Inappropriate announcement on bulletin board telling a group of people to kill themselves if they have certain beliefs,” “The open bashing on Republicans, their leaders, and Christians that is on campus all the time,” “Political views that are more Political seem to be unwelcomed in most places on campus,” and “I feel this university caters too much to people who lean left politically to the point they don't challenge their ideas.” One respondent added, “My friend and I were yelled at by a group of

students because he had a ‘vote no on measure ___’ because the measure supported gun control. We were called killers because of our political stance. Furthermore, at a rally against gun control, I observed those students get trash thrown at them, yelled at, and threatened because of their stance.” According to one respondent, “In my experience in grad school classes, when students have expressed opinions that are inconsistent with the narratives typically spun on college campuses, they are treated in hostile ways. If they become angry while advocating their point, their anger is condemned while the anger of those with a more accepted position is tolerated. I have seen this with students in my program.” Another respondent wrote, “I get frustrated because political views are not tolerated by the majority of the faculty, staff, administration, and student population and the university does nothing to stop it.” The same respondent also offered, “I hate that I feel like I can't share my opinions/beliefs in class or on campus for fear of being judged. No, I do NOT think our climate is inclusive. I think our climate is inclusive of a specific ideology and if you don't conform to that, well then you're out of luck.”

Undergraduate Students

Hate Symbolism. The first theme that emerged from Undergraduate Student respondents' comments was hate symbolism. Respondents stated, “The Nazi Graffiti in the Art Building,” “Swastika graffiti, graffiti in bathroom with n-word, pro-black posters removed without reason, self-identified white supremacist allowed on campus, apathy and focus on public relations (instead of student safety) from administration,” and “These instances where the hateful graffiti in the expression staircase and on a Jewish student's dorm door.” One respondent stated, “There was a march/awareness event for Black Lives Matter and support for indigenous community through distribution of flyers. However, there was a counter reaction that included racial slurs posted next to such flyers and/or the flyers were removed. Another incident was graffiti in the Church of Fine Arts building that were anti-Semitism and racist (crossed out faces of Kaepernick and other African-American figures).” Another respondent offered, “There are too many antisemitic incidences that I have witnessed on this campus to possible list them all. There is a constant problem with people vandalizing campus property and marking up buildings with swastikas and hate speech. If anyone is visibly Jewish, they get stared at or glared at by others.”

Political Intolerance. The second theme to emerge from the responses by Undergraduate Student respondents was political intolerance. A respondent explained, “A group of protestors was walking around campus chanting, ‘hey hey, ho ho, the NRA has got to go’ or something like that. I found that offensive and hurtful on behalf of my family and my core beliefs. I saw children holding signs saying things like, ‘Guns or kids: you decide.’ These signs and protestors tried to vilify good gun owners and I found it distasteful and narrow-minded. I also find the fact that the University has clearly been leaning left heartbreaking and frightening.” Other respondents offered, “All of the anti-gun, anti-abortion, extreme liberal protesters get out of hand and have gone so far as to physically stop me on my way to class to force their agenda” and “I have several friends, coworkers, peers, and more who come to me and open up about experiences of discrimination and/or hostility they receive because they too are political. They cannot speak about their opinions on ANY given issue because they know it would not end well.” One respondent elaborated, “The problem is that the University has given tacit approval for homosexuals and Communists to harass people who may appear to hold traditional values. What would help remedy this is to return to the standard that a University is a place where all views are openly discussed and debated and that no group or person has the right to try to block the expression of their positions or ideas, but that open debate is welcomed.” Other respondents felt that students and campus officials were not tolerant of their conservative ideology. They stated, “I have seen many students with conservative ideology harassed, berated, laughed at, for expressive their view in class” and “It is common for professors and teaching assistants to share their political views and make fun of students who bring up valid points WITHOUT any sort of intent to start an argument. Professors have laughed at students who share a political opinion. Students that identity as liberal are extremely verbally abusive and make other students uncomfortable due to their extreme opinions.” Respondents also shared, “Being right of center on the political spectrum, economic status, gender, supporting police, military, and democracy in general on campus warrants a variety of responses. This includes being shunned/ignored, being yelled at, told I had to accept someone regardless of what I thought. Also, the university does not support the political community in any way shape or form. While the university continuously promotes liberal policies and events while not allowing for any rebuttals or events from the other political party. Even though, the communist and socialist clubs on campus are supported.”

Discrimination. The third theme to emerge from Undergraduate Student respondents was discrimination. In the examples that follow, respondents elaborated three distinct forms of discriminatory behavior: racism, sexism, and disability discrimination. Specifically related to sexism, a respondent shared, “I work as a math tutor, while most of the tutors are males. It doesn't seem to be intentional but female employees and tutors are more often asked to do more traditionally female associates jobs like secretarial work or cleaning. Some male employees also don't seem to respect the female tutors as much as they respect the male tutors.” Other respondents commented, “Male students being disrespectful of female instructors,” “A friend of mine has been ignored/mistreated because of his status and sexual orientation,” “Still quite a bit of anti-female bias amongst electrical and mechanical engineering staff and students,” and “The typical chemical engineering faculty sexism extends to my female friends in the major. It's a common topic we talk to each other about, and I have witnessed many instances in the classroom and meetings with faculty.” Respondents also offered, “Someone told me that a math professor that I know said ‘Women should not do math,’” and “UNR does not care about its students. I have felt there has been a constant dismissal against in-classroom harassment towards students. Also, no one reports these things because the university does nothing. One of my professors bragged about being called to the Title IX office after he was reported for saying he could sexually abuse students if he wanted to and had complete power over us. He literally said that the next time someone reports him ‘to please book it for the afternoon because I do not want to get up early.’”

Specifically related to racism, respondents wrote, “There is an evident separation between Caucasian individuals and everyone else. This has been portrayed to me primarily by being denied entrance to a party, stares, and animosity targeted towards me and my friends,” “White people being racist towards our black students and our Muslim and Sikh students,” and “White male students in my class were racist towards me. My friend also tells me similar story. I also feel some school administrative staff are judging me by my race.” Respondents also shared, “I have multiple instances where students of color have felt targeted and have heard people be explicitly racist to them,” “People really exclude people of color in a lot of occasions,” and “Derogatory perceptions towards the Black Student Organization.” Another respondent wrote, “One main experience that I remember was that I was walking with my friend and someone in a truck came zooming by and yelled ‘F--- you chink’ to him.” Describing their observations of

discrimination based on individuals' religious or ethnic identity, respondents shared, "There has been multiple anti-Semitic actions toward the Jewish student groups on campus and off campus," "Making offensive comments and jokes about a person's ethnicity and background. Especially cultural aspects of that person's life that are being insulted for laughs," and "Jewish people are constantly discriminated against on this campus through derogatory comments or uneducated questions based around stereotypes."

As it specifically related to discrimination against people with disabilities, respondents wrote, "I frequently have difficult interactions with both students, professors, and staff due to the fact that I am autistic. Peers play jokes on me, exclude me, and make hurtful comments, academic advisors and professors make unknowingly biased or stereotyped comments and presume things about my abilities," "In a music appreciation class, a student with a disability had difficulty speaking long sentences and the professor would interrupt the student or wouldn't allow them to finish what was being said," and "Those with disabilities on campus are not properly recognized and treated." Similarly, other respondents offered, "In general, students not helping people with disabilities," "My friend was not allowed to start a club for people with disabilities and she felt very anxious from the treatment of the staff in charge of clubs and would not really listen to her as this club can be vital for helping students with disabilities," and "The Anthropology department continuously disregards individuals with disabilities in the classroom."

^{xvii} A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status: $\chi^2(4, N = 6,410) = 133.9, p < .001$.

^{xviii} A chi-square test was conducted to compare percentages of respondents who indicated that they believed that the basis of exclusionary, intimidating, offensive, and/or hostile conduct was by position status by position status: $\chi^2(4, N = 1,357) = 153.9, p < .001$.

^{xix} A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: $\chi^2(2, N = 6,336) = 36.5, p < .001$.

^{xx} A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct based on gender/gender identity by gender identity: $\chi^2(2, N = 1,328) = 67.3, p < .001$.

^{xxi} A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by racial identity: $\chi^2(5, N = 6,203) = 39.3, p < .001$.

^{xxii} A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by position status: $\chi^2(4, N = 6,387) = 26.9, p < .001$.

^{xxiii} A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: $\chi^2(2, N = 6,318) = 14.2, p < .001$.

^{xxiv} A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by sexual identity: $\chi^2(2, N = 6,209) = 41.9, p < .001$.

^{xxv} A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by citizenship status: $\chi^2(2, N = 6,342) = 8.3, p < .05$.

^{xxvi} A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by income status: $\chi^2(1, N = 4,086) = 8.0, p < .01$.

^{xxvii} A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by racial identity: $\chi^2(5, N = 6,188) = 34.0, p < .001$.

^{xxviii} A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by student first-generation/income status: $\chi^2(2, N = 4,074) = 16.3, p < .001$.

^{xxix} A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by disability status: $\chi^2(2, N = 6,339) = 47.1, p < .001$.

Unwanted Sexual Experiences

Twelve percent ($n = 771$) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct,⁶⁰ with 2% ($n = 115$) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 3% ($n = 186$) experiencing stalking (e.g., following me, on social media, texting, phone calls), 8% ($n = 491$) experiencing unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment), and 4% ($n = 270$) experiencing unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) while a member of the University community (Figure 44).

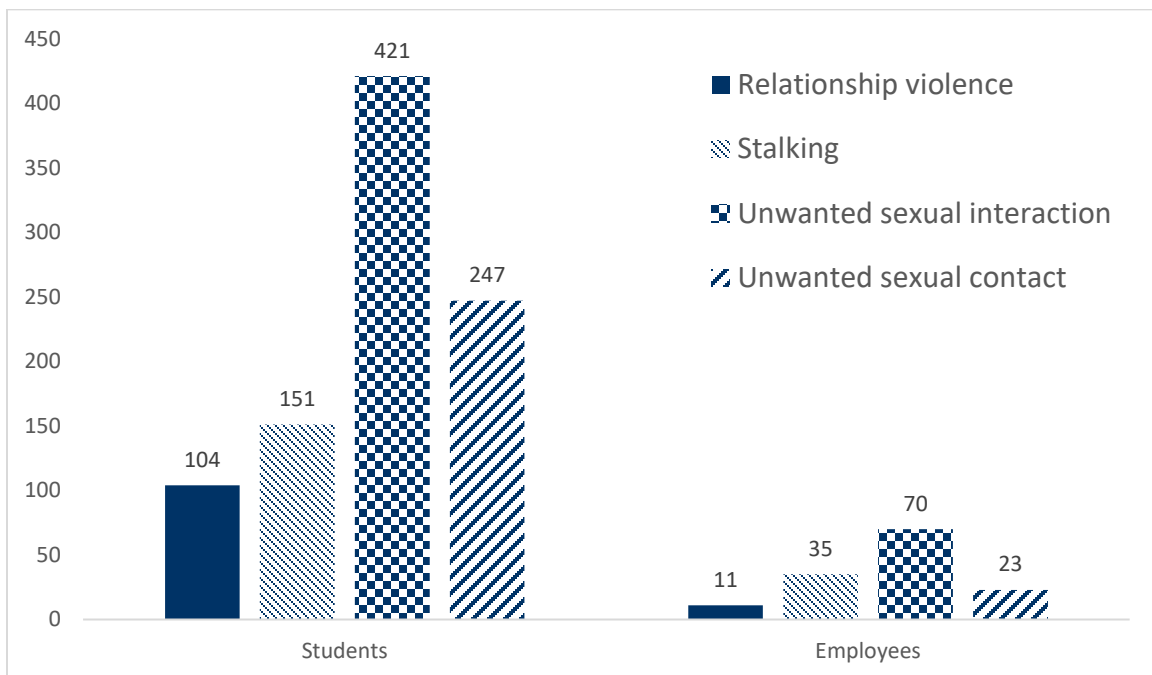
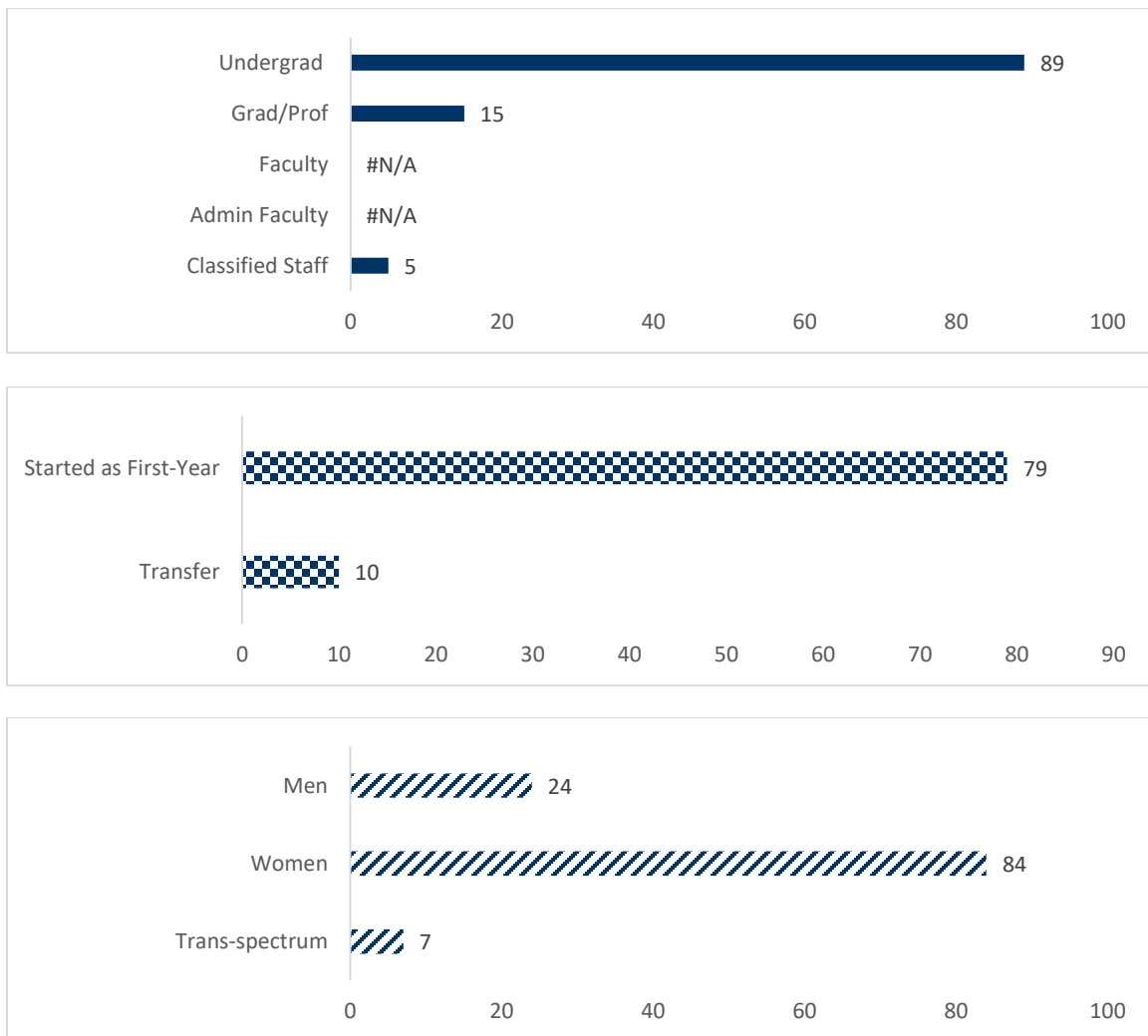


Figure 45. Respondents’ Experiences of Unwanted Sexual Contact/Conduct by Position Status (n)

⁶⁰ The survey used the term “unwanted sexual contact/conduct” to depict any unwanted sexual experiences and defined it as “interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, or sodomy.”

Relationship Violence

Analyses of the data suggested that a higher percentage of Undergraduate Student respondents (3%, $n = 89$) than Classified Staff respondents (1%, $n = 5$) experienced relationship violence (Figure 45).^{xxx} Three percent ($n = 79$) of Student Respondents Who Started as a First Year compared with 2% ($n = 10$) of Student Respondents Who Transferred experienced relationship violence.^{xxxi} Eight percent ($n = 7$) of Trans-spectrum respondents, 2% ($n = 84$) of Women respondents, and 1% ($n = 24$) of Men respondents experienced relationship violence.^{xxxii}



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

Figure 46. Respondents' Experiences of Relationship Violence While at the University by Position Status, Undergraduate Student Status, and Gender Identity (n)

Additional analyses of the data suggested that a higher percentage of Respondents with Multiple Disabilities (6%, $n = 16$) and Respondents with One Disability (4%, $n = 18$) than Respondents with No Disability (1%, $n = 81$) experienced relationship violence (Figure 46).^{xxxiii} A higher percentage of Queer-spectrum respondents (4%, $n = 21$) and Bisexual respondents (4%, $n = 17$) than Heterosexual respondents (2%, $n = 77$) experienced relationship violence.^{xxxiv}

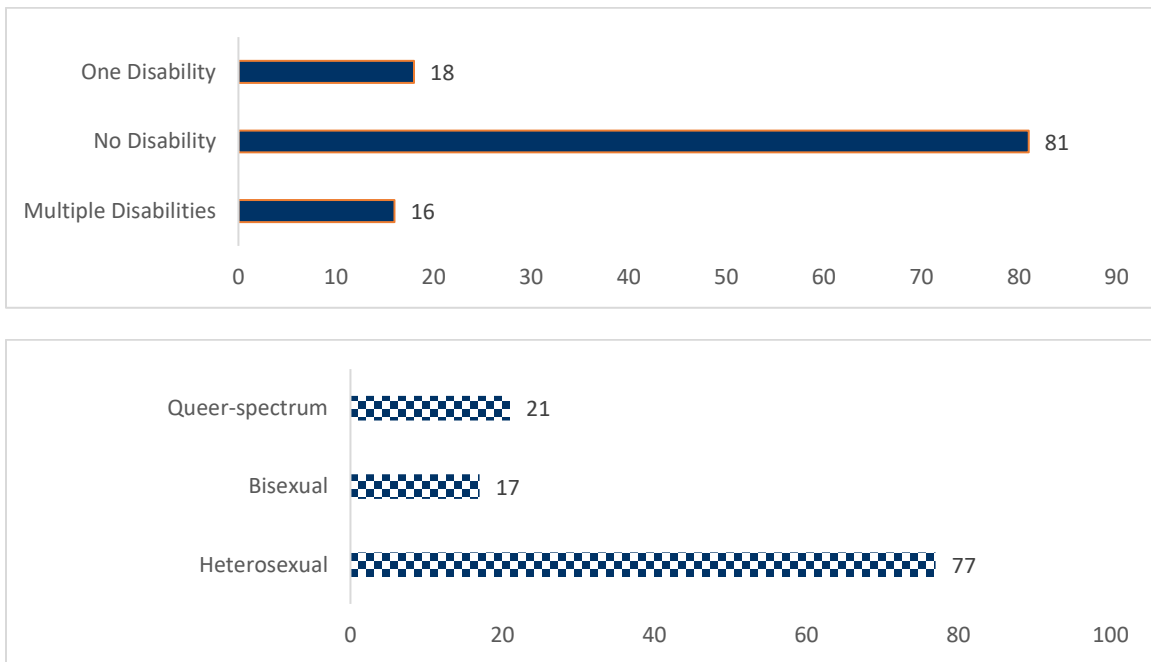


Figure 47. Respondents’ Experiences of Relationship Violence While at the University by Disability Status and Sexual Identity (n)

Less than half of respondents (39%, $n = 45$) who indicated that they experienced relationship violence indicated that it happened within the past year, and 32% ($n = 36$) noted it happened two to four years ago.

Student respondents⁶¹ were asked if alcohol and drugs were involved in the relationship violence and 30% ($n = 31$) indicated “yes.” Student respondents were also asked to share what semester in their college career they experienced relationship violence. Of note, the greatest percentage of occurrences of relationship violence usually happened each fall semester. Of Student respondents who indicated that they experienced relationship violence, 49% ($n = 51$) noted that it occurred in

⁶¹ Analysis of Undergraduate and Graduate Student responses were combined because the number of Graduate Student respondents who experienced relationship violence was too low to maintain confidentiality.

their first year as an undergraduate student, and 40% ($n = 42$) noted that it occurred in their second year as an undergraduate student (Table 48).

Table 48. Year in Which Student Respondents Experienced Relationship Violence

| Year experience occurred | <i>n</i> | % |
|---------------------------|----------|------|
| Undergraduate first year | 51 | 49.0 |
| <i>Fall semester</i> | 34 | 68.0 |
| <i>Spring semester</i> | 35 | 70.0 |
| <i>Summer semester</i> | 13 | 26.0 |
| Undergraduate second year | 42 | 40.4 |
| <i>Fall semester</i> | 34 | 81.0 |
| <i>Spring semester</i> | 23 | 54.8 |
| <i>Summer semester</i> | 7 | 16.7 |
| Undergraduate third year | 31 | 29.8 |
| <i>Fall semester</i> | 20 | 64.5 |
| <i>Spring semester</i> | 19 | 61.3 |
| <i>Summer semester</i> | 6 | 19.4 |

Note: Table reports only Student respondents who indicated on the survey that they experienced relationship violence ($n = 104$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of years, please see Table B60 in Appendix B.

Seventy-five percent ($n = 86$) of the respondents who indicated on the survey that they experienced relationship violence identified current or former dating/intimate partners as the perpetrators of the conduct. Respondents also identified the University’s students (34%, $n = 39$) as perpetrators of the conduct.

Asked where the relationship violence incidents occurred, 87% ($n = 100$) of respondents indicated that they occurred off campus and 27% ($n = 31$) indicated that they occurred on campus. Respondents who experienced relationship violence off campus commented that the incidents occurred in places such as “apartment,” “bar,” and “different state.” Respondents who experienced relationship violence on campus stated that the instances happened in “dorms,” “Knowledge Center,” and “Student Health Center.”

Asked how they felt in response to experiencing relationship violence, 63% ($n = 72$) each felt somehow responsible and felt afraid, 58% ($n = 67$) felt embarrassed, 56% ($n = 64$) felt angry, and 24% ($n = 27$) ignored it (Table 49).

Table 49. Emotional Reaction to Relationship Violence

| Emotional reaction | <i>n</i> | % |
|-----------------------------|----------|------|
| I felt somehow responsible. | 72 | 62.6 |
| I felt afraid. | 72 | 62.6 |
| I felt embarrassed. | 67 | 58.3 |
| I felt angry. | 64 | 55.7 |
| I ignored it. | 27 | 23.5 |
| A feeling not listed above | 19 | 16.5 |

Note: Table reports responses only from individuals who indicated on the survey that they experienced relationship violence ($n = 115$). Percentages may not sum to 100 as a result of multiple response choices.

Also, in response to experiencing relationship violence, 52% ($n = 60$) of respondents told a friend, 37% ($n = 43$) did not do anything, and 34% ($n = 39$) avoided the person/venue (Table 50).

Table 50. Actions in Response to Relationship Violence

| Action | <i>n</i> | % |
|---|----------|------|
| I told a friend. | 60 | 52.2 |
| I did not do anything. | 43 | 37.4 |
| I avoided the person/venue. | 39 | 33.9 |
| I confronted the person(s) later. | 33 | 28.7 |
| I confronted the person(s) at the time. | 25 | 21.7 |
| I did not know to whom to go. | 25 | 21.7 |
| I told a family member. | 24 | 20.9 |
| I contacted a University resource. | 16 | 13.9 |
| I sought information online. | 13 | 11.3 |
| I contacted a local law enforcement official. | 7 | 6.1 |
| A response not listed above. | 12 | 10.4 |

Note: Table reports responses only from individuals who indicated on the survey that they experienced relationship violence ($n = 115$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B64 in Appendix B.

Ten percent ($n = 11$) of respondents officially reported the relationship violence, and 90% ($n = 103$) did not report the incident(s) (Table 51). Of the respondents who reported the incident(s), 46% ($n = 5$) were satisfied with the outcome, and fewer than five respondents each felt that their

complaint was addressed appropriately and felt the incident was not appropriately addressed. No respondents indicated that the outcome of their complaint was still pending.

Table 51. Respondents’ Actions in Response to Relationship Violence

| Actions in response to relationship violence | <i>n</i> | % |
|---|----------|------|
| No, I did not report it. | 103 | 90.4 |
| Yes, I reported it. | 11 | 9.6 |
| <i>Yes, I reported the incident and was satisfied with the outcome.</i> | 5 | 45.5 |
| <i>Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i> | < 5 | --- |
| <i>Yes, I reported the incident but felt that it was not addressed appropriately.</i> | < 5 | --- |
| <i>Yes, I reported the conduct and the outcome is still pending.</i> | 0 | 0.0 |

Note: Table reports responses only from individuals who indicated on the survey that they experienced relationship violence (*n* = 115). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comments analyses. Eighty-nine, 77% of respondents elaborated on why they did not report the relationship violence to a campus official. For Administrative Faculty respondents, Classified Staff respondents, Academic Faculty respondents, and Graduate/Professional Student respondents no themes were identified. Undergraduate Student respondents generated two themes: avoidance coping/self-blame and not serious enough to report.

Undergraduate Students

Avoidance Coping. The first theme that emerged for Undergraduate Student respondents as to why they did not report relationship violence to a campus official or staff member was avoidance coping. Respondents stated, “I did not realize it was a problem when it was occurring,” “I didn’t realize at the time how big of a deal it was until we broke up. I didn’t realize I was being controlled,” “I did not want anyone to think I was over reacting. Also, we were in a relationship, so I thought it was normal,” “Because I wasn’t sure if was actually happening or if I was overreacting,” and “Because I felt it was minor and I wanted to forget it happened. This survey is bringing back a lot of memories and it’s hard to define whether it’s violence when they stopped right after you said something or if they were drunk.” Other respondents explained, “I don’t think I understood the full level of manipulation and abuse that was happening at the time. I did not realize it was abuse, I thought it was just normal,” “At the time, it did not seem like mental

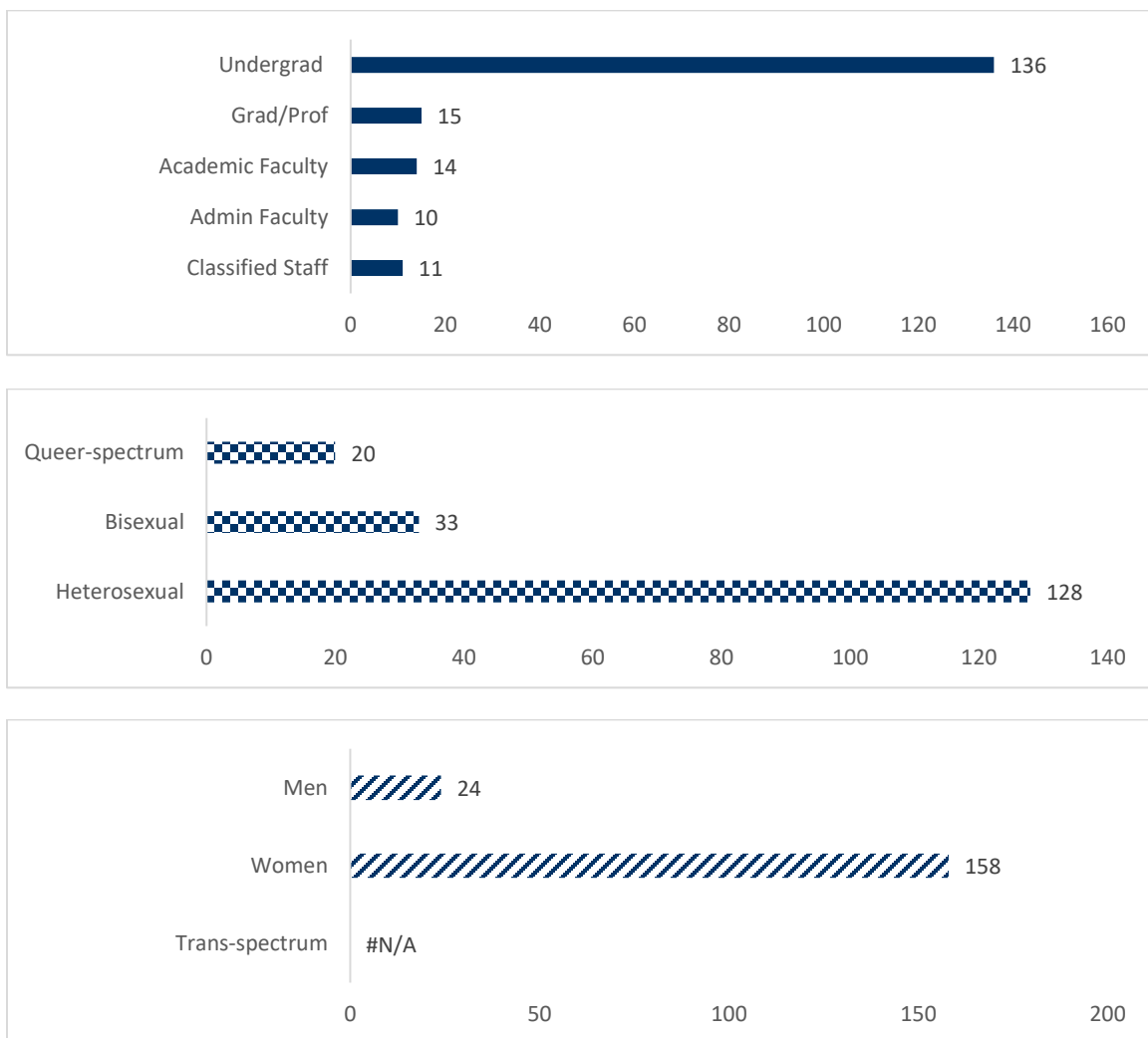
violence or abuse but looking back at the situation now, I realize that I was mentally abused,” “I felt very alone at the time and maybe that it would stop,” and “I felt it wasn't important or bad enough. I thought it was normal.” Respondents also offered, “It wasn't until a year later [that] I realized what it was, and at that point we broke up and he moved away,” “I didn't realize it was something abnormal or something I didn't deserve in a sense. I thought it was normal and that he just loved me that much. I know differently now and sought help after breaking up,” and “I didn't realize it was relationship violence at the time.”

Not Serious Enough to Report. The second theme that emerged from Undergraduate Student respondents was that the conduct was not serious enough to report. Respondents stated, “I didn't think it was important enough to report,” “Wasn't serious enough to be reported,” and “It wasn't aggressive enough to report. He was merely spitting off mean and disrespectful phrases but no physical abuse occurs. I was able to handle it on my own without the support of outside resources.” Respondents also shared, “Didn't feel it was serious enough, and didn't realize how bad it was until several months later and felt it was too late,” “I did not think it was a serious enough offense,” “I did not think it was serious enough to be reported as it was only a one-time thing and no one was injured,” “I deemed it not severe enough to report,” and “Not big enough of a deal.”

Qualitative comments analyses. Three respondents elaborated on why they felt their report of relationship violence was not addressed appropriately. No themes emerged for this question.

Stalking

Analyses of the data suggested that a higher percentage of Undergraduate Student respondents (4%, $n = 136$) than Graduate/Professional Student respondents (2%, $n = 15$), Administrative Academic Faculty respondents (1%, $n = 10$), and Classified Staff respondents (2%, $n = 11$) experienced stalking (Figure 47).^{xxxv} Eight percent ($n = 33$) of Bisexual respondents compared with 4% ($n = 20$) of Queer-spectrum respondents and 2% ($n = 128$) of Heterosexual respondents experienced stalking.^{xxxvi} Four percent ($n = 158$) of Women respondents compared with 1% ($n = 24$) of Men respondents experienced stalking.^{xxxvii}



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

Figure 48. Respondents' Experiences of Stalking While at the University by Position Status, Sexual Identity, and Gender Identity (n)

Additional analyses of the data suggested that a higher percentage of Respondents with Multiple Disabilities (8%, $n = 24$) and Respondents with One Disability (6%, $n = 29$) than Respondents with No Disability (2%, $n = 131$) experienced stalking (Figure 48).^{xxxviii} A higher percentage of Low-Income Student respondents (5%, $n = 45$) than Not-Low-Income Student respondents (3%, $n = 105$) experienced stalking.^{xxxix}

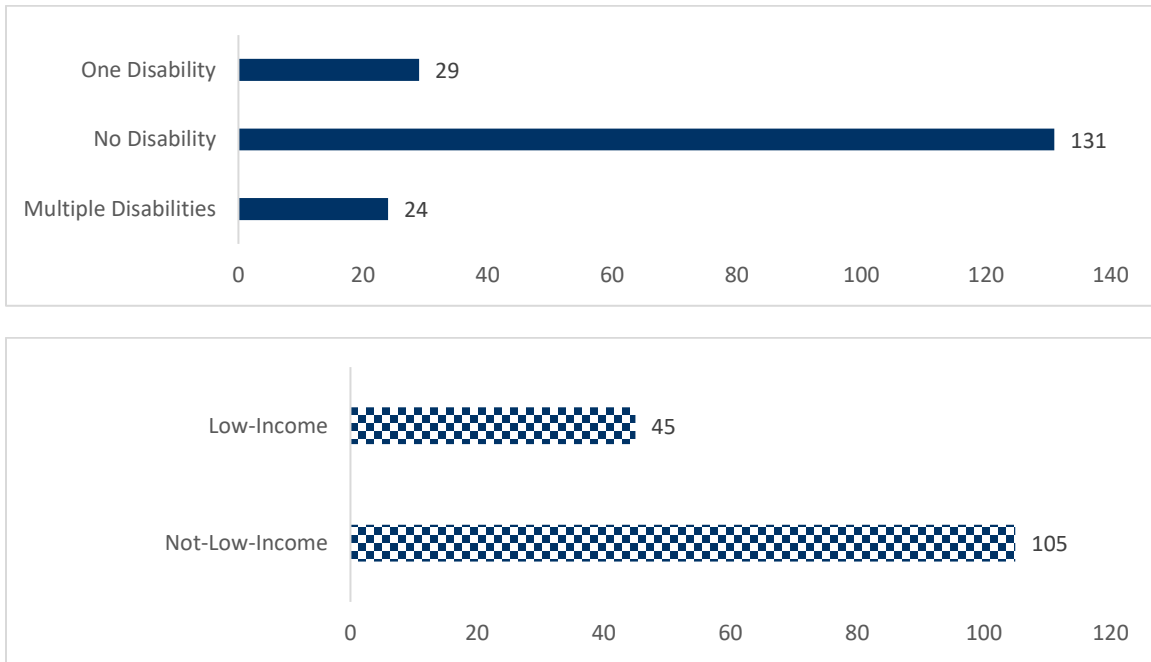


Figure 49. Respondents' Experiences of Stalking While at the University by Disability Status and Student Income Status (n)

Half of respondents (51%, $n = 93$) who indicated they experienced stalking noted that it happened within the past year, and 21% ($n = 39$) noted it happened two to four years ago.

Student respondents⁶² were asked if alcohol and drugs were involved in the stalking; 88% ($n = 132$) answered “no” and 12% ($n = 18$) answered “yes.” The survey also asked Student respondents to share what semester in their college career they experienced stalking. Of note, the greatest percentage of occurrences of stalking of any kind happened each fall semester. Of Student respondents who indicated that they experienced stalking, 50% ($n = 75$) noted that it

⁶² Analysis of Undergraduate and Graduate Student responses were combined because the number of Graduate Student respondents who experienced stalking was too low to maintain confidentiality.

occurred in their first year as an undergraduate student, and 34% ($n = 52$) noted that it occurred in their second year as an undergraduate student (Table 52).

Table 52. Year in Which Student Respondents Experienced Stalking

| Year stalking occurred | <i>n</i> | % |
|--|----------|------|
| During my time as a graduate/professional student at the University | 12 | 7.9 |
| Prior to my first semester at the University (e.g., Nevada FIT, Nevada Bound, Summer Bridge Program, Upward Bound, Dean’s Future Scholars) | 7 | 4.6 |
| Undergraduate first year | 75 | 49.7 |
| <i>Fall semester</i> | 53 | 70.7 |
| <i>Spring semester</i> | 46 | 61.3 |
| <i>Summer semester</i> | 8 | 10.7 |
| Undergraduate second year | 52 | 34.4 |
| <i>Fall semester</i> | 36 | 69.2 |
| <i>Spring semester</i> | 28 | 53.8 |
| <i>Summer semester</i> | 10 | 19.2 |
| Undergraduate third year | 34 | 22.5 |
| <i>Fall semester</i> | 21 | 61.8 |
| <i>Spring semester</i> | 21 | 61.8 |
| <i>Summer semester</i> | < 5 | --- |
| Undergraduate fourth year | 13 | 8.6 |
| <i>Fall semester</i> | 11 | 84.6 |
| <i>Spring semester</i> | 7 | 53.8 |
| <i>Summer semester</i> | < 5 | --- |
| After my fourth year as an undergraduate | 5 | 3.3 |

Note: Table reports only Student respondents who indicated on the survey that they experienced stalking ($n = 151$). Percentages may not sum to 100 as a result of multiple response choices.

Forty-nine percent ($n = 91$) of the respondents who indicated on the survey that they experienced stalking identified a University student as the perpetrator of the conduct. Respondents also identified other sources as a current or former dating/intimate partner (29%, $n = 54$) or an acquaintance/friend (22%, $n = 41$).

Asked where the stalking incidents occurred, 61% ($n = 113$) of respondents indicated that they occurred off campus and 63% ($n = 118$) indicated they occurred on campus. Respondents who experienced stalking off campus indicated that the incidents occurred in places such as “Angel

street,” “apartment,” “following me,” and “my house.” Respondents who experienced stalking on campus commented that the incidents occurred in “9th street and Valley Road, Blue 2 parking lot,” “after classes,” “dorms,” and “West Stadium Garage.”

Asked how they felt in response to experiencing stalking, 66% ($n = 122$) of respondents felt afraid, 53% ($n = 98$) felt angry, 29% ($n = 54$) ignored it, 28% ($n = 52$) felt embarrassed, and 23% ($n = 43$) felt somehow responsible (Table 53).

Table 53. Emotional Reaction to Experienced Stalking

| Emotional reaction | <i>n</i> | % |
|-----------------------------|----------|------|
| I felt afraid. | 122 | 65.6 |
| I felt angry. | 98 | 52.7 |
| I ignored it. | 54 | 29.0 |
| I felt embarrassed. | 52 | 28.0 |
| I felt somehow responsible. | 43 | 23.1 |
| A feeling not listed above | 24 | 12.9 |

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking ($n = 186$). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing stalking, 65% ($n = 120$) of respondents told a friend, 52% ($n = 96$) avoided the person/venue, 35% ($n = 65$) told a family member, and 19% ($n = 35$) each did not do anything and contacted a University resource (Table 54).

Table 54. Actions in Response to Experienced Stalking

| Action | <i>n</i> | % |
|---|----------|------|
| I told a friend. | 120 | 64.5 |
| I avoided the person/venue. | 96 | 51.6 |
| I told a family member. | 65 | 34.9 |
| I did not do anything. | 35 | 18.8 |
| I contacted a University resource. | 35 | 18.8 |
| <i>Equal Opportunity and Title IX Office</i> | 13 | 37.1 |
| <i>University Police Services</i> | 11 | 31.4 |
| <i>Academic faculty member</i> | 10 | 28.6 |
| <i>Counseling Services</i> | 7 | 20.0 |
| <i>Senior administrator (e.g., dean, vice president, provost)</i> | 5 | 14.3 |

Table 54. Actions in Response to Experienced Stalking

| Action | <i>n</i> | % |
|---|----------|------|
| <i>Administrative faculty (Residential Life staff, advisor, department chair)</i> | 5 | 14.3 |
| I confronted the person(s) at the time. | 29 | 15.6 |
| I confronted the person(s) later. | 24 | 12.9 |
| I did not know to whom to go. | 23 | 12.4 |

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking (*n* = 186). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B72 in Appendix B.

Twenty percent (*n* = 36) of respondents officially reported the stalking, and 80% (*n* = 148) did not report the incident(s) (Table 55). Of the respondents who reported the incident(s), 35% (*n* = 12) were satisfied with the outcome, fewer than five respondents felt that their complaint was addressed appropriately, 41% (*n* = 14) felt the incident was not appropriately addressed, and fewer than five respondents indicated that the outcome of their complaint was still pending.

Table 55. Respondents' Actions in Response to Stalking

| Actions in response to stalking | <i>n</i> | % |
|---|----------|------|
| No, I did not report it. | 148 | 80.4 |
| Yes, I reported it. | 36 | 19.6 |
| <i>Yes, I reported the incident and was satisfied with the outcome.</i> | 12 | 35.3 |
| <i>Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i> | < 5 | --- |
| <i>Yes, I reported the incident but felt that it was not addressed appropriately.</i> | 14 | 41.2 |
| <i>Yes, I reported the conduct and the outcome is still pending.</i> | < 5 | --- |

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking (*n* = 186). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comments analyses. One hundred thirty-five, 72% of respondents elaborated on why they did not report the stalking to a campus official. No themes emerged from Administrative Faculty, Classified Staff, Academic Faculty, and Graduate/Professional Student respondents. For Undergraduate Student respondents two themes emerged: fear of retribution and not serious enough.

Undergraduate Students

Fear of Retribution. The first theme that emerged from Undergraduate Student respondents as to why they did not report stalking to a campus official or staff member was fear of retribution. Respondents stated, “I was afraid that if I reported it or did something, they would attack me again. They showed up at my apartment in the middle of the night, so I called security, and they vandalized my car and said if I ever told anyone or went to the police again, they would seriously hurt me,” “I felt like he would hurt me if I did,” and “Since it was an ex of mine it seemed like a personal matter rather than something to involve campus police with. It also scared me how they would respond. Also any intervention they would have [done] would probably anger him which put me at more risk,” “Not enough evidence to obtain a restraining order and fear that it would only make it worse,” “I was afraid no one would believe me and that the behavior would get worse from the person,” and “I did not want the person responsible to find out I reported them and hurt me in whatever way.”

Not Serious Enough. The second theme that emerged from Undergraduate Student respondents as to why they did not report stalking to a campus official or staff member was the respondents perceived the offenses as not serious enough to garner a report. Respondents stated, “It wasn’t a big deal at the moment and I felt I could handle it,” “I felt as if it wasn’t a big deal if he left me alone,” “Not serious enough,” and “Didn’t seem like that big of a deal.” Similarly, respondents offered, “I didn’t see it as threatening, I thought I was still in control of the situation,” “The stalking did not escalate and did not happen repeatedly,” and “It wasn’t important enough to.”

Qualitative comments analyses. Twelve, 33% of respondents elaborated on why they felt their report of stalking was not addressed appropriately. No themes emerged from the responses.

Unwanted Sexual Interaction

Analyses of the data suggested that a higher percentage of Undergraduate Student respondents (11%, $n = 379$) than Graduate/Professional Student respondents (5%, $n = 42$), Academic Faculty respondents (3%, $n = 23$), Administrative Faculty respondents (4%, $n = 29$), and Classified Staff respondents (3%, $n = 18$) experienced unwanted sexual interaction (Figure 49).^{xi} Thirteen percent ($n = 344$) of Student Respondents Who Started in Their First Year compared with 4% ($n = 27$) of Student Respondents Who Transferred From Another Institution experienced unwanted sexual interaction.^{xli} Higher percentages of Women respondents (11%, $n = 436$) and Trans-spectrum respondents (17%, $n = 15$) than Men respondents (2%, $n = 38$) experienced unwanted sexual interaction.^{xlii} —

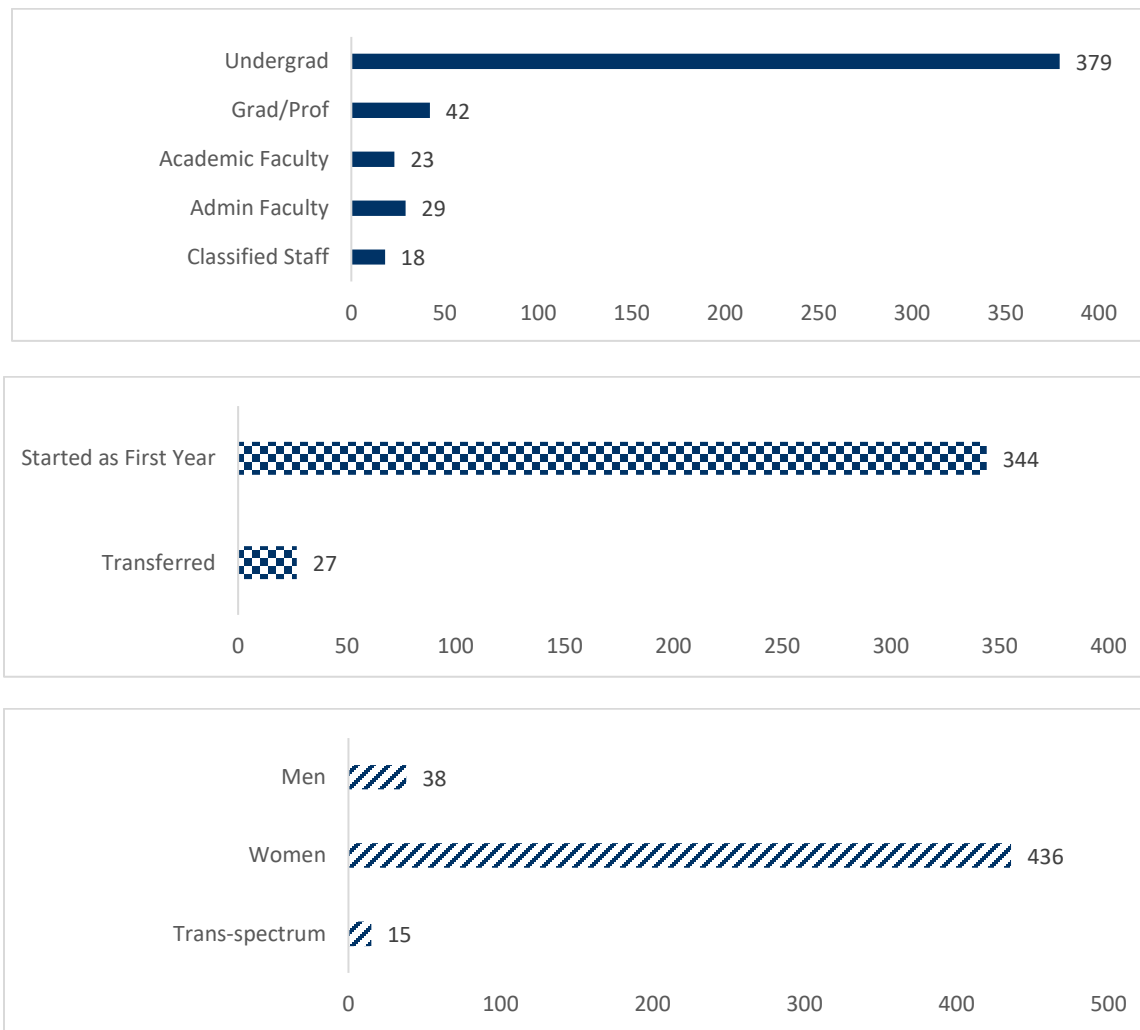


Figure 50. Respondents' Experiences of Unwanted Sexual Interaction While at the University by Position Status, Undergraduate Student Status, and Gender Identity (n)

Additional analyses of the data suggested that a higher percentage of Multiracial respondents (11%, $n = 86$) than Latina/x/o/Chicana/x/o respondents (6%, $n = 34$) and Other Respondents of Color (5%, $n = 10$) experienced unwanted sexual interaction (Figure 50).^{xliii} Twenty percent ($n = 81$) of Bisexual respondents, 11% ($n = 57$) of Queer-spectrum respondents, and 6% ($n = 339$) of Heterosexual respondents experienced unwanted sexual interaction.^{xliv} Eighteen percent ($n = 51$) of Respondents with Multiple Disabilities compared with 11% ($n = 55$) of Respondents with One Disability and 7% ($n = 380$) of Respondents with No Disability experienced unwanted sexual interaction.^{xlv}

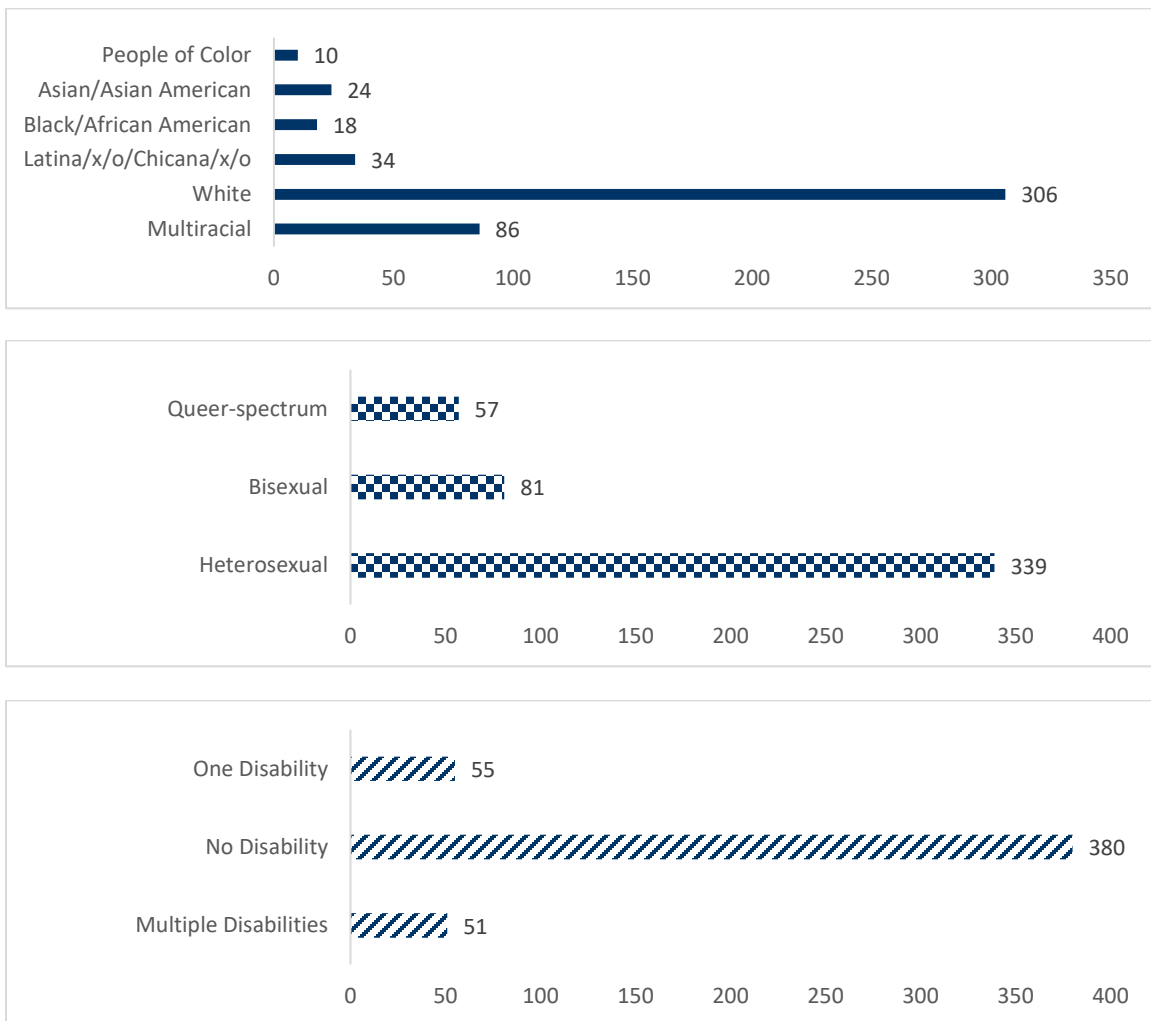


Figure 51. Respondents' Experiences of Unwanted Sexual Interaction While at the University by Racial Identity, Sexual Identity, and Disability Status (n)

Sixty-one percent of respondents ($n = 298$) who indicated that they experienced unwanted sexual interaction indicated it happened within the past year, another 18% ($n = 87$) who indicated that

they experienced unwanted sexual interaction indicated that it happened within the past thirteen to twenty-three months, and 16% ($n = 78$) noted it happened two to four years ago.

Student respondents⁶³ were asked if alcohol and drugs were involved in the sexual interaction and 38% ($n = 160$) indicated “yes.” Of those who indicated alcohol and or drugs were involved, 82% ($n = 116$) noted that alcohol only was involved and 18% ($n = 25$) suggested that both alcohol and drugs were involved.

The survey also asked Student respondents to share what semester in their college career they experienced sexual interaction. Of Student respondents who indicated that they experienced sexual interaction, 54% ($n = 229$) noted that it occurred in their first year of college, 39% ($n = 166$) noted that it occurred in their second year, 28% ($n = 117$) noted that it occurred in their third year, and 11% ($n = 46$) noted that it occurred during their fourth year (Table 56).

Table 56. Year in Which Student Respondents Experienced Unwanted Sexual Interaction

| Year experience occurred | <i>n</i> | % |
|--|----------|------|
| During my time as a graduate/professional student at the University | 29 | 6.9 |
| Prior to my first semester at the University (e.g., Nevada FIT, Nevada Bound, Summer Bridge Program, Upward Bound, Dean’s Future Scholars) | 17 | 4.0 |
| Undergraduate first year | 229 | 54.4 |
| <i>Fall semester</i> | 155 | 67.7 |
| <i>Spring semester</i> | 127 | 55.5 |
| <i>Summer semester</i> | 17 | 7.4 |
| Undergraduate second year | 166 | 39.4 |
| <i>Fall semester</i> | 103 | 62.0 |
| <i>Spring semester</i> | 80 | 48.2 |
| <i>Summer semester</i> | 22 | 13.3 |
| Undergraduate third year | 117 | 27.8 |
| <i>Fall semester</i> | 64 | 54.7 |
| <i>Spring semester</i> | 56 | 47.9 |
| <i>Summer semester</i> | 16 | 13.7 |
| Undergraduate fourth year | 46 | 10.9 |

⁶³ Analysis of Undergraduate and Graduate Student responses were combined to maintain confidentiality.

Table 56. Year in Which Student Respondents Experienced Unwanted Sexual Interaction

| Year experience occurred | <i>n</i> | % |
|---|----------|------------|
| <i>Fall semester</i> | 29 | 63.0 |
| <i>Spring semester</i> | 17 | 37.0 |
| <i>Summer semester</i> | 11 | 23.9 |
| <u>After my fourth year as an undergraduate</u> | <u>9</u> | <u>2.1</u> |

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction ($n = 421$). Percentages may not sum to 100 as a result of multiple response choices.

Forty-six percent ($n = 224$) of the respondents who indicated on the survey that they experienced sexual interaction identified a stranger as the perpetrator of the conduct. Respondents also identified other sources as University students (45%, $n = 220$) and acquaintances/friends (21%, $n = 103$).

Asked where the unwanted sexual interaction incidents(s) occurred, 63% ($n = 310$) of respondents indicated that they occurred off campus and 49% ($n = 238$) indicated they occurred on campus. Respondents who experienced unwanted sexual interaction off campus commented that the incident(s) occurred in places such as “a house,” “bars,” “downtown, at a party,” and “near dorms.” Respondents who experienced unwanted sexual interaction on campus stated that the incident(s) occurred in places such as “classroom,” “dorms,” “in lab,” and “office.”

Asked how they felt in response to experiencing unwanted sexual interaction, 49% ($n = 238$) felt angry, 46% ($n = 226$) felt embarrassed, 42% ($n = 205$) ignored it, 36% ($n = 178$) felt afraid, and 23% ($n = 112$) felt somehow responsible (Table 57).

Table 57. Emotional Reaction to Unwanted Sexual Interaction

| Emotional reaction | <i>n</i> | % |
|-----------------------------------|-----------|-------------|
| I felt angry. | 238 | 48.5 |
| I felt embarrassed. | 226 | 46.0 |
| I ignored it. | 205 | 41.8 |
| I felt afraid. | 178 | 36.3 |
| I felt somehow responsible. | 112 | 22.8 |
| <u>A feeling not listed above</u> | <u>82</u> | <u>16.7</u> |

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 491$). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing unwanted sexual interaction, 54% ($n = 267$) of respondents told a friend (Table 58). Other respondents did not do anything (41%, $n = 203$), avoided the person/venue (36%, $n = 176$), told a family member (13%, $n = 64$), confronted the person(s) at the time (12%, $n = 61$), confronted the person(s) later (9%, $n = 42$), did not know to whom to go (8%, $n = 38$), and contacted a University resource (7%, $n = 36$). Of those respondents who contacted a University resource, 47% ($n = 17$) contacted the Equal Opportunity and Title IX Office and 33% ($n = 12$) contacted an academic faculty member.

Table 58. Actions in Response to Unwanted Sexual Interaction

| Action | <i>n</i> | % |
|---|----------|------|
| I told a friend. | 267 | 54.4 |
| I did not do anything. | 203 | 41.3 |
| I avoided the person/venue. | 176 | 35.8 |
| I told a family member. | 64 | 13.0 |
| I confronted the person(s) at the time. | 61 | 12.4 |
| I confronted the person(s) later. | 42 | 8.6 |
| I did not know to whom to go. | 38 | 7.7 |
| I contacted a University resource. | 36 | 7.3 |
| <i>Equal Opportunity and Title IX Office</i> | 17 | 47.2 |
| <i>Academic faculty member</i> | 12 | 33.3 |
| <i>Counseling Services</i> | 10 | 27.8 |
| <i>Administrative faculty (Residential Life staff, advisor, department chair)</i> | 6 | 16.7 |
| I sought information online. | 20 | 4.1 |
| I contacted a local law enforcement official. | 7 | 1.4 |
| I sought support from off-campus hotline/advocacy services. | 5 | 1.0 |
| A response not listed above | 38 | 7.3 |

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 491$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B80 in Appendix B.

Nine percent ($n = 43$) of respondents officially reported the incident(s) (Table 59). Seven of those respondents (18%) who reported the incident(s) felt their complaint was addressed appropriately.

Table 59. Respondents Officially Reported Unwanted Sexual Interaction

| Reporting the unwanted sexual interaction | <i>n</i> | % |
|---|----------|------|
| No, I did not report it. | 442 | 91.1 |
| Yes, I reported it. | 43 | 8.9 |
| <i>Yes, I reported the incident and was satisfied with the outcome.</i> | 6 | 15.0 |
| <i>Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i> | 7 | 17.5 |
| <i>Yes, I reported the incident but felt that it was not addressed appropriately.</i> | 20 | 50.0 |
| <i>Yes, I reported the conduct and the outcome is still pending.</i> | 7 | 17.5 |

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 491$). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comments analyses. Three hundred eighty-five, 78% of respondents elaborated on why they did not report the unwanted sexual interactions to a campus official or staff member. Administrative Faculty respondents generated one theme: fear of retribution. For Classified Staff, Academic Faculty, and Graduate/Professional Student respondents no themes emerged. Responses from Undergraduate Student respondents generated two themes: tolerated catcalling and not serious enough.

Administrative Faculty

Fear of Retribution. Administrative Faculty respondents did not report unwanted sexual interactions to campus officials or a staff member for fear of retribution. Respondents stated, “Because I knew it would go nowhere and I could have possibly faced retaliation” and “This person was/is in a position of power over me and I knew that not much would have been done about it.” Another respondent explained, “The harassment came from my direct supervisor. I was concerned about retaliation, as well as whether or not anyone would believe me,” adding, “I was concerned about my future in my functional area as the individual is well connected in our industry,” According to another respondent, “Because nothing ever happens to people who do these things. Everyone knows who does this and it's completely tolerated. Everyone knows who

made a complaint (dean, associate deans, chairs) tell everyone and then the person who made the complaint is hurt in their career.”

Undergraduate Students

Tolerated Catcalling. The first theme that emerged from Undergraduate Student respondents as to why they did not report unwanted sexual interactions to a campus official or staff member was tolerated catcalling. Respondents stated, “I don't feel that many people, even those in positions of power, feel that cat-calling, even when intimidating, is a real problem,” “It was just cat-calling, reporting it would have resulted in a slap on the wrist,” “I didn't think the catcalling was something to report, also it was a stranger,” and “I don't think you can report cat calling.” Similarly, other respondents wrote, “It's cat-calling what is anyone going to do?” “I didn't think anything could be done about the cat-calling. It didn't seem very serious, and I don't know what remedy could have happened,” “It was just cat calling from male students in a truck while I was walking down the sidewalk. Cat calling is rude but not threatening so I'm not going to waste time reporting it,” and “Just because cat-calling and sexual harassment are not perceived as threatening to safety in the food service industry, not taken seriously, would have been laughed off.” Respondents also described catcalling as a normal and accepted behavior in our society, stating, “I think in society as a woman it almost feels like a norm to have unwanted sexual advances towards you, especially when you are young and attractive, and out at bars. That shouldn't be an excuse, but since I didn't get raped it didn't seem like something to report,” “Unwanted sexual interaction and harassment is so normalized in the lives of women of all ages and reporting it seemed to make it a bigger deal than it actually was,” and “I have been cat-called a number of times. Unfortunately, I have gotten used to it and just ignore it.”

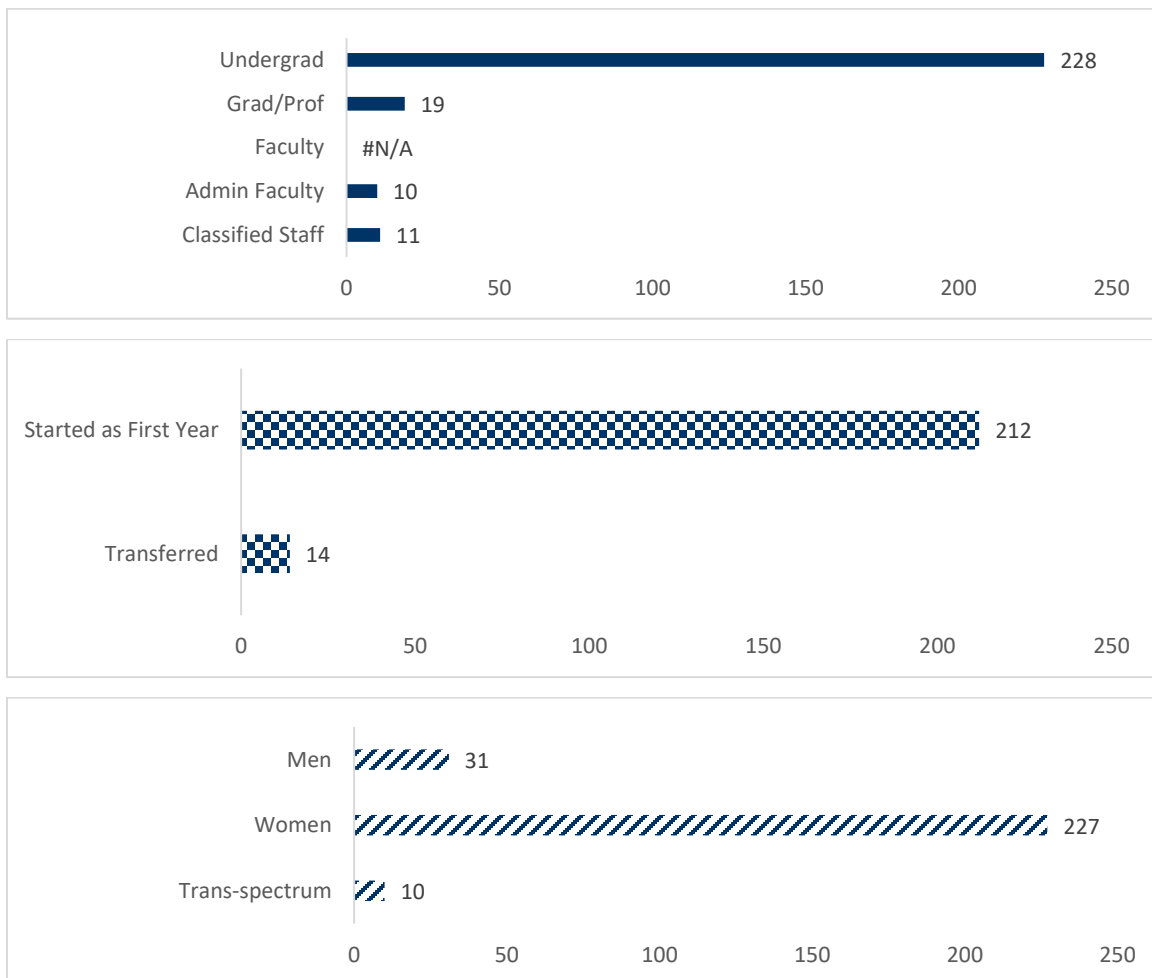
Not Serious Enough. The second theme that emerged from Undergraduate Student respondents as to why they did not report unwanted sexual interactions to a campus official or staff member was the offenses were not serious enough to garner a report. Respondents stated, “It didn't seem serious enough to really be able to go to staff about, and I also felt slightly responsible at the time. I was able to handle the situation mostly on my own, it just wasn't pleasant,” “I did not feel threatened, so I did not want to use University resources. It was just an embarrassing situation,” and “Did NOT feel endangered, just uncomfortable.” Respondents similarly wrote, “I did not

feel that I was in serious danger and I was able to remove myself from the situation. I was able to make it clear that his feelings were not reciprocated once he was sober,” “The interaction was not severe, nor occurred often enough that I felt it would interfere with my physical or emotional health. It was enough to ignore, let go, and move on,” and “I did not feel that it was too severe to report. I just felt uncomfortable about the interaction.”

Qualitative comments analyses. Twenty, 47% of respondents elaborated on why they felt their report of unwanted sexual interactions was not addressed appropriately. No themes emerged from the responses.

Unwanted Sexual Contact

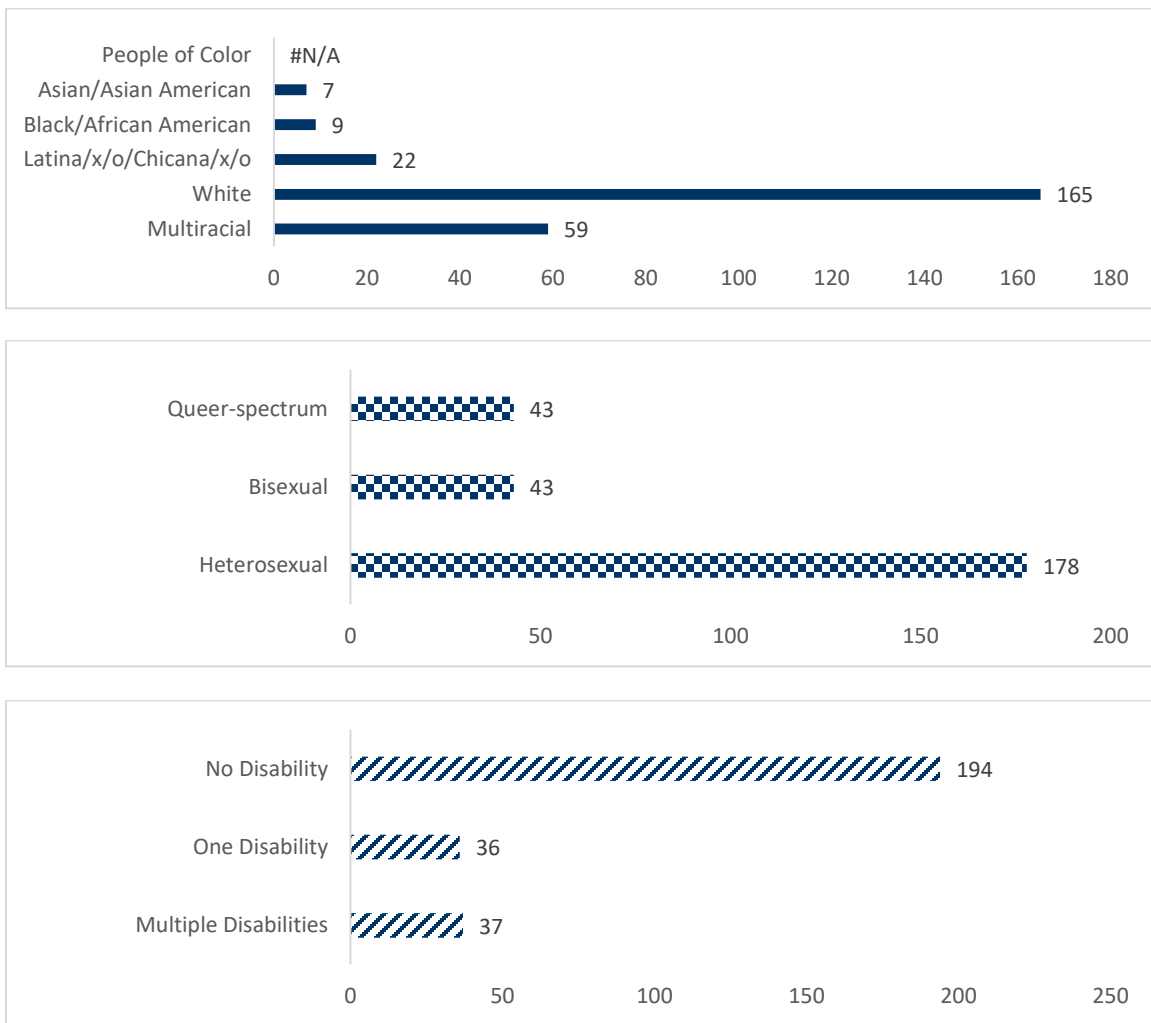
Analyses of the data suggested that a higher percentage of Undergraduate Student respondents (7%, $n = 228$) than Graduate/Professional Student respondents (2%, $n = 19$), Administrative Faculty respondents (1%, $n = 10$), and Classified Staff respondents (2%, $n = 11$) experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent (Figure 51).^{xlvi} A higher percentage of Student Respondents Who Started in Their First Year (8%, $n = 212$) than Student Respondents Who Transferred From Another Institution (2%, $n = 14$) experienced unwanted sexual contact.^{xlvii} Higher percentages of Trans-spectrum respondents (12%, $n = 10$) and Women respondents (6%, $n = 227$) than Men respondents (1%, $n = 31$) experienced unwanted sexual contact.^{xlviii}



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

Figure 52. Respondents' Experiences of Unwanted Sexual Contact While at the University by Position Status, Undergraduate Student Status, and Gender Identity (n)

Additional analyses of the data suggested that a higher percentage of Multiracial respondents (7%, $n = 59$) than White respondents (4%, $n = 165$), Asian/Asian American respondents (2%, $n = 7$), and Other Respondents of Color ($n < 5$) experienced unwanted sexual contact (Figure 52).^{xlix} A higher percentage of Queer-spectrum respondents (8%, $n = 43$) and Bisexual respondents (11%, $n = 43$) than Heterosexual respondents (3%, $n = 178$) experienced unwanted sexual contact.^l Thirteen percent ($n = 37$) of Respondents with Multiple Disabilities compared with 8% ($n = 36$) of Respondents with One Disability and 4% ($n = 194$) of Respondents with No Disability experienced unwanted sexual contact.^{li}



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

Figure 53. Respondents' Experiences of Unwanted Sexual Contact While at the University by Racial Identity, Sexual Identity, and Disability Status (n)

Of respondents who indicated they had experienced unwanted sexual contact, 41% ($n = 109$) stated it happened within the past year and 29% ($n = 77$) noted it happened 2 to 4 years ago.

Student respondents⁶⁴ were asked if alcohol and drugs were involved in the unwanted sexual contact and 61% ($n = 148$) indicated “yes.” Of those who indicated that alcohol and drugs were involved, 84% ($n = 113$) indicated that it was alcohol only and 13% ($n = 18$) indicated that both alcohol and drugs were involved.

Student respondents were also asked to share what semester in their college career they experienced unwanted sexual contact. Of note, the greatest percentage of occurrences of sexual contact of any kind usually happened each fall semester. Of Undergraduate Student respondents who indicated that they experienced unwanted sexual contact, 52% ($n = 128$) noted that it occurred in their first year, 29% ($n = 71$) noted that it occurred in their second year, and 13% ($n = 33$) noted that it occurred in their third year (Table 60).

Table 60. Year in Which Student Respondents Experienced Unwanted Sexual Contact

| Year experience occurred | <i>n</i> | % |
|--|----------|------|
| During my time as a graduate/professional student at the University | 14 | 5.7 |
| Prior to my first semester at the University (e.g., Nevada FIT, Nevada Bound, Summer Bridge Program, Upward Bound, Dean’s Future Scholars) | 13 | 5.3 |
| Undergraduate first year | 128 | 51.8 |
| <i>Fall semester</i> | 80 | 62.5 |
| <i>Spring semester</i> | 50 | 39.1 |
| <i>Summer semester</i> | 10 | 7.8 |
| Undergraduate second year | 71 | 28.7 |
| <i>Fall semester</i> | 42 | 59.2 |
| <i>Spring semester</i> | 29 | 40.8 |
| <i>Summer semester</i> | 9 | 12.7 |
| Undergraduate third year | 33 | 13.4 |
| <i>Fall semester</i> | 12 | 36.4 |
| <i>Spring semester</i> | 18 | 54.5 |
| <i>Summer semester</i> | < 5 | --- |
| Undergraduate fourth year | 20 | 8.1 |

⁶⁴ Analysis of Undergraduate and Graduate Student responses were combined because the number of Graduate Student respondents who experienced unwanted sexual contact was too low to maintain confidentiality.

Table 60. Year in Which Student Respondents Experienced Unwanted Sexual Contact

| Year experience occurred | <i>n</i> | % |
|---|----------|------|
| <i>Fall semester</i> | 12 | 60.0 |
| <i>Spring semester</i> | 7 | 35.0 |
| <i>Summer semester</i> | < 5 | --- |
| <u>After my fourth year as an undergraduate</u> | 0 | 0.0 |

Note: Table reports responses only from Students who indicated on the survey that they experienced unwanted sexual contact (*n* = 247). Percentages may not sum to 100 as a result of multiple response choices.

Forty-one percent of the respondents who indicated on the survey that they experienced unwanted sexual contact identified acquaintances/friends (*n* = 110) and University students (*n* = 110) as the perpetrators of the conduct. Respondents also identified strangers (22%, *n* = 59) and current or former dating/intimate partners (18%, *n* = 49).

Asked where the unwanted sexual contact incidents occurred, 80% (*n* = 217) of respondents indicated that they occurred off campus and 23% (*n* = 61) indicated they occurred on campus. Respondents who experienced unwanted sexual contact off campus indicated that the incidents occurred in places such as “abroad,” “apartment,” “friend’s house,” and “their house.”

Asked how they felt in response to experiencing unwanted sexual contact, 62% (*n* = 167) each felt embarrassed and felt somehow responsible, 52% (*n* = 140) felt angry, 49% (*n* = 131) felt afraid, and 42% (*n* = 114) ignored it (Table 61).

Table 61. Emotional Reaction to Unwanted Sexual Contact

| Emotional reaction | <i>n</i> | % |
|-----------------------------------|----------|------|
| I felt embarrassed. | 167 | 61.9 |
| I felt somehow responsible. | 167 | 61.9 |
| I felt angry. | 140 | 51.9 |
| I felt afraid. | 131 | 48.5 |
| I ignored it. | 114 | 42.2 |
| <u>A feeling not listed above</u> | 52 | 19.3 |

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact (*n* = 270). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing unwanted sexual contact, 61% (*n* = 164) told a friend, 46% (*n* = 123) avoided the person/venue, 33% (*n* = 90) did not do anything, and 18% (*n* = 49) told a family member (Table 62). Of those respondents who contacted a University resource (12%, *n* = 32),

56% ($n = 18$) contacted the Equal Opportunity and Title IX Office and 53% ($n = 17$) contacted Counseling Services.

Table 62. Actions in Response to Unwanted Sexual Contact

| Action | <i>n</i> | % |
|---|----------|------|
| I told a friend. | 164 | 60.7 |
| I avoided the person/venue. | 123 | 45.6 |
| I did not do anything. | 90 | 33.3 |
| I told a family member. | 49 | 18.1 |
| I did not know to whom to go. | 48 | 17.8 |
| I confronted the person(s) later. | 35 | 13.0 |
| I contacted a University resource. | 32 | 11.9 |
| <i>Equal Opportunity and Title IX Office</i> | 18 | 56.3 |
| <i>Counseling Services</i> | 17 | 53.1 |
| <i>Student staff (e.g., resident assistant, student coordinators, building managers, event staff)</i> | 6 | 18.8 |
| I sought information online. | 27 | 10.0 |
| I confronted the person(s) at the time. | 23 | 8.5 |

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact ($n = 270$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of actions, please see Table B88 in Appendix B.

Ninety-one percent ($n = 241$) of respondents did not report the unwanted sexual contact and 9% ($n = 25$) reported the incident(s) (Table 63).

Table 63. Respondents Officially Reported Unwanted Sexual Contact

| Reporting the unwanted sexual contact | <i>n</i> | % |
|---|----------|------|
| No, I did not report it. | 241 | 90.6 |
| Yes, I reported it. | 25 | 9.4 |
| <i>Yes, I reported the incident and was satisfied with the outcome.</i> | 6 | 25.0 |
| <i>Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i> | 8 | 33.3 |
| <i>Yes, I reported the incident but felt that it was not addressed appropriately.</i> | 8 | 33.3 |
| <i>Yes, I reported the conduct and the outcome is still pending.</i> | < 5 | --- |

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact ($n = 270$). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comments analyses. One hundred ninety-seven, 73% of respondents elaborated on why they did not report unwanted sexual conduct to a campus official or staff member. For Administrative Faculty, Classified Staff, Faculty, and Graduate/Professional Student respondents no themes were identified. Undergraduate Student respondents generated two themes: self-blame and embarrassed, ashamed, scared.

Undergraduate Students

Self-blame. The first theme that emerged for Undergraduate Student respondents as to why they did not report unwanted sexual conduct to a campus official or staff member was self-blame. One respondent stated, “I felt as though it would be my fault that I was drinking.” Other respondents added, “I didn't know if it qualified at the time. I thought it was my fault,” “At the time, I didn't think that he had done anything wrong, but thinking about it almost 2 years later, it was wrong and I didn't deserve to be treated that way, but at the time, I thought I did,” and “He was a football player and I felt like it was my fault.” Respondents also offered, “I did not know at the time that I could have a case against him. I thought it might have been my fault,” “I felt it was partly my fault,” and “I felt like it was my fault for drinking and I had been physical with this person before even though I did not want to be physical with them then.”

Embarrassed, Ashamed, Scared. The second theme that emerged from Undergraduate Student respondents was feelings of being embarrassed, ashamed, or scared. Respondents stated, “I was embarrassed and felt UNR would not do anything,” “Scared and embarrassed,” “Scared and embarrassed; I thought that I would get blamed,” and “Was embarrassed and felt like I led him on but was pressured and could have just left instead of letting him pressure me. Felt weak and gross and ashamed. Didn't want to talk about it.” Similarly, respondents shared, “I was embarrassed and angry,” “Too much work and too embarrassing,” “I felt ashamed. I did not want to shame my family and my friends, so I kept quiet,” and “I did not tell anyone, because I was ashamed and didn't want my friends, family, or partner to know. I felt guilty and thought they would be disappointed in me. I didn't want to ruin my relationships with these individuals.”

Qualitative comments analyses. Six respondents elaborated on why they felt their report of unwanted sexual conduct was not addressed appropriately. No themes emerged from the responses.

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

Several survey items queried respondents about the degree to which they knew about campus policies, resources, and reporting options and responsibilities at the University (Table 64).

Ninety-one percent ($n = 5,778$) of respondents “strongly agreed” or “agreed” that they were aware of the definition of Affirmative Consent, and 86% ($n = 5,482$) of respondents “strongly agreed” or “agreed” that they generally were aware of the role the University Title IX

Coordinators with regard to reporting incidents of unwanted sexual contact/conduct. Seventy-one percent ($n = 4,506$) of respondents “strongly agreed” or “agreed” that they knew how and where to report such incidents.

Seventy-three percent ($n = 4,653$) of respondents “strongly agreed” or “agreed” that they were familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking, and 77% ($n = 4,875$) of respondents “strongly agreed” or “agreed” that they generally were aware of the campus resources listed on the survey.

Eighty-nine percent ($n = 5,666$) of respondents “strongly agreed” or “agreed” that they had a responsibility to report such incidents when they saw them occurring on campus or off campus.

Seventy-seven percent ($n = 4,879$) of respondents “strongly agreed” or “agreed” that they understood that the University standards of conduct and penalties differed from standards of conduct and penalties under the criminal law.

Fifty-seven percent ($n = 3,627$) of respondents “strongly agreed” or “agreed” that they knew that information about the prevalence of sex offenses (including domestic and dating violence) was available in Annual Security and Fire Safety Report Daily Crime Log. Eighty-six percent ($n = 5,445$) of respondents “strongly agreed” or “agreed” that they knew that the University sends an Emergency Notification Alert to the campus community when such an incident occurs.

Table 64. Respondents’ Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

| Statement | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|-----|----------|-----|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I am aware of the definition of Affirmative Consent. | 3,585 | 56.2 | 2,193 | 34.4 | 326 | 5.1 | 223 | 3.5 | 51 | 0.8 |

Table 64. Respondents' Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

| Statement | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I am generally aware of the role of the University Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct. | 2,698 | 42.3 | 2,784 | 43.6 | 492 | 7.7 | 333 | 5.2 | 77 | 1.2 |
| I know how and where to report such incidents. | 2,068 | 32.5 | 2,438 | 38.3 | 840 | 13.2 | 871 | 13.7 | 154 | 2.4 |
| I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking. | 2,103 | 33.1 | 2,550 | 40.1 | 838 | 13.2 | 732 | 11.5 | 130 | 2.0 |
| I am generally aware of the campus resources listed here: unr.edu/equal-opportunity-title-ix . | 2,078 | 32.6 | 2,797 | 43.9 | 751 | 11.8 | 622 | 9.8 | 117 | 1.8 |
| I have a responsibility to report such incidents when I see them occurring on campus or off campus. | 3,300 | 52.0 | 2,366 | 37.3 | 540 | 8.5 | 103 | 1.6 | 36 | 0.6 |
| I understand that the University standards of conduct and penalties differ from standards of conduct and penalties under the criminal law. | 2,281 | 36.0 | 2,598 | 41.0 | 876 | 13.8 | 473 | 7.5 | 103 | 1.6 |
| I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in Annual Security and Fire Safety Report Daily Crime Log at: unr.edu/police/data-center/daily-crime-log . | 1,727 | 27.2 | 1,900 | 29.9 | 1,061 | 16.7 | 1,287 | 20.3 | 370 | 5.8 |
| I know that the University sends an Emergency Notification Alert to the campus community when such an incident occurs. | 3,014 | 47.3 | 2,431 | 38.2 | 452 | 7.1 | 374 | 5.9 | 96 | 1.5 |

Summary.

Seventy-one percent ($n = 4,568$) of respondents were “very comfortable” or “comfortable” with the climate at the University, and 70% ($n = 1,549$) of Academic Faculty, Administrative Faculty and Classified Staff respondents were “very comfortable” or “comfortable” with the climate in their departments/program or work units. The findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2016) suggest that 70% to 80% of respondents felt positively toward their campus climate. Although Academic Faculty, Administrative Faculty and Classified Staff respondents at the University similarly rated their department/program or work unit climates, the University respondents held more positive views about the overall climate at the University.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At the University, 21% ($n = 1,357$) of respondents noted that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. Most of the exclusionary, intimidating, offensive, and/or hostile conduct was based on position status, gender/gender identity, age, and ethnicity. These results also parallel the findings of other climate studies of specific constituent groups offered in the literature, where higher percentages of members of historically underrepresented and underserved groups had experienced various forms of exclusionary, intimidating, offensive, and/or hostile conduct and discrimination than did percentages of those in the majority (Harper, 2015; Harper & Hurtado, 2007; Ellis, Powell, Demetriou, Huerta-Bapat, & Panter, 2018; Kim & Aquino, 2017; Leath & Chavous, 2018; Museus & Park, 2015; Pittman, 2012; Quinton, 2018; Seelman, Woodford, & Nicolazzo, 2017; Sue, 2010).

Twenty-six percent ($n = 1,644$) of the University survey respondents indicated that they had observed conduct or communications directed toward a person or group of people at the University that they noted that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on political views, racial identity, ethnicity, and gender/gender identity. Similar to personal experiences with such conduct, members of minority identities more often witnessed exclusionary contact than did their majority counterparts.

Twelve percent ($n = 771$) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct, with 2% ($n = 115$) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 3% ($n = 186$) experiencing stalking (e.g., following me, on social media, texting, phone calls), 8% ($n = 491$) experiencing sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment), and 4% ($n = 270$) experiencing unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) while a member of the University community.

^{xxx} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by position status: $\chi^2(4, N = 6,415) = 35.2, p < .001$.

^{xxxi} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by undergraduate student status: $\chi^2(1, N = 3,323) = 4.6, p < .05$.

^{xxxii} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by gender identity: $\chi^2(2, N = 6,340) = 30.9, p < .001$.

^{xxxiii} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by disability status: $\chi^2(2, N = 6,361) = 37.5, p < .001$.

^{xxxiv} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by sexual identity: $\chi^2(2, N = 6,229) = 31.1, p < .001$.

^{xxxv} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by position status: $\chi^2(4, N = 6,415) = 32.4, p < .001$.

^{xxxvi} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by sexual identity: $\chi^2(2, N = 6,229) = 44.7, p < .001$.

^{xxxvii} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by gender identity: $\chi^2(2, N = 6,340) = 50.9, p < .001$.

^{xxxviii} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by disability status: $\chi^2(2, N = 6,361) = 53.9, p < .001$.

^{xxxix} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by student income status: $\chi^2(1, N = 4,091) = 3.9, p < .05$.

^{xl} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by position status: $\chi^2(4, N = 6,415) = 131.2, p < .001$.

^{xli} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by undergraduate student status: $\chi^2(1, N = 3,323) = 43.2, p < .001$.

^{xlii} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by gender identity: $\chi^2(2, N = 6,340) = 208.9, p < .001$.

^{xliii} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by racial identity: $\chi^2(5, N = 6,207) = 20.5, p < .001$.

^{xliv} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by sexual identity: $\chi^2(2, N = 6,229) = 105.6, p < .001$.

^{xlv} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by disability status: $\chi^2(2, N = 6,361) = 58.0, p < .001$.

^{xlvi} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by position status: $\chi^2(4, N = 6,415) = 117.4, p < .001$.

^{xlvii} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by undergraduate student status: $\chi^2(1, N = 3,323) = 29.5, p < .001$.

^{xlviii} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by gender identity: $\chi^2(2, N = 6,340) = 89.2, p < .001$.

^{xlix} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by racial identity: $\chi^2(5, N = 6,207) = 31.7, p < .001$.

ⁱ A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by sexual identity: $\chi^2(2, N = 6,229) = 71.7, p < .001$.

ⁱⁱ A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by disability status: $\chi^2(2, N = 6,361) = 75.0, p < .001$.

Academic Faculty, Administrative Faculty and Classified Staff Perceptions of Climate

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

Perceptions of Employment Practices

The survey queried Academic Faculty, Administrative Faculty and Classified Staff respondents about whether they had observed discriminatory employment practices that were unfair or unjust or that would inhibit diversifying the community at the University (Table 65).⁶⁵

Table 65. Academic Faculty, Administrative Faculty and Classified Staff Respondents Who Observed Employment Practices That Were Unfair or Unjust or That Would Inhibit Diversifying the Community

| Response | Hiring practices | | Employment-related discipline or action | | Procedures or practices related to promotion, tenure, reappointment, or reclassification | |
|------------------|------------------|------|---|------|--|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| No | | | | | | |
| Acad Faculty | 504 | 69.0 | 640 | 88.0 | 531 | 72.8 |
| Admin Faculty | 571 | 73.3 | 677 | 87.1 | 590 | 76.2 |
| Classified Staff | 526 | 74.6 | 594 | 84.3 | 517 | 73.6 |
| Yes | | | | | | |
| Acad Faculty | 226 | 31.0 | 87 | 12.0 | 198 | 27.2 |
| Admin Faculty | 208 | 26.7 | 100 | 12.9 | 184 | 23.8 |
| Classified Staff | 179 | 25.4 | 111 | 15.7 | 185 | 26.4 |

Note: Table reports responses only from Academic Faculty, Administrative Faculty and Classified Staff respondents (*n* = 2,232).

Twenty-eight percent (*n* = 613) of Academic Faculty, Administrative Faculty and Classified Staff respondents indicated that they had observed hiring practices at the University (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that they perceived to be unjust or that would inhibit diversifying the community. Of those Academic Faculty, Administrative Faculty and Classified Staff respondents who indicated that they had

⁶⁵ Per the CSWG, for analyses, sexual identity was recoded into the categories Queer-spectrum, Bisexual, and Heterosexual to maintain response confidentiality. Gender was recoded as Men, Women, and Trans-spectrum.

observed discriminatory hiring at the University, 27% ($n = 168$) noted it was based on nepotism/cronyism, 22% ($n = 132$) on racial identity, and 18% ($n = 108$) each on ethnicity and gender/gender identity.

Subsequent analyses⁶⁶ revealed the following statistically significant differences:

- By position status, 31% ($n = 226$) of Academic Faculty respondents, 27% ($n = 208$) of Administrative Faculty respondents, and 25% ($n = 179$) of Classified Staff respondents indicated that they had observed discriminatory hiring practices.^{lii}
- By racial identity, 36% ($n = 53$) of Multiracial Academic Faculty, Administrative Faculty and Classified Staff respondents compared with 25% ($n = 399$) of White Academic Faculty, Administrative Faculty and Classified Staff respondents indicated that they had observed discriminatory hiring practices.^{liii}
- By disability status, 34% ($n = 22$) of Academic Faculty, Administrative Faculty and Classified Staff Respondents with Multiple Disabilities, 37% ($n = 52$) of Academic Faculty, Administrative Faculty and Classified Staff Respondents with a Single Disability, and 27% ($n = 526$) of Academic Faculty, Administrative Faculty and Classified Staff Respondents with No Disability indicated that they had observed discriminatory hiring practices.^{liv}

Qualitative comments analyses. Two hundred fifty-six, 11% of participants elaborated on their observations of unjust hiring practices. Administrative Faculty respondents generated two themes: cronyism and diversity bias. Classified Staff respondents generated two themes: cronyism and diversity bias. For Academic Faculty respondents, two themes emerged: cronyism and diversity bias.

Administrative Faculty

Cronyism. The first theme that emerged for Administrative Faculty respondents in regard to unjust hiring practices was cronyism. Respondents stated, “I believe hiring is primarily based on who you know and not merit,” “I was told by a candidate for a position that they were told by a

⁶⁶ Chi-square analyses were conducted by gender identity, racial identity, sexual identity, military status, citizenship status, religious affiliation, and disability status; only significant differences are reported.

senior administrator that if they applied they would get the job even though it was being searched,” “There seems to be a pattern of selecting candidates that are known and not going through a complete interview process,” and “Positions are posted, but the hiring department or personnel already know who they are hiring.” Other respondents added, “A lot of times, a person has already been identified for a job and the whole hiring process is a sham and a waste of everyone's time. People just ‘go through the motions’ but already know that they will hire a certain person,” “Colleague (as committee chair) ignored recommendation of search committee to hire his choice (who was personally known to them),” and “I have witnessed an immense amount of nepotism/cronyism at the University. It feels like you have to be related to someone or be friends with someone to obtain a job here.” Respondents also commented, “I've seen people interviewed and hired, not because they were qualified but because they knew someone or had the right last name,” and “A search chair lobbying for a candidate who turned out to [have a relationship to them] (which [they] did not disclose to the committee).

Diversity Bias. The second theme that emerged for Administrative Faculty respondents in regard to unjust hiring practices was diversity bias. Respondents stated, “The hiring process is discriminatory against heterosexual white males. Those with the highest intersectionality ‘victim’ score are favored,” “The positions we hire are generally ‘targeted for women and/or minorities.’ The positions are advertised on websites catering to these populations as well as the regular avenues,” and “In its knee-jerk reaction to uninformed criticism of perceived lack of diversity on campus, it appears that only minority or foreign-born candidates are hired lately.” Other respondents added, “Racial identity given greatest weight,” and “I have witnessed failed searches where pools were not considered ‘diverse enough,’ even though we have eligible and qualified candidates.” One respondent elaborated, “I know this goes against pursuing diversity (which I am very supportive of), but there was a search committee that I was a part of that the person selected, was selected because she was ethnically diverse. She was one of the least qualified people for the position and things were mentioned in the search committee meetings such as we can't consider some of these candidates because they have similar experiences as the racially diverse candidate and the optics would look bad. I think just as it is unfair to disqualify a candidate based on being racially diverse, it is unfair to disqualify qualified candidates because they aren't racially diverse.” Respondents further stated, “The diversity and bias initiative has now created a climate where good candidates are overlooked or people are afraid to hire/promote

them b/c they are white and/or male” and “While I understand there are institutional priorities and goals which I agree with, it is extremely discouraging to see that there are positions designated as available to one person but not another based on one’s diversity identification at a public institution. I agree with the concept and the initiative to create a diverse learning environment entirely, but I am getting tired of hearing that we have too many people that look like and identify as I do based on these attributes alone rather than what I bring to the job in terms of skill and value.” Another respondent explained, “Being ‘diverse’ according to searches is only gender and racial identity which is exclusionary to other diverse individuals. The way we ‘require’ diverse pools just for the sake of having diversity is confusing, as some people may just not be qualified enough. It makes people who don't have racial or gender diversity variables, but others feel as though they may never be considered. It personal[ly] makes me not want to work in higher education anymore because of these practices.”

Classified Staff

Cronyism. The first theme that emerged for Classified Staff respondents in regard to unjust hiring practices was cronyism. One respondent stated, “A very young person was hired because her fiancé’s parents are very important people on campus. There were other more qualified candidates in the hiring pool but she was given the job. She started as a student worker and then jumped to an administrative faculty position.” Other respondents stated, “Too often in my time at the university, I see search waivers and grant-named exceptions utilized to avoid a search. Search waivers should really be very few and far between, and unfortunately, I've seen quite a few of them. In almost all cases, they are used to hire someone who the supervisor already knows and likes.” Commenting on the effects of cronyism, the respondent added, “This makes it harder for underrepresented groups to break into positions, and reinforces the status quo.” According to other respondents, “Our office constantly hires people related to hire-up staff,” “This campus has too much nepotism and cronyism. There are specific departments that are worse than others and it is quite obvious,” “There is a lot of internal hiring in our office based on who you are friends with,” and “I applied for a job that I was clearly qualified for but the higher up's chose a ‘friend’ from outside the University.”

Diversity Bias. The second theme that emerged for Classified Staff respondents in regard to unjust hiring practices was diversity bias. A respondent stated, “I’ve been to 2 different training sessions where the trainer(s) made it sound very much like a person of diversity would be considered more heavily in the hiring process than those considered not as diverse. Where normally you would look at the qualifications of a person and hire the right person for the job, no matter what they believe or how they look, it is made to seem that UNR is hiring people for the level of diversity they bring to the table so that UNR can be one of the top schools in the nation with the most diverse staff.” Other respondents added, “Perceive extra effort to hire minorities to the exclusion of others. Minorities are already well represented in my group and it clashes with my personal values such as treating all individuals equally and with respect regardless of the labels that are forced on them” and “I believe there is much greater emphasis placed on hiring diversity than ability to do the job.” Respondents also shared, “Hiring based on the perception of a departmental image as it pertains to affirmative action. All of the race, gender, and other classifications considered in the hiring process not directly related to qualifications and past performance need to be eliminated,” and “I have seen coworkers passed over for promotions because the search committee is looking for an affirmative action candidate.”

Academic Faculty

Cronyism. The first theme that emerged for Academic Faculty respondents in regard to unjust hiring practices was cronyism. One respondent stated, “A search was cancelled and, viola, the tenure-track position was opened so that the [someone else] could benefit. Ultimately, the [candidate offered the position] -- turned down the offer, rendering the entire process moot except to indicate how the system was flexed for the power brokers in the upper administration.” Other respondents added, “People who are known and liked are hired over others who are much more qualified. Twice people who were very highly qualified were not hired because they were a threat to faculty because they might outshine them. Several times people were hand-picked by the [position redacted] because it furthered their agenda,” “Personal acquaintances, friends, and other allies are hired and promoted even though any fair evaluation shows the person is less well qualified,” and “Witnessed cronyism twice in the same search, at least once in another search.” Another respondent added, “We are currently undergoing a search for a [position name redacted] in our college. Even though the University Administrative Manual has specific guidelines for

committee membership and explicitly states that those who potentially have a personal relationship with applicants should not serve, that has not happened. It is well known in the College that a particular person was going to apply and the committee was over-represented with individuals who are personal friends with the applicant and who socialize with them.” Other respondents stated, “It was more cronyism. Faculty were hired that had been recommended by one specific faculty member. I do not believe that all input about the member hired was taken into consideration,” “In two occasions on this campus (once several years ago, the other time more recent), [someone] chose to intervene in the process to force a candidate that was not deemed by the committee, based on the materials and instructions for the search, to be as highly rated as others. The reasons for the intervention were clearly based on cronyism” and “I have noticed a trend in hiring students who are relatives of the [current employees].”

Diversity Bias. The second theme that emerged for Academic Faculty respondents in regard to unjust hiring practices was diversity bias. Respondents stated, “In both hiring and promotion situations I have observed less rigorous standards applied to ethnic/racial minority applicants. I do not think this is wrong, but is not strictly fair,” “A position was filled as a diversity hire that did not include a normal search. So, there are two standards, one for the general public and one for the personal desires of the upper administration,” and “The committee selected a less qualified candidate because she was ‘diverse’ instead of inviting a highly qualified candidate for an interview.” One respondent stated, “We are constantly and obsessively harangued to hire for greater diversity, and this has resulted in a pressure to make race, gender, or gender expression a preferential qualification. I am strongly opposed to that: hires should be based on the best qualifications, and if they come in a racially, sexually diverse package, then fine, but if not, it's just as bad to give someone a job over a better-qualified candidate solely because of race or gender as it is to deny them one for that same reason.” Other respondents added, “In some instances, academic hiring appears driven mostly on ethnicity--choosing or appointing lesser-qualified candidates because of who they are and not the quality of the work they do” and “I think we talk about diversity in very problematic ways when we hire. I think we need to focus on diversity of work, not only skin color, and the latter is being invoked in potentially illegal ways.” Respondents also offered, “There is extreme bias, to the point of outright prejudice, against hiring straight faculty who do not identify or are demonstrably recognizable as ‘person of color.’ Search committees are being trained and forced to not consider candidates who don't meet

‘diversity’ quotas” and “There is too strong of an emphasis on diversity for the sake of diversity - we should focus more on hiring people who want to make a change and embrace diversity, rather than hiring people simply because they are diverse themselves and allow us to ‘check a box.’”

Fourteen percent ($n = 298$) of Academic Faculty, Administrative Faculty and Classified Staff respondents indicated that they had observed employment-related discipline or action, up to and including dismissal at the University that they perceived to be unjust or that would inhibit diversifying the community. Subsequent analyses indicated that of those individuals, 22% ($n = 64$) noted that they believed the discrimination was based on position status (e.g., administrative faculty, staff, academic faculty), 15% ($n = 44$) based on age, and 14% ($n = 42$) based on length of service at the University.

Subsequent analyses⁶⁷ revealed the following statistically significant difference:

- By disability status, 19% ($n = 12$) of Academic Faculty, Administrative Faculty and Classified Staff Respondents with Multiple Disabilities, 19% ($n = 27$) of Academic Faculty, Administrative Faculty and Classified Staff Respondents with a Single Disability, and 13% ($n = 253$) of Academic Faculty, Administrative Faculty and Classified Staff Respondents with No Disability indicated that they had observed unjust employment-related discipline or action.^{lv}

Qualitative comments analyses. Ninety-three, 4% of respondents elaborated on their observations of unjust employment-related disciplinary actions. One theme emerged from respondents: unjust dismissal.

Unjust Dismissal. One theme emerged from responses related to observations of employment-related discipline and action: unjust dismissal. Respondents elaborated on observations of employees being unjustly dismissed by direct supervisors owing to personality conflicts, not work production. Respondents offered, “Supervisor did not like her even though she was doing an outstanding job so she was dismissed,” “The former employee of the year in another department on campus was let go from UNR at her 7 month eval because she had a supervisor who is literally emotionally abusive to his colleagues,” and “A former supervisor fired a tenure-

⁶⁷ Chi-square analyses were conducted by gender identity, racial identity, sexual identity, military status, citizenship status, religious affiliation, and disability status; only significant differences are reported.

track faculty as a personal vendetta just before the supervisor retired.” Another respondent shared, “They really did not like this person and it was apparent. I felt the dismissal was unjust or could have been handled very differently. It was really uncomfortable.” Other respondents wrote, “My supervisor and my employee had different opinions that led to my supervisor looking for reasons to terminate my employee despite having many positive skills needed for the position,” “Employee was dismissed due to personality conflicts with supervisor despite doing job well,” and “If our director doesn't like you, he'll find a way to get rid of you. Only people he likes get promotions.”

Twenty-six percent ($n = 567$) of Academic Faculty, Administrative Faculty and Classified Staff respondents indicated that they had observed promotion, tenure, reappointment, and reclassification practices at the University that they perceived to be unjust. Subsequent analyses indicated that of those individuals, 27% ($n = 154$) noted that they believed the unjust practices were based on position status (e.g., administrative faculty, staff, academic faculty), 17% ($n = 94$) on gender/gender identity, and 13% ($n = 74$) on length of service at the University.

Subsequent analyses⁶⁸ revealed the following statistically significant differences:

- By faculty status, 36% ($n = 89$) of Tenured Faculty respondents, 23% ($n = 57$) of Non-Tenure-Track Faculty respondents, and 25% ($n = 50$) of Tenure-Track Faculty respondents indicated that they had observed unjust promotion, tenure, reappointment, and reclassification practices.^{lvi}
- By disability status, 30% ($n = 42$) of Academic Faculty, Administrative Faculty and Classified Staff Respondents with a Single Disability, 37% ($n = 24$) of Academic Faculty, Administrative Faculty and Classified Staff Respondents with Multiple Disabilities, and 25% ($n = 488$) of Academic Faculty, Administrative Faculty and Classified Staff Respondents with No Disability indicated that they had observed unjust promotion, tenure, reappointment, and reclassification practices.^{lvii}

⁶⁸ Chi-square analyses were conducted by gender identity, racial identity, sexual identity, military status, citizenship status, religious affiliation, and disability status; only significant differences are reported.

Qualitative comments analyses. Two hundred ten, 9% of participants elaborated on their observations of unjust behavior, procedures, and employment practices related to promotion, tenure, reappointment, and/or reclassification. One theme emerged for Administrative Faculty respondents: subjective promotion and hiring criteria. For Classified Staff respondents, one theme emerged: cronyism. Academic Faculty respondents generated two themes: subjective promotion criteria and gender bias.

Administrative Faculty

Subjective Promotion and Hiring Criteria. The one theme that emerged for Administrative Faculty respondents as it related to unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification was subjective promotion and hiring criteria. One respondent stated, “Sometimes people get hired because it's easy and do not go through the proper searches that they should go through. I've seen this unjustly happen, thereby omitting highly qualified potential candidates simply because someone is liked, it's easy, and because of their gender.” Another respondent offered, “Why do some people just get moved into higher level positions while other people have to go through an interview process?” Other respondents wrote, “I've seen promotion situations where a given admin unit pre-targets/determines individuals from lower units that are desired in the admin unit with promises being made in advance,” and “Some cronies are passed for tenure and promotion much faster than others, without clear evidence of real productivity, when other ‘less advantaged’ young faculty with much higher productivity are under the impression that their own P&T is in the balance.”

Classified Staff

Cronyism. The one theme that emerged for Classified Staff respondents as it related to unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification was cronyism. Respondents stated, “It's all about who you know and who has the authority to approve promotions, etc.” “If you are ‘good friends’ or buddies with the administration and go along with the boss, you are usually promoted. Doing a good job is not important or making the University look better is unimportant, too,” and “I have seen multiple times when one candidate is favored over others only because of personal relationship. This puts

other candidates at a disadvantage even though they may be more qualified to take on the role.” Other respondents offered, “The glass ceiling at UNR is really cronyism. Its ill-mannered managers promoting similarly ill-mannered people to protect their fiefdoms. Individuals with little ability to do the jobs they were hired to do reassign their duties to overworked staff who can't complain because no one takes complaints (or evidence) seriously,” and “An individual was found a new job and promoted simple because their partner was a semi important individual at the university and people at the university wanted to take care of them.”

Academic Faculty

Subjective Promotion Criteria. The first theme that emerged for Academic Faculty respondents as it related to unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification was subjective promotion criteria. Respondents stated, “Administrative faculty promotions (or in rank promotions) are very nebulous and see[m] very unfair,” “The problem with the tenure and promotion system is that if you get senior faculty who simply don't like another person they can block or delay tenure and promotion of deserving individuals. And the faculty doing this are lauded as model citizens by others across campus so they get away with it but it is very unfair,” and “There is not a uniform standard at the University for promotion and tenure.” One respondent offered, “There are written policies for promotion and tenure. This document is not used. Faculty creates their own criteria based on who they want to promote. Criteria are inequitably used. Faculty got promoted with far lesser criteria.” Another respondent noted, “People in our department (and outside) do not know the proper procedures. Even on the provost website procedures are unclear including issues related to that faculty have only one chance to obtain tenure. This apparently is a change compared to earlier years but nobody in our department (including chairs) knew this. In addition, some people are allowed to go up early and others are not for reasons that are totally unclear.”

Gender bias. The second theme that emerged for Academic Faculty respondents as it related to unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification was gender bias. Respondents stated, “A female faculty member passed over for tenure who deserved it based on comparative career accomplishments of males in a similar position/career stage,” “To summarize my experience and observations, men

are moved up, women are shoved to the side (e.g., lab space taken away, office space marginalized). Men keep their lab space even when not funded, for much longer than females,” and “On promotion committees, I have seen cases for female faculty that were weakened by poor teaching evaluations (which, judging by student comments such as ‘she should stay home with her cat,’ were influenced by sexism) and by the tendency for female faculty to be overburdened with service assignments in their departments, which interferes with their ability to conduct research.” One respondent offered, “I have participated in several departmental promotion and hiring meetings in which the female subject was disadvantaged because male faculty members were applying different standards to women than to men.” Another respondent shared, “Women in my department have consistently been held back, undermined, or not gotten support. There is also bias against certain field of study.” Other respondents added, “Men at UNR are still given much more credibility and voice in regard to promotion. Women are evaluated with a harsher attitude,” “I saw a male colleague with less seniority and fewer publications promoted to Full Professor ahead of female colleagues with better credentials,” and “Women are held to a higher standard in teaching.”

^{lii} A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unjust hiring practices by position status: $\chi^2(2, N = 2,214) = 6.1, p < .05$.

^{liii} A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unjust hiring practices by racial identity: $\chi^2(5, N = 2,091) = 16.0, p < .01$.

^{liv} A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unjust hiring practices by disability status: $\chi^2(2, N = 2,191) = 8.9, p < .05$.

^{lv} A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unjust employment-related discipline or action by disability status: $\chi^2(2, N = 2,185) = 6.5, p < .05$.

^{lvi} A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unjust promotion, tenure, reappointment, and/or reclassification by faculty status: $\chi^2(2, N = 699) = 12.5, p < .01$.

^{lvii} A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unjust promotion, tenure, reappointment, and/or reclassification by disability status: $\chi^2(2, N = 2,181) = 6.8, p < .05$.

Administrative Faculty Respondents' Views on Workplace Climate and Work-Life Balance

Several survey items queried Administrative Faculty respondents about their opinions regarding work-life issues, support, and resources available at the University. Analyses were conducted based on gender identity, racial identity,⁶⁹ sexual identity, caregiving status,⁷⁰ first-generation status, and disability status.⁷¹ Only significant differences are provided in Tables 66 through 69.

Sixty-eight percent ($n = 519$) of Administrative Faculty respondents “strongly agreed” or “agreed” that they had supervisors who gave them job/career advice or guidance when they needed it (Table 66). A higher percentage of Administrative Faculty Respondents with Other or Multiple Caregiving Responsibilities (11%, $n = 18$) than Administrative Faculty Respondents with No Caregiving Responsibilities (3%, $n = 13$) and Administrative Faculty Respondents Caregiving for Children 5 Years or Under ($n = 0$) “strongly disagreed” with the statement.

Seventy-five percent ($n = 566$) of Administrative Faculty respondents “strongly agreed” or “agreed” that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. A higher percentage of Administrative Faculty Respondents with No Caregiving Responsibilities (36%, $n = 146$) than Administrative Faculty Respondents with Multiple or Other Caregiving Responsibilities (24%, $n = 42$) “strongly agreed” with the statement.

Fifty-nine percent ($n = 447$) of Administrative Faculty respondents “strongly agreed” or “agreed” that they were included in opportunities that would help their careers as much as others in similar positions. A higher percentage of Administrative Faculty Respondents with Multiple or Other Caregiving Responsibilities (9%, $n = 15$) than Administrative Faculty Respondents with No Caregiving Responsibilities (3%, $n = 13$) “strongly disagreed” with the statement.

⁶⁹ Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color, White, and Multiracial.

⁷⁰ Per the CSWG, caregiving status was coded to include Respondents with No Caregiving Responsibilities, Respondents with Children 5 and under, Respondents with Children Between 6 and 18, and Respondents with Other Caregiving Responsibilities.

⁷¹ Per the CSWG, for all analyses, sexual identity was recoded into the categories Queer-spectrum, Bisexual, and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Table 66. Administrative Faculty Respondents’ Perceptions of Workplace Climate

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I have supervisors who give me job/career advice or guidance when I need it. | 264 | 34.8 | 255 | 33.6 | 120 | 15.8 | 79 | 10.4 | 40 | 5.3 |
| Caregiving status ^{lviii} | | | | | | | | | | |
| No Caregiving | 154 | 38.1 | 124 | 30.7 | 67 | 16.6 | 46 | 11.4 | 13 | 3.2 |
| Children 5 Yrs or Under | 22 | 34.9 | 26 | 41.3 | 6 | 9.5 | 9 | 14.3 | 0 | 0.0 |
| Children 6–18 Yrs | 36 | 31.9 | 38 | 33.6 | 19 | 16.8 | 11 | 9.7 | 9 | 8.0 |
| Multiple/Other | 51 | 29.8 | 64 | 37.4 | 27 | 15.8 | 11 | 6.4 | 18 | 10.5 |
| I have colleagues/coworkers who give me job/career advice or guidance when I need it. | 246 | 32.5 | 320 | 42.3 | 136 | 18.0 | 45 | 5.9 | 10 | 1.3 |
| Caregiving status ^{lix} | | | | | | | | | | |
| No Caregiving | 146 | 36.2 | 143 | 35.5 | 81 | 20.1 | 29 | 7.2 | < 5 | --- |
| Children 5 Yrs or Under | 19 | 30.2 | 31 | 49.2 | 8 | 12.7 | 5 | 7.9 | 0 | 0.0 |
| Children 6–18 Yrs | 38 | 33.9 | 54 | 48.2 | 15 | 13.4 | < 5 | --- | < 5 | --- |
| Multiple/Other | 42 | 24.4 | 89 | 51.7 | 30 | 17.4 | 8 | 4.7 | < 5 | --- |
| I am included in opportunities that will help my career as much as others in similar positions. | 198 | 26.2 | 249 | 32.9 | 168 | 22.2 | 106 | 14.0 | 35 | 4.6 |
| Caregiving status ^{lx} | | | | | | | | | | |
| No Caregiving | 111 | 27.6 | 126 | 31.3 | 96 | 23.9 | 56 | 13.9 | 13 | 3.2 |
| Children 5 Yrs or Under | 14 | 22.2 | 33 | 52.4 | 8 | 12.7 | 7 | 11.1 | < 5 | --- |
| Children 6–18 Yrs | 33 | 29.5 | 32 | 28.6 | 26 | 23.2 | 15 | 13.4 | 6 | 5.4 |
| Multiple/Other | 39 | 22.7 | 55 | 32.0 | 37 | 21.5 | 26 | 15.1 | 15 | 8.7 |

Note: Table reports responses only from Administrative Faculty respondents (*n* = 760). For a list of combined Administrative Faculty and Classified Staff respondents, please see Table B94 in Appendix B.

Table 67 illustrates that 58% (*n* = 434) of Administrative Faculty respondents “strongly agreed” or “agreed” that the performance evaluation process was clear. No statistically significant differences were found between groups.

Thirty-two percent (*n* = 241) of Administrative Faculty respondents “strongly agreed” or “agreed” that the performance evaluation process was productive. No statistically significant differences were found between groups.

Forty-one percent ($n = 306$) of Administrative Faculty respondents “strongly agreed” or “agreed” that the process for contesting the performance process was clear. No statistically significant differences were found between groups.

Table 67. Administrative Faculty Respondents’ Perceptions of Performance Evaluation Process

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| The performance evaluation process is clear. | 166 | 22.0 | 268 | 35.5 | 160 | 21.2 | 112 | 14.8 | 49 | 6.5 |
| The performance evaluation process is productive. | 92 | 12.2 | 149 | 19.8 | 205 | 27.2 | 198 | 26.3 | 109 | 14.5 |
| The process for contesting the performance process is clear. | 94 | 12.7 | 212 | 28.6 | 235 | 31.7 | 131 | 17.7 | 70 | 9.4 |

Note: Table reports responses only from Administrative Faculty respondents ($n = 760$). For a list of combined Administrative Faculty and Classified Staff respondents, please see Table B94 in Appendix B.

Analyses based on gender identity, racial identity,⁷² sexual identity, caregiving status,⁷³ first-generation status, and disability status for several items in survey Question 41 were conducted.⁷⁴ Only significant differences are presented in Table 68.

Seventy-six percent ($n = 567$) of Administrative Faculty respondents “strongly agreed” or “agreed” that their supervisors provided adequate support for them to manage work-life balance. No statistically significant differences were found between groups.

Thirty-one percent ($n = 234$) of Administrative Faculty respondents “strongly agreed” or “agreed” that the University provided adequate support to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation). A higher percentage of Men Administrative Faculty respondents (13%, $n = 39$) than Women Administrative Faculty respondents (7%, $n = 29$) “strongly agreed” with the statement. A higher percentage of Administrative Faculty Respondents Caregiving for Children 5 Years or Under

⁷² Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color, White, and Multiracial.

⁷³ Per the CSWG, caregiving status was coded to include Respondents with No Caregiving Responsibilities, Respondents with Children 5 and Under, Respondents with Children Between 6 and 18, and Respondents with Other Caregiving Responsibilities.

⁷⁴ Per the CSWG, for all analyses, sexual identity was recoded into the categories Queer-spectrum, Bisexual, and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

(30%, $n = 19$) than Administrative Faculty Respondents with No Caregiving Responsibilities (14%, $n = 56$) “disagreed” that the University provided adequate support to help them manage work-life balance.

Twenty-six percent ($n = 196$) of Administrative Faculty respondents “strongly agreed” or “agreed” that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments). No statistically significant differences were found between groups.

Thirty-seven percent ($n = 280$) of Administrative Faculty respondents “strongly agreed” or “agreed” that they performed more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support). A higher percentage of Women Administrative Faculty respondents (25%, $n = 112$) than Men Administrative Faculty respondents (19%, $n = 55$) “disagreed” with the statement. Twenty-one percent ($n = 26$) of Administrative Faculty Respondents of Color compared with 12% ($n = 65$) of White Administrative Faculty respondents “strongly agreed” with the statement.

Table 68. Administrative Faculty Respondents’ Perceptions of Work-Life Issues

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| My supervisor provides adequate support for me to manage work-life balance. | 329 | 44.0 | 238 | 31.8 | 89 | 11.9 | 57 | 7.6 | 35 | 4.7 |
| The University provides adequate support to help me to manage work-life balance | 69 | 9.1 | 165 | 21.8 | 323 | 42.7 | 132 | 17.4 | 68 | 9.0 |
| Gender identity ^{lxi} | | | | | | | | | | |
| Men | 39 | 13.3 | 76 | 25.9 | 116 | 39.6 | 49 | 16.7 | 13 | 4.4 |
| Women | 29 | 6.5 | 88 | 19.7 | 199 | 44.6 | 81 | 18.2 | 49 | 11.0 |
| Caregiving status ^{lxii} | | | | | | | | | | |
| No Caregiving | 40 | 9.9 | 93 | 23.1 | 190 | 47.1 | 56 | 13.9 | 24 | 6.0 |
| Children 5 Yrs or Under | < 5 | --- | 16 | 25.4 | 16 | 25.4 | 19 | 30.2 | 10 | 15.9 |
| Children 6–18 Yrs | 11 | 9.7 | 23 | 20.4 | 46 | 40.7 | 20 | 17.7 | 13 | 11.5 |
| Multiple/Other | 15 | 8.8 | 33 | 19.3 | 69 | 40.4 | 35 | 20.5 | 19 | 11.1 |

Table 68. Administrative Faculty Respondents’ Perceptions of Work-Life Issues

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Burdened by work responsibilities beyond those of my colleagues with similar performance expectations. | 61 | 8.1 | 135 | 17.9 | 243 | 32.3 | 242 | 32.1 | 72 | 9.6 |
| I perform more work than colleagues with similar performance expectations. | 108 | 14.3 | 172 | 22.8 | 264 | 34.9 | 169 | 22.4 | 43 | 5.7 |
| Gender identity ^{lxiii} | | | | | | | | | | |
| Men | 45 | 15.4 | 70 | 23.9 | 114 | 38.9 | 55 | 18.8 | 9 | 3.1 |
| Women | 59 | 13.2 | 100 | 22.4 | 141 | 31.6 | 112 | 25.1 | 34 | 7.6 |
| Racial identity ^{lxiv} | | | | | | | | | | |
| People of Color | 26 | 21.7 | 24 | 20.0 | 36 | 30.0 | 25 | 20.8 | 9 | 7.5 |
| White | 65 | 11.9 | 129 | 23.7 | 188 | 34.6 | 131 | 24.1 | 31 | 5.7 |
| Multiracial | 13 | 22.4 | 12 | 20.7 | 24 | 41.4 | 6 | 10.3 | < 5 | --- |

Note: Table reports responses only from Administrative Faculty respondents (*n* = 760). For a list of combined Administrative Faculty and Classified Staff respondents, please see Table B94 in Appendix B.

Fifty-eight percent (*n* = 429) of Administrative Faculty respondents “strongly agreed” or “agreed” that they were able to complete their assigned duties during scheduled hours (Table 69). No statistically significant differences were found between groups.

Forty-nine percent (*n* = 372) of Administrative Faculty respondents “strongly agreed” or “agreed” that their workload increased without additional compensation as a result of other administrative faculty/staff departures (e.g., retirement positions not filled). A higher percentage of Men Administrative Faculty respondents (28%, *n* = 83) than Women Administrative Faculty respondents (21%, *n* = 93) “agreed” with the statement.

Thirty-five percent (*n* = 259) of Administrative Faculty respondents “strongly agreed” or “agreed” that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours. A higher percentage of Women Administrative Faculty respondents (12%, *n* = 52) than Men Administrative Faculty respondents (6%, *n* = 17) “strongly disagreed” with the statement.

Sixty-eight percent ($n = 514$) of Administrative Faculty respondents “strongly agreed” or “agreed” that they were given a reasonable time frame to complete assigned responsibilities. No statistically significant differences were found between groups.

Fifty-seven percent ($n = 431$) of Administrative Faculty respondents “strongly agreed” or “agreed” that a hierarchy existed within administrative faculty/staff positions that allowed some voices to be valued more than others.

Table 69. Administrative Faculty Respondents’ Perceptions of Workload

| Issue | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I am able to complete my assigned duties during scheduled hours. | 163 | 21.8 | 266 | 35.7 | 107 | 14.3 | 130 | 17.4 | 80 | 10.7 |
| My workload was increased without additional compensation owing to other administrative faculty/staff departures (e.g., retirement positions not filled). | 191 | 25.3 | 181 | 23.9 | 204 | 27.0 | 135 | 17.9 | 45 | 6.0 |
| Gender identity ^{lxv} | | | | | | | | | | |
| Men | 85 | 28.9 | 83 | 28.2 | 81 | 27.6 | 34 | 11.6 | 11 | 3.7 |
| Women | 103 | 23.2 | 93 | 20.9 | 114 | 25.7 | 100 | 22.5 | 34 | 7.7 |
| I am pressured by departmental work requirements that occur outside of my normally scheduled hours. | 93 | 12.4 | 166 | 22.1 | 186 | 24.8 | 235 | 31.3 | 71 | 9.5 |
| Gender identity ^{lxvi} | | | | | | | | | | |
| Men | 39 | 13.4 | 68 | 23.3 | 86 | 29.5 | 82 | 28.1 | 17 | 5.8 |
| Women | 51 | 11.6 | 92 | 20.9 | 97 | 22.0 | 149 | 33.8 | 52 | 11.8 |
| I am given a reasonable time frame to complete assigned responsibilities. | 147 | 19.5 | 367 | 48.7 | 158 | 21.0 | 53 | 7.0 | 28 | 3.7 |
| A hierarchy exists within administrative faculty/staff positions that allows some voices to be valued more than others. | 186 | 24.7 | 245 | 32.5 | 194 | 25.7 | 97 | 12.9 | 32 | 4.2 |

Note: Table reports responses only from Administrative Faculty respondents ($n = 760$). For a list of combined Administrative Faculty and Classified Staff respondents, please see Table B94 in Appendix B.

Classified Staff Respondents’ Views on Workplace Climate and Work-Life Balance

Several survey items queried Classified Staff respondents about their opinions regarding work-life issues, support, and resources available at the University. Analyses based on gender identity, racial identity,⁷⁵ sexual identity, caregiving status,⁷⁶ citizenship status, and disability status were conducted.⁷⁷ Only significant differences are provided in Tables 70 through 73.

Sixty-nine percent ($n = 487$) of Classified Staff respondents “strongly agreed” or “agreed” that they had supervisors who gave them job/career advice or guidance when they needed it (Table 70). No statistically significant differences were found between groups.

Seventy-three percent ($n = 519$) of Classified Staff respondents “strongly agreed” or “agreed” that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. No statistically significant differences were found between groups.

Sixty percent ($n = 419$) of Classified Staff respondents “strongly agreed” or “agreed” that they were included in opportunities that would help their careers as much as others in similar positions. A higher percentage of Classified Staff Respondents with Multiple or Other Caregiving Responsibilities (20%, $n = 34$) than Classified Staff Respondents with No Caregiving Responsibilities (10%, $n = 41$) “disagreed” with the statement.

Table 70. Classified Staff Respondents’ Perceptions of Workplace Climate

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|-----|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I have supervisors who give me job/career advice or guidance when I need it. | 238 | 33.7 | 249 | 35.2 | 132 | 18.7 | 53 | 7.5 | 35 | 5.0 |
| I have colleagues/coworkers who give me job/career advice or guidance when I need it. | 222 | 31.4 | 297 | 42.0 | 128 | 18.1 | 45 | 6.4 | 15 | 2.1 |

⁷⁵ Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color, White, and Multiracial.

⁷⁶ Per the CSWG, caregiving status was coded to include Respondents with No Caregiving Responsibilities, Respondents with Children 5 and under, Respondents with Children Between 6 and 18, and Respondents with Other Caregiving Responsibilities.

⁷⁷ Per the CSWG, for all analyses, sexual identity was recoded into the categories Queer-spectrum, Bisexual, and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Table 70. Classified Staff Respondents’ Perceptions of Workplace Climate

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I am included in opportunities that will help my career as much as others in similar positions. | 176 | 25.0 | 243 | 34.6 | 161 | 22.9 | 87 | 12.4 | 36 | 5.1 |
| Caregiving status ^{lxvii} | | | | | | | | | | |
| No Caregiving | 115 | 27.6 | 153 | 36.7 | 90 | 21.6 | 41 | 9.8 | 18 | 4.3 |
| Children 5 Yrs or Under | 8 | 22.2 | 14 | 38.9 | 12 | 33.3 | < 5 | --- | 0 | 0.0 |
| Children 6-18 Yrs | 18 | 26.1 | 23 | 33.3 | 16 | 23.2 | 6 | 8.7 | 6 | 8.7 |
| Multiple/Other | 34 | 20.0 | 52 | 30.6 | 39 | 22.9 | 34 | 20.0 | 11 | 6.5 |

Note: Table reports responses only from Classified Staff respondents (*n* = 713). For a list of combined Administrative Faculty and Classified Staff respondents, please see Table B94 in Appendix B.

Table 71 illustrates that 67% (*n* = 472) of Classified Staff respondents “strongly agreed” or “agreed” that the performance evaluation process was clear. No statistically significant differences were found between groups.

Fifty-one percent (*n* = 360) of Classified Staff respondents “strongly agreed” or “agreed” that the performance evaluation process was productive. No statistically significant differences were found between groups.

Fifty-eight percent (*n* = 394) of Classified Staff respondents “strongly agreed” or “agreed” that the process for contesting the performance process was clear. A higher percentage of Women Classified Staff respondents (39%, *n* = 173) than Men Classified Staff respondents (33%, *n* = 75) “agreed” with the statement.

Table 71. Classified Staff Respondents’ Perceptions of Performance Evaluation Process

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| The performance evaluation process is clear. | 181 | 25.7 | 291 | 41.3 | 117 | 16.6 | 87 | 12.4 | 28 | 4.0 |

Table 71. Classified Staff Respondents’ Perceptions of Performance Evaluation Process

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| The performance evaluation process is productive. | 135 | 19.2 | 225 | 32.0 | 186 | 26.4 | 119 | 16.9 | 39 | 5.5 |
| The process for contesting the performance process is clear. | 144 | 21.1 | 250 | 36.5 | 170 | 24.9 | 87 | 12.7 | 33 | 4.8 |
| Gender identity ^{lxviii} | | | | | | | | | | |
| Men | 50 | 21.9 | 75 | 32.9 | 73 | 32.0 | 24 | 10.5 | 6 | 2.6 |
| Women | 94 | 21.1 | 173 | 38.8 | 93 | 20.9 | 62 | 13.9 | 24 | 5.4 |

Note: Table reports responses only from Classified Staff respondents (*n* = 713). For a list of combined Administrative Faculty and Classified Staff respondents, please see Table B94 in Appendix B.

Table 72 illustrates frequencies and significant differences based on gender identity, racial identity,⁷⁸ sexual identity, caregiving status,⁷⁹ citizenship status, and disability status for several items in survey Question 41.⁸⁰ Only significant differences based on gender identity and racial identity are reported due to the low number of respondents in the other categories.

Seventy-seven percent (*n* = 541) of Classified Staff respondents “strongly agreed” or “agreed” that their supervisors provided adequate support for them to manage work-life balance. No statistically significant differences were found between groups.

Forty-one percent (*n* = 287) of Classified Staff respondents “strongly agreed” or “agreed” that the University provided adequate support to help them manage work-life balance. A higher percentage of Men Classified Staff respondents (34%, *n* = 80) than Women Classified Staff respondents (26%, *n* = 119) “agreed” with the statement.

⁷⁸ Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color, White, and Multiracial.

⁷⁹ Per the CSWG, caregiving status was coded to include Respondents with No Caregiving Responsibilities, Respondents with Children 5 and Under, Respondents with Children Between 6 and 18, and Respondents with Other Caregiving Responsibilities.

⁸⁰ Per the CSWG, for all analyses, sexual identity was recoded into the categories Queer-spectrum, Bisexual, and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Twenty-four percent ($n = 170$) of Classified Staff respondents “strongly agreed” or “agreed” that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments). A higher percentage of Classified Staff Respondents of Color (28%, $n = 31$) than White Classified Staff respondents (14%, $n = 71$) “agreed” with this statement.

Thirty-two percent ($n = 225$) of Classified Staff respondents “strongly agreed” or “agreed” that they performed more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support). A higher percentage of Classified Staff Respondents of Color (33%, $n = 37$) than White Classified Staff respondents (18%, $n = 90$) and Multiracial Classified Staff respondents (11%, $n = 6$) “agreed” with this statement.

Table 72. Classified Staff Respondents’ Perceptions of Work-Life Issues

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| My supervisor provides adequate support for me to manage work-life balance. | 287 | 40.9 | 254 | 36.2 | 101 | 14.4 | 35 | 5.0 | 25 | 3.6 |
| The University provides adequate support to help me to manage work-life balance | 87 | 12.4 | 200 | 28.5 | 276 | 39.4 | 85 | 12.1 | 53 | 7.6 |
| Gender identity ^{lxix} | | | | | | | | | | |
| Men | 36 | 15.5 | 80 | 34.3 | 82 | 35.2 | 25 | 10.7 | 10 | 4.3 |
| Women | 50 | 10.9 | 119 | 26.0 | 189 | 41.4 | 57 | 12.5 | 42 | 9.2 |

Table 72. Classified Staff Respondents’ Perceptions of Work-Life Issues

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Burdened by work responsibilities beyond those of my colleagues with similar performance expectations | 56 | 8.0 | 114 | 16.3 | 213 | 30.4 | 234 | 33.4 | 84 | 12.0 |
| Racial identity ^{lxx} | | | | | | | | | | |
| People of Color | 9 | 8.0 | 31 | 27.7 | 29 | 25.9 | 30 | 26.8 | 13 | 11.6 |
| White | 35 | 6.9 | 71 | 14.1 | 154 | 30.6 | 181 | 35.9 | 63 | 12.5 |
| Multiracial | 7 | 13.2 | 6 | 11.3 | 18 | 34.0 | 15 | 28.3 | 7 | 13.2 |
| I perform more work than colleagues with similar performance expectations. | 86 | 12.2 | 139 | 19.8 | 241 | 34.3 | 185 | 26.3 | 52 | 7.4 |
| Racial identity ^{lxxi} | | | | | | | | | | |
| People of Color | 11 | 9.8 | 37 | 33.0 | 32 | 28.6 | 20 | 17.9 | 12 | 10.7 |
| White | 52 | 10.3 | 90 | 17.8 | 180 | 35.6 | 146 | 28.9 | 37 | 7.3 |
| Multiracial | 13 | 24.5 | 6 | 11.3 | 19 | 35.8 | 13 | 24.5 | < 5 | --- |

Note: Table reports responses only from Classified Staff respondents (*n* = 713). For a list of combined Administrative Faculty and Classified Staff respondents, please see Table B94 in Appendix B.

Seventy-four percent (*n* = 519) of Classified Staff respondents “strongly agreed” or “agreed” that they were able to complete their assigned duties during scheduled hours (Table 73). No statistically significant differences were found between groups.

Forty-eight percent (*n* = 335) of Classified Staff respondents “strongly agreed” or “agreed” that their workload increased without additional compensation as a result of other staff departures (e.g., retirement positions not filled). No statistically significant differences were found between groups.

Twenty-three percent (*n* = 162) of Classified Staff respondents “strongly agreed” or “agreed” that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours. No statistically significant differences were found between group.

Seventy-five percent (*n* = 526) of Classified Staff respondents “strongly agreed” or “agreed” that they were given a reasonable time frame to complete assigned responsibilities. No statistically significant differences were found between groups.

Sixty percent ($n = 422$) of Classified Staff respondents “strongly agreed” or “agreed” that a hierarchy existed within administrative faculty/staff positions that allowed some voices to be valued more than others. A higher percentage of Classified Staff Respondents of Color (11%, $n = 12$) than White Classified Staff respondents (4%, $n = 20$) “strongly disagreed” with the statement.

Table 73. Classified Staff Respondents’ Perceptions of Workload

| Issue | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I am able to complete my assigned duties during scheduled hours. | 231 | 33.1 | 288 | 41.3 | 77 | 11.0 | 77 | 11.0 | 24 | 3.4 |
| My workload was increased without additional compensation owing to other staff departures (e.g., retirement positions not filled). | 172 | 24.4 | 163 | 23.1 | 174 | 24.6 | 146 | 20.7 | 51 | 7.2 |
| I am pressured by departmental work requirements that occur outside of my normally scheduled hours. | 47 | 6.7 | 115 | 16.5 | 149 | 21.3 | 258 | 36.9 | 130 | 18.6 |
| I am given a reasonable time frame to complete assigned responsibilities. | 183 | 26.0 | 343 | 48.8 | 114 | 16.2 | 44 | 6.3 | 19 | 2.7 |
| A hierarchy exists within administrative faculty/staff positions that allows some voices to be valued more than others. | 207 | 29.4 | 215 | 30.5 | 158 | 22.4 | 89 | 12.6 | 36 | 5.1 |
| Racial identity ^{lxxii} | | | | | | | | | | |
| People of Color | 27 | 23.9 | 40 | 35.4 | 26 | 23.0 | 8 | 7.1 | 12 | 10.6 |
| White | 149 | 29.4 | 151 | 29.8 | 118 | 23.3 | 68 | 13.4 | 20 | 4.0 |
| Multiracial | 18 | 34.0 | 14 | 26.4 | 10 | 18.9 | 10 | 18.9 | < 5 | --- |

Note: Table reports responses only from Classified Staff respondents ($n = 713$). For a list of combined Administrative Faculty and Classified Staff respondents, please see Table B94 in Appendix B.

Qualitative comments analyses. Four hundred three, 18% of Academic Faculty, Administrative Faculty and Classified Staff respondents elaborated on previous statements regarding workplace climate. For Administrative Faculty respondents two themes emerged: arbitrary evaluation

process and increased workload without compensation. Two themes emerged for Classified Staff respondents: increased workload without compensation and supportive supervisor.

Administrative Faculty

Arbitrary Evaluation Process. The first theme that emerged for Administrative Faculty respondents in regard to workplace climate was an arbitrary evaluation process. A respondent explained, “Performance evaluations can feel somewhat arbitrary when there is so little incentive to perform well,” adding, “Furthermore, the criteria for evaluation seems to be weighted on the personal opinion of the supervisor.” Respondents also shared, “The performance evaluation process is a bit flawed and I'm not sure it improves much the performance of the evaluated,” “I do not have a job description and I have not receive a written evaluation in six years, despite having to turn one in each year,” and “The evaluation process is very unclear and my review was unsatisfactory. Not because I'm unhappy with the marks I earned, but because nothing comes of it, there is not an external incentive to do well, online internal.” Other respondents added, “The performance evaluation process is outdated, outmoded and frankly, silly. As it has no bearing on our compensation during times when merit pay is not available, it is a waste of time. Annual reviews are also not helpful, as is issues are either forgotten or not relevant by the time the process happens” and “I criticize the performance evaluation process because it is daunting and eats up time with no outcome that is beneficial to the worker. The university doesn't seem to use them for anything with promises that the scores will means something if/when merit [is] reinstated. In other words, they mean nothing until they mean something?!?! It takes time away from my actual work.” Another respondent characterized the evaluation process as “a proforma joke,” before adding, “I have always received highest ratings, but never an in-person review, no check-ins, no guidance, no professional development support, no raise.”

Increased Workload Without Compensation. The second theme to emerge from Administrative Faculty respondents in regard to workplace climate was an increased workload without compensation. One respondent stated, “There is prevalent knowledge of the overt expectation that administrative faculty have to complete assignments outside of business hours. Not having the resources to support our growth has become common vernacular. HR pushes back every time we request for someone in the department to receive a promotion or raise, which is debilitating

for our department.” Another respondent added, “While no positions have been left unfilled, pay/merit has not been given yet enrollment continues to grow impacting my department dramatically - thereby, increasing the workload but not the pay. Often, we work outside of work hours, working through lunches just to keep up and provide the services we must.” Other respondents included, “In the [redacted] years I have been in my current position, my portfolio has expanded to include items that are clearly clerical (or, in our nomenclature, classified staff) type work. No compensation has been offered for these increased responsibilities, and they do not advance my career or provide professional or personal satisfaction” and “Workload has increased without compensation, but not due to other staff departures.” According to another respondent, “As someone that supervises full-time and student staff, my workload is much heavier than colleagues that do not supervise anyone and are paid 30% more. The workload is very high.” One respondent elaborated on how this influences the morale of Administrative Faculty stating, “Admin faculty have more and more work put on them. There aren't enough positions and they are underpaid for the amount and quality of work expected of them. And then we're treated like we aren't highly educated professionals by unit and university leadership. It's very depressing and discouraging. I believe university are not only ok with the current ‘caste’ system, but actually encourage and perpetuate that environment.”

Classified Staff

Increased Workload Without Compensation. The first theme that emerged for Classified Staff respondents in regard to workplace climate was increased workload without compensation. One respondent stated, “Our unit has experienced over 250% turnover in the last 11 months with key administrative positions going unfilled for months,” adding, “The scope of my responsibilities far outweighs those of my position and I have not seen a compensation adjustment (other than COLA) nor has my position been evaluated to be bumped up to being in line with the actual job.” Other respondents offered, “Without funding or resources, OIT classified staff are asked to perform at a faculty level with low pay,” “Our department is expanding rapidly with faculty but no additional administrative assistance to help with the increased workloads,” and “We lost positions in our department and my workload has increased with no increase in compensation/pay.” Another respondent explained, “I am asked to perform ‘other duties as

assigned by my supervisor' because of my educational and work experience. I blame no one. Unfortunately, I made the decision to stay and not receive pay compensation for my abilities,"

Supportive Supervisor. The second theme that emerged for Classified Staff respondents in regard to workplace climate was a supportive supervisor. Respondents stated, "My current supervisor who has been here a year now is great. She is the first supervisor in my department in 10 years who actually understands the work we are supposed to do and has the background/knowledge to not only support us but to assist and train," "I feel that I am fortunate to have the support of my supervisor who encourages me to learn and to grow and who has been an advocate for advancing myself in my position," and "I really respect my supervisor, he treats me fair." Other respondents added, "I enjoy my work environment and the people I work with," "Currently receive strong support from my immediate supervisor," "I have a very caring Supervisor who advocates for her staff," and "I overall enjoy the department I work for. My supervisor and managers provide me with work to fill my day, and I really appreciate their understanding of having a work-life balance, and respecting myself and my colleagues needs to address any family emergency. They are very understanding, and something I have not really experienced that much with my past employers."

Administrative Faculty Respondents' Feelings of Support and Value at the University of Nevada, Reno

One question in the survey queried Administrative Faculty respondents about their opinions on various topics, including their support from supervisors and the institution as well as the University's benefits and salary. Tables 74 to 80 illustrate Administrative Faculty responses to these items. Analyses were conducted by gender identity, racial identity,⁸¹ sexual identity, caregiving status,⁸² generation status, and disability status. Significant differences are presented in the following tables.⁸³

⁸¹ Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color, Multiracial, and White.

⁸² Per the CSWG, caregiving status was coded to include Respondents with No Caregiving Responsibilities, Respondents with Children 5 and under, Respondents with Children Between 6 and 18, and Respondents with Other Caregiving Responsibilities.

⁸³ Per the CSWG, for all analyses, sexual identity was recoded into the categories Queer-spectrum, Bisexual, and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Sixty-six percent ($n = 495$) of Administrative Faculty respondents “strongly agreed” or “agreed” that the University provided them with resources to pursue training/professional development opportunities (Table 74). No statistically significant differences were found between groups.

Seventy-one percent ($n = 539$) of Administrative Faculty respondents “strongly agreed” or “agreed” that their supervisors provided them with resources to pursue training/professional development opportunities. No statistically significant differences were found between groups.

Table 74. Administrative Faculty Respondents’ Perceptions of Resources for Training/Professional Development Opportunities

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| The University provides me with resources to pursue training/professional development opportunities. | 148 | 19.6 | 347 | 46.0 | 136 | 18.0 | 103 | 13.7 | 20 | 2.7 |
| My supervisor provides me with resources to pursue training/professional development opportunities. | 227 | 30.1 | 312 | 41.3 | 107 | 14.2 | 85 | 11.3 | 24 | 3.2 |

Note: Table reports responses only from Administrative Faculty respondents ($n = 760$). For a list of combined Administrative Faculty and Classified Staff respondents, please see Table B95 in Appendix B

Fifty-nine percent ($n = 449$) of Administrative Faculty respondents “strongly agreed” or “agreed” that the University was supportive of their taking extended leave (e.g., FMLA, parental) (Table 75). No statistically significant differences were found between groups.

Eighty-five percent ($n = 635$) of Administrative Faculty respondents “strongly agreed” or “agreed” that their supervisors were supportive of their taking leave (e.g., vacation, parental, personal, short-term disability). No statistically significant differences were found between groups.

Ten percent ($n = 75$) of Administrative Faculty respondents “strongly agreed” or “agreed” that administrative faculty and staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations. Eleven percent each of Administrative Faculty Respondents Caregiving for Children 5 Years or Under ($n = 7$) and Administrative Faculty Respondents Caregiving for Children 6 to 18 Years ($n = 12$), along with

6% ($n = 22$) of Administrative Faculty Respondents with No Caregiving Responsibilities and 4% ($n = 6$) of Administrative Faculty Respondents with No Caregiving Responsibilities, “agreed” with this statement.

Thirty-six percent ($n = 271$) of Administrative Faculty respondents “strongly agreed” or “agreed” that the University policies (e.g., FMLA) were fairly applied across the University. No statistically significant differences were found between groups.

Table 75. Administrative Faculty Respondents’ Perceptions of Support for Leave Policies

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| The University is supportive of taking extended leave (e.g., FMLA, parental). | 167 | 22.1 | 282 | 37.3 | 261 | 34.5 | 31 | 4.1 | 15 | 2.0 |
| My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability). | 320 | 42.7 | 315 | 42.0 | 76 | 10.1 | 29 | 3.9 | 10 | 1.3 |
| Administrative Faculty in my department/program who use family accommodation (e.g., FMLA) policies are disadvantaged in promotion or evaluations. | 26 | 3.4 | 49 | 6.5 | 357 | 47.3 | 205 | 27.2 | 118 | 15.6 |
| Caregiving status ^{lxxiii} | | | | | | | | | | |
| No Caregiving | 13 | 3.2 | 22 | 5.5 | 203 | 50.6 | 106 | 26.4 | 57 | 14.2 |
| Children 5 Yrs or Under | < 5 | --- | 7 | 11.1 | 30 | 47.6 | 12 | 19.0 | 12 | 19.0 |
| Children 6–18 Yrs | 7 | 6.3 | 12 | 10.7 | 49 | 43.8 | 25 | 22.3 | 19 | 17.0 |
| Multiple/Other | < 5 | --- | 6 | 3.5 | 73 | 42.4 | 60 | 34.9 | 29 | 16.9 |
| The University policies (e.g., FMLA) are fairly applied across the University. | 72 | 9.6 | 199 | 26.4 | 431 | 57.2 | 39 | 5.2 | 12 | 1.6 |

Note: Table reports responses only from Administrative Faculty respondents ($n = 760$). For a list of combined Administrative Faculty and Classified Staff respondents, please see Table B95 in Appendix B.

Fifty-one percent ($n = 386$) of Administrative Faculty respondents “strongly agreed” or “agreed” that the University was supportive of flexible work schedules. No statistically significant differences were found between groups (Table 76).

Seventy-one percent ($n = 536$) of Administrative Faculty respondents “strongly agreed” or “agreed” that their supervisors were supportive of flexible work schedules. A significantly higher percentage of Women Administrative Faculty respondents (11%, $n = 49$) than Men Administrative Faculty respondents (5%, $n = 15$) “disagreed” that their supervisors were supportive of flexible work schedules.

Table 76. Administrative Faculty Respondents’ Perceptions of Support for Flexible Work Schedules

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| The University is supportive of flexible work schedules. | 101 | 13.3 | 285 | 37.6 | 206 | 27.2 | 112 | 14.8 | 53 | 7.0 |
| My supervisor is supportive of flexible work schedules. | 238 | 31.4 | 298 | 39.4 | 118 | 15.6 | 66 | 8.7 | 37 | 4.9 |
| Gender identity ^{lxxiv} | | | | | | | | | | |
| Men | 91 | 31.0 | 124 | 42.2 | 51 | 17.3 | 15 | 5.1 | 13 | 4.4 |
| Women | 144 | 32.4 | 171 | 38.4 | 61 | 13.7 | 49 | 11.0 | 20 | 4.5 |

Note: Table reports responses only from Administrative Faculty respondents ($n = 760$). For a list of combined Administrative Faculty and Classified Staff respondents, please see Table B95 in Appendix B.

Queried about salary and benefits, 21% ($n = 158$) of Administrative Faculty respondents “strongly agreed” or “agreed” that administrative faculty salaries were competitive (Table 77). No statistically significant differences were found between groups.

Eighty-two ($n = 620$) of Administrative Faculty respondents “strongly agreed” or “agreed” that annual leave benefits were competitive. No statistically significant differences were found between groups.

Fifty-two percent ($n = 392$) of Administrative Faculty respondents “strongly agreed” or “agreed” that health insurance benefits were competitive. No statistically significant differences were found between groups.

Thirteen percent ($n = 98$) of Administrative Faculty respondents “strongly agreed” or “agreed” that child care benefits were competitive. A higher percentage of Men Administrative Faculty respondents (13%, $n = 36$) compared with Women Administrative Faculty respondents (8%, $n = 33$) “agreed” with the statement. Higher percentages of Administrative Faculty Respondents Caregiving for Children 5 Years or Under (25%, $n = 16$), Administrative Faculty Respondents

Caregiving for Children 6 to 18 Years (17%, $n = 19$), and Administrative Faculty Respondents with Multiple/Other Caregiving (16%, $n = 27$) compared with Administrative Faculty Respondents with No Caregiving (7%, $n = 28$) “disagreed” that child care benefits were competitive.

Seventy-six percent ($n = 570$) of Administrative Faculty respondents “strongly agreed” or “agreed” that retirement benefits were competitive. No statistically significant differences were found between groups.

Table 77. Administrative Faculty Respondents’ Perceptions of Salary and Benefits

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Administrative Faculty salaries are competitive. | 29 | 3.9 | 129 | 17.1 | 157 | 20.8 | 256 | 34.0 | 182 | 24.2 |
| Annual leave benefits are competitive. | 255 | 33.7 | 365 | 48.2 | 90 | 11.9 | 34 | 4.5 | 13 | 1.7 |
| Health insurance benefits are competitive. | 107 | 14.2 | 285 | 37.7 | 171 | 22.6 | 148 | 19.6 | 45 | 6.0 |
| Child care benefits are competitive. | 26 | 3.5 | 72 | 9.6 | 484 | 64.6 | 90 | 12.0 | 77 | 10.3 |
| Gender identity ^{lxxv} | | | | | | | | | | |
| Men | 14 | 4.8 | 36 | 12.5 | 191 | 66.1 | 28 | 9.7 | 20 | 6.9 |
| Women | 12 | 2.7 | 33 | 7.5 | 283 | 64.0 | 60 | 13.6 | 54 | 12.2 |
| Caregiving status ^{lxxvi} | | | | | | | | | | |
| No Caregiving | 19 | 4.8 | 33 | 8.3 | 298 | 75.1 | 28 | 7.1 | 19 | 4.8 |
| Children 5 Yrs or Under | < 5 | --- | 6 | 9.5 | 23 | 36.5 | 16 | 25.4 | 17 | 27.0 |
| Children 6–18 Yrs | < 5 | --- | 15 | 13.5 | 61 | 55.0 | 19 | 17.1 | 13 | 11.7 |
| Multiple/Other | < 5 | --- | 17 | 9.9 | 99 | 57.9 | 27 | 15.8 | 25 | 14.6 |
| Retirement benefits are competitive. | 224 | 29.9 | 346 | 46.2 | 132 | 17.6 | 37 | 4.9 | 10 | 1.3 |

Note: Table reports responses only from Administrative Faculty respondents ($n = 760$). For a list of combined Administrative Faculty and Classified Staff respondents, please see Table B95 in Appendix B.

Forty percent ($n = 302$) of Administrative Faculty respondents “strongly agreed” or “agreed” that administrative faculty opinions were valued on University committees (Table 78). No statistically significant differences were found between groups.

Thirty-one percent ($n = 231$) of Administrative Faculty respondents “strongly agreed” or “agreed” that administrative faculty opinions were valued by the University academic faculty and administration. No statistically significant differences were found between groups.

Fifteen percent ($n = 113$) of Administrative Faculty respondents “strongly agreed” or “agreed” that administrative faculty opinions were valued by the Board of Regents. No statistically significant differences were found between groups.

Table 78. Administrative Faculty Respondents’ Perceptions of Feelings of Value

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|-----|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Administrative Faculty opinions are valued on the University committees. | 54 | 7.1 | 248 | 32.8 | 282 | 37.3 | 137 | 18.1 | 36 | 4.8 |
| Administrative Faculty opinions are valued by the University academic faculty and administration. | 45 | 6.0 | 186 | 24.7 | 270 | 35.8 | 185 | 24.5 | 68 | 9.0 |
| Administrative Faculty opinions are valued by the Board of Regents. | 32 | 4.3 | 81 | 10.8 | 418 | 55.6 | 130 | 17.3 | 91 | 12.1 |

Note: Table reports responses only from Administrative Faculty respondents ($n = 760$). For a list of combined Administrative Faculty and Classified Staff respondents, please see Table B95 in Appendix B.

Seventy percent ($n = 530$) of Administrative Faculty respondents “strongly agreed” or “agreed” that clear expectations of their responsibilities existed. No statistically significant differences were found between groups (Table 79).

Twenty-one percent ($n = 160$) of Administrative Faculty respondents “strongly agreed” or “agreed” that clear procedures existed on how they could advance at the University. A higher percentage of First-Generation Administrative Faculty respondents (7%, $n = 24$) than Not-First-Generation Administrative Faculty respondents (3%, $n = 14$) “strongly agreed” that clear procedures existed on how they could advance at the University.

Forty percent ($n = 304$) of Administrative Faculty respondents “strongly agreed” or “agreed” that they felt positive about their career opportunities at the University. No statistically significant differences were found between groups.

Table 79. Administrative Faculty Respondents’ Perceptions of Feelings About Expectations and Advancement

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Clear expectations of my responsibilities exist. | 150 | 19.9 | 380 | 50.4 | 110 | 14.6 | 90 | 11.9 | 24 | 3.2 |
| Clear procedures exist on how I can advance at the University. | 38 | 5.0 | 122 | 16.2 | 209 | 27.7 | 247 | 32.7 | 139 | 18.4 |
| Generation status ^{lxxvii} | | | | | | | | | | |
| First-Generation | 24 | 7.2 | 62 | 18.6 | 84 | 25.1 | 112 | 33.5 | 52 | 15.6 |
| Not-First-Generation | 14 | 3.4 | 60 | 14.6 | 122 | 29.6 | 132 | 32.0 | 84 | 20.4 |
| Positive about my career opportunities at the University | 69 | 9.2 | 235 | 31.2 | 213 | 28.2 | 172 | 22.8 | 65 | 8.6 |

Note: Table reports responses only from Administrative Faculty respondents (*n* = 760). For a list of combined Administrative Faculty and Classified Staff respondents, please see Table B95 in Appendix B.

Seventy percent (*n* = 530) of Administrative Faculty respondents “strongly agreed” or “agreed” that they would recommend the University as a good place to work (Table 80). No statistically significant differences were found between groups.

Sixty-two percent (*n* = 469) of Administrative Faculty respondents “strongly agreed” or “agreed” that they had job security. No statistically significant differences were found between groups.

Table 80. Administrative Faculty Respondents’ Perceptions of the University and Job Security

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I would recommend the University as a good place to work. | 147 | 19.4 | 383 | 50.7 | 164 | 21.7 | 50 | 6.6 | 12 | 1.6 |
| I have job security. | 123 | 16.3 | 346 | 45.9 | 170 | 22.5 | 92 | 12.2 | 23 | 3.1 |

Note: Table reports responses only from Administrative Faculty respondents (*n* = 760). For a list of combined Administrative Faculty and Classified Staff respondents, please see Table B95 in Appendix B.

Classified Staff Respondents’ Feelings of Support and Value at the University of Nevada, Reno

One question in the survey queried Staff respondents about their opinions on various topics, including their support from supervisors and the institution as well as the University’s benefits and salaries. Tables 81 to 87 illustrate Classified Staff responses to these items. Analyses were conducted by gender identity, racial identity,⁸⁴ sexual identity, caregiving status,⁸⁵ disability status, and citizenship status. Significant differences are presented in the following tables.⁸⁶

Sixty-nine percent ($n = 484$) of Classified Staff respondents “strongly agreed” or “agreed” that the University provided them with resources to pursue training/professional development opportunities (Table 81). No statistically significant differences were found between groups.

Sixty-three percent ($n = 446$) of Classified Staff respondents “strongly agreed” or “agreed” that their supervisors provided them with resources to pursue training/professional development opportunities. No statistically significant differences were found between groups.

Table 81. Classified Staff Respondents’ Perceptions of Resources for Training/Professional Development Opportunities

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| The University provides me with resources to pursue training/professional development opportunities. | 157 | 22.3 | 327 | 46.4 | 136 | 19.3 | 66 | 9.4 | 19 | 2.7 |
| My supervisor provides me with resources to pursue training/professional development opportunities. | 178 | 25.2 | 268 | 38.0 | 152 | 21.6 | 83 | 11.8 | 24 | 3.4 |

Note: Table reports responses only from Classified Staff respondents ($n = 713$). For a list of combined Administrative Faculty and Classified Staff respondents, please see Table B95 in Appendix B.

⁸⁴ Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color, Multiracial, and White.

⁸⁵ Per the CSWG, caregiving status was coded to include Respondents with No Caregiving Responsibilities, Respondents with Children 5 and Under, Respondents with Children Between 6 and 18, and Respondents with Other Caregiving Responsibilities.

⁸⁶ Per the CSWG, for all analyses, sexual identity was recoded into the categories Queer-spectrum, Bisexual, and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Sixty-three percent ($n = 440$) of Classified Staff respondents “strongly agreed” or “agreed” that the University was supportive of their taking extended leave (e.g., FMLA, parental) (Table 82). No statistically significant differences were found between groups.

Eighty-two percent ($n = 575$) of Classified Staff respondents “strongly agreed” or “agreed” that their supervisors were supportive of their taking leave (e.g., vacation, parental, personal, short-term disability). No statistically significant differences were found between groups.

Thirteen percent ($n = 92$) of Classified Staff respondents “strongly agreed” or “agreed” that administrative faculty and staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations. A higher percentage of Men Classified Staff respondents (17%, $n = 40$) than Women Classified Staff respondents (6%, $n = 25$) “agreed” that administrative faculty and staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations. A higher percentage of Classified Staff Respondents of Color (9%, $n = 10$) than White Classified Staff respondents (3%, $n = 13$) “strongly agreed” with the statement.

Forty-one percent ($n = 288$) of Classified Staff respondents “strongly agreed” or “agreed” that the University policies (e.g., FMLA) were fairly applied across the University. No statistically significant differences were found between groups.

Table 82. Classified Staff Respondents’ Perceptions of Support for Leave Policies

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|-----|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| The University is supportive of taking extended leave (e.g., FMLA, parental). | 164 | 23.3 | 276 | 39.2 | 216 | 30.7 | 30 | 4.3 | 18 | 2.6 |

Table 82. Classified Staff Respondents’ Perceptions of Support for Leave Policies

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability). | 269 | 38.4 | 306 | 43.7 | 85 | 12.1 | 30 | 4.3 | 11 | 1.6 |
| Administrative Faculty and Staff in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations. | 26 | 3.7 | 66 | 9.4 | 339 | 48.4 | 185 | 26.4 | 84 | 12.0 |
| Gender identity ^{lxxviii} | | | | | | | | | | |
| Men | 11 | 4.7 | 40 | 17.1 | 112 | 47.9 | 48 | 20.5 | 23 | 9.8 |
| Women | 14 | 3.1 | 25 | 5.5 | 222 | 48.8 | 133 | 29.2 | 61 | 13.4 |
| Racial identity ^{lxxix} | | | | | | | | | | |
| People of Color | 10 | 9.0 | 16 | 14.4 | 51 | 45.9 | 22 | 19.8 | 12 | 10.8 |
| White | 13 | 2.6 | 45 | 8.9 | 247 | 48.8 | 140 | 27.7 | 61 | 12.1 |
| Multiracial | < 5 | --- | < 5 | --- | 25 | 48.1 | 16 | 30.8 | 7 | 13.5 |
| The University policies (e.g., FMLA) are fairly applied across the University. | 87 | 12.3 | 201 | 28.5 | 357 | 50.6 | 41 | 5.8 | 20 | 2.8 |

Note: Table reports responses only from Classified Staff respondents (*n* = 713). For a list of combined Administrative Faculty and Classified Staff respondents, please see Table B95 in Appendix B.

Fifty-one percent (*n* = 360) of Classified Staff respondents “strongly agreed” or “agreed” that the University was supportive of flexible work schedules. A significantly higher percentage of Women Classified Staff respondents (15%, *n* = 70) than Men Classified Staff respondents (9%, *n* = 20) “disagreed” with this statement (Table 83).

Sixty-five percent (*n* = 455) of Classified Staff respondents “strongly agreed” or “agreed” that their supervisors were supportive of flexible work schedules. A significantly higher percentage of Women Classified Staff respondents (32%, *n* = 145) than Men Classified Staff respondents (24%, *n* = 56) “strongly agreed” with this statement.

Table 83. Classified Staff Respondents’ Perceptions of Support for Flexible Work Schedules

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| The University is supportive of flexible work schedules. | 114 | 16.2 | 246 | 34.9 | 208 | 29.5 | 91 | 12.9 | 46 | 6.5 |
| Gender identity ^{lxxx} | | | | | | | | | | |
| Men | 32 | 13.6 | 85 | 36.0 | 83 | 35.2 | 20 | 8.5 | 16 | 6.8 |
| Women | 82 | 17.9 | 156 | 34.1 | 120 | 26.2 | 70 | 15.3 | 30 | 6.6 |
| My supervisor is supportive of flexible work schedules. | 201 | 28.7 | 254 | 36.3 | 134 | 19.1 | 73 | 10.4 | 38 | 5.4 |
| Gender identity ^{lxxxi} | | | | | | | | | | |
| Men | 56 | 23.9 | 75 | 32.1 | 68 | 29.1 | 21 | 9.0 | 14 | 6.0 |
| Women | 145 | 31.8 | 173 | 37.9 | 63 | 13.8 | 51 | 11.2 | 24 | 5.3 |

Note: Table reports responses only from Classified Staff respondents (*n* = 713). For a list of combined Administrative Faculty and Classified Staff respondents, please see Table B95 in Appendix B.

Queried about salary and benefits, 20% (*n* = 143) of Classified Staff respondents “strongly agreed” or “agreed” that administrative faculty and staff salaries were competitive (Table 84). No statistically significant differences were found between groups.

Sixty-six percent (*n* = 465) of Classified Staff respondents “strongly agreed” or “agreed” that annual leave benefits were competitive. No statistically significant differences were found between groups.

Fifty percent (*n* = 348) of Classified Staff respondents “strongly agreed” or “agreed” that health insurance benefits were competitive. No statistically significant differences were found between groups.

Sixteen percent (*n* = 109) of Classified Staff respondents “strongly agreed” or “agreed” that child care benefits were competitive. No statistically significant differences were found between groups.

Fifty-seven percent (*n* = 397) of Classified Staff respondents “strongly agreed” or “agreed” that retirement benefits were competitive. A higher percentage of Women Classified Staff respondents (46% (*n* = 206) compared with Men Classified Staff respondents (36%, *n* = 83) “agreed” with the statement. A higher percentage of Multiracial Classified Staff respondents

(12%, $n = 6$) than White Classified Staff respondents (2%, $n = 12$) “strongly disagreed” that retirement benefits were competitive.

Table 84. Classified Staff Respondents’ Perceptions of Salary and Benefits

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Administrative faculty and staff salaries are competitive. | 34 | 4.8 | 109 | 15.4 | 215 | 30.4 | 184 | 26.0 | 165 | 23.3 |
| Annual leave benefits are competitive. | 128 | 18.3 | 337 | 48.1 | 157 | 22.4 | 45 | 6.4 | 34 | 4.9 |
| Health insurance benefits are competitive. | 80 | 11.4 | 268 | 38.1 | 184 | 26.2 | 113 | 16.1 | 58 | 8.3 |
| Child care benefits are competitive. | 27 | 3.9 | 82 | 11.7 | 485 | 69.4 | 49 | 7.0 | 56 | 8.0 |
| Retirement benefits are competitive. | 104 | 15.0 | 293 | 42.3 | 220 | 31.8 | 46 | 6.6 | 29 | 4.2 |
| Gender identity ^{lxxxii} | | | | | | | | | | |
| Men | 43 | 18.9 | 83 | 36.4 | 73 | 32.0 | 15 | 6.6 | 14 | 6.1 |
| Women | 60 | 13.2 | 206 | 45.5 | 144 | 31.8 | 29 | 6.4 | 14 | 3.1 |
| Racial identity ^{lxxxiii} | | | | | | | | | | |
| People of Color | 20 | 17.9 | 46 | 41.1 | 32 | 28.6 | 7 | 6.3 | 7 | 6.3 |
| White | 70 | 14.1 | 216 | 43.6 | 163 | 32.9 | 34 | 6.9 | 12 | 2.4 |
| Multiracial | 12 | 23.1 | 21 | 40.4 | 13 | 25.0 | 0 | 0.0 | 6 | 11.5 |

Note: Table reports responses only from Classified Staff respondents ($n = 713$). For a list of combined Administrative Faculty and Classified Staff respondents, please see Table B95 in Appendix B.

Thirty-four percent ($n = 236$) of Classified Staff respondents “strongly agreed” or “agreed” that administrative faculty and staff opinions were valued on University committees (Table 85). A higher percentage of Classified Staff Respondents of Color (16%, $n = 18$) than White Classified Staff respondents (6%, $n = 29$) “strongly agreed” that administrative faculty and staff opinions were valued on University committees.

Twenty-nine percent ($n = 203$) of Classified Staff respondents “strongly agreed” or “agreed” that administrative faculty and staff opinions were valued by University faculty and administration. A higher percentage of Women Classified Staff respondents (21%, $n = 96$) than Men Classified Staff respondents (11%, $n = 26$) “disagreed” that administrative faculty and staff opinions were valued by University faculty and administration. A higher percentage of Classified Staff

Respondents of Color (15%, $n = 17$) than White Classified Staff respondents (5%, $n = 26$) “strongly agreed” with the statement.

Twenty percent ($n = 141$) of Classified Staff respondents “strongly agreed” or “agreed” that administrative faculty and staff opinions were valued by the Board of Regents. A higher percentage of Classified Staff Respondents of Color (10%, $n = 11$) than White Classified Staff respondents (4%, $n = 21$) “strongly agreed” with the statement.

Table 85. Classified Staff Respondents’ Perceptions of Feelings of Value

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Administrative faculty and staff opinions are valued on University committees. | 51 | 7.3 | 185 | 26.4 | 305 | 43.4 | 115 | 16.4 | 46 | 6.6 |
| Racial identity ^{lxxxiv} | | | | | | | | | | |
| People of Color | 18 | 15.9 | 38 | 33.6 | 41 | 36.3 | 9 | 8.0 | 7 | 6.2 |
| White | 29 | 5.8 | 135 | 26.8 | 226 | 44.8 | 86 | 17.1 | 28 | 5.6 |
| Multiracial | < 5 | --- | 11 | 21.2 | 21 | 40.4 | 11 | 21.2 | 6 | 11.5 |
| Administrative faculty and staff opinions are valued by University faculty and administration. | 47 | 6.7 | 156 | 22.1 | 323 | 45.8 | 124 | 17.6 | 55 | 7.8 |
| Gender identity ^{lxxxv} | | | | | | | | | | |
| Men | 19 | 8.1 | 59 | 25.2 | 112 | 47.9 | 26 | 11.1 | 18 | 7.7 |
| Women | 28 | 6.1 | 95 | 20.7 | 205 | 44.6 | 96 | 20.9 | 36 | 7.8 |
| Racial identity ^{lxxxvi} | | | | | | | | | | |
| People of Color | 17 | 15.2 | 33 | 29.5 | 46 | 41.1 | 12 | 10.7 | < 5 | --- |
| White | 26 | 5.1 | 112 | 22.1 | 238 | 46.9 | 96 | 18.9 | 35 | 6.9 |
| Multiracial | < 5 | --- | 11 | 21.2 | 22 | 42.3 | 5 | 9.6 | 11 | 21.2 |
| Administrative faculty and staff opinions are valued by the Board of Regents. | 34 | 4.9 | 107 | 15.3 | 392 | 55.9 | 91 | 13.0 | 77 | 11.0 |
| Racial identity ^{lxxxvii} | | | | | | | | | | |
| People of Color | 11 | 9.8 | 25 | 22.3 | 57 | 50.9 | 8 | 7.1 | 11 | 9.8 |
| White | 21 | 4.2 | 72 | 14.3 | 286 | 56.6 | 75 | 14.9 | 51 | 10.1 |
| Multiracial | < 5 | --- | 7 | 13.7 | 31 | 60.8 | < 5 | --- | 8 | 15.7 |

Note: Table reports responses only from Classified Staff respondents ($n = 713$). For a list of combined Administrative Faculty and Classified Staff respondents, please see Table B95 in Appendix B.

Seventy-five percent ($n = 524$) of Classified Staff respondents “strongly agreed” or “agreed” that clear expectations of their responsibilities existed. A higher percentage of Women Classified Staff respondents (4%, $n = 20$) than Men Classified Staff respondents ($n < 5$) “strongly disagreed” with the statement (Table 86).

Thirty-six percent ($n = 256$) of Classified Staff respondents “strongly agreed” or “agreed” that clear procedures existed on how they could advance at the University. A higher percentage of Women Classified Staff respondents (12%, $n = 57$) than Men Classified Staff respondents (5%, $n = 12$) “strongly disagreed” with the statement.

Forty-five percent ($n = 312$) of Classified Staff respondents “strongly agreed” or “agreed” that they felt positive about their career opportunities at the University. A higher percentage of Classified Staff Respondents with Multiple or Other Caregiving Responsibilities (24%, $n = 41$) than Classified Staff Respondents with No Caregiving Responsibilities (14%, $n = 60$) “disagreed” that they felt positive about their career opportunities at the University.

Table 86. Classified Staff Respondents’ Perceptions of Feelings About Expectations and Advancement

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Clear expectations of my responsibilities exist. | 151 | 21.5 | 373 | 53.1 | 93 | 13.2 | 63 | 9.0 | 23 | 3.3 |
| Gender identity ^{lxxxviii} | | | | | | | | | | |
| Men | 48 | 20.7 | 127 | 54.7 | 41 | 17.7 | 14 | 6.0 | < 5 | --- |
| Women | 103 | 22.4 | 240 | 52.2 | 50 | 10.9 | 47 | 10.2 | 20 | 4.3 |
| Clear procedures exist on how I can advance at the University. | 66 | 9.4 | 190 | 27.0 | 201 | 28.6 | 176 | 25.0 | 71 | 10.1 |
| Gender identity ^{lxxxix} | | | | | | | | | | |
| Men | 25 | 10.7 | 72 | 30.8 | 70 | 29.9 | 55 | 23.5 | 12 | 5.1 |
| Women | 41 | 8.9 | 114 | 24.8 | 129 | 28.1 | 118 | 25.7 | 57 | 12.4 |

Table 86. Classified Staff Respondents’ Perceptions of Feelings About Expectations and Advancement

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Positive about my career opportunities at the University | 87 | 12.4 | 225 | 32.1 | 218 | 31.1 | 120 | 17.1 | 52 | 7.4 |
| Caregiving status ^{xc} | | | | | | | | | | |
| No Caregiving | 59 | 14.1 | 126 | 30.2 | 142 | 34.1 | 60 | 14.4 | 30 | 7.2 |
| Children 5 Yrs or Under | 6 | 17.1 | 12 | 34.3 | 10 | 28.6 | 7 | 20.0 | 0 | 0.0 |
| Children 6–18 Yrs | 6 | 8.7 | 31 | 44.9 | 19 | 27.5 | 9 | 13.0 | < 5 | --- |
| Multiple/Other | 16 | 9.4 | 54 | 31.8 | 43 | 25.3 | 41 | 24.1 | 16 | 9.4 |

Note: Table reports responses only from Classified Staff respondents (*n* = 713). For a list of combined Administrative Faculty and Classified Staff respondents, please see Table B95 in Appendix B.

Sixty-eight percent (*n* = 479) of Classified Staff respondents “strongly agreed” or “agreed” that they would recommend the University as a good place to work (Table 87). No statistically significant differences were found between groups.

Sixty-nine percent (*n* = 489) of Classified Staff respondents “strongly agreed” or “agreed” that they had job security. No statistically significant differences were found between groups.

Table 87. Classified Staff Respondents’ Perceptions of the University and Job Security

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|-----|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I would recommend the University as a good place to work. | 157 | 22.3 | 322 | 45.8 | 162 | 23.0 | 41 | 5.8 | 21 | 3.0 |
| I have job security. | 146 | 20.7 | 343 | 48.7 | 133 | 18.9 | 66 | 9.4 | 17 | 2.4 |

Note: Table reports responses only from Classified Staff respondents (*n* = 713). For a list of combined Administrative Faculty and Classified Staff respondents, please see Table B95 in Appendix B.

Qualitative comments analyses. Three hundred ten, 43% of participants elaborated on previous statements regarding professional development, leave policies, salaries, benefits, and job security. For Administrative Faculty respondents, two themes emerged: poor compensation/salary compression and feeling undervalued by academic faculty. Two themes emerged for Classified Staff respondents: inadequate compensation and limited career advancement opportunities.

Administrative Faculty

Poor Compensation/Salary Compression. The first theme that emerged from responses by Administrative Faculty respondents in regard to staff benefits was poor compensation and salary compression. Respondents who specifically discussed the negative effects of salary compression stated, “Salaries for existing employees have stagnated for more than a decade. New hires often get paid more than those who have been employed for years,” “Pay within the University for administrative faculty is low. It appears that newly hired administrative faculty are being hired at higher rates as departments are putting in for over Q2 justifiably so to attract good employees, but that does not help the person that has been in a position for years and is now training new people hired into their department at their pay rate or above,” and “It is rather frustrating to learn that someone with a Bachelor's degree makes 15,000 more than I with a PhD. It feels rather unfair and I have compared the responsibilities and work load to explain the difference, but I don't see it.” Other respondents elaborated on their low salaries and lack of merit pay to increase their overall compensation package, stating, “I could easily command a much larger salary at one of these companies as well - a fact not lost on others who have left UNR for these opportunities. Without any possibility of merit or similar salary adjustments, it is unlikely that I will remain either” and “In my current position I have not received a merit raise since I joined the university. I believe there should be a greater push to have the merits reinstated or for a bonus system to be created to reduce chances of burnout. I also believe the salary could be more competitive to be at par with some of the other organizations.”

Respondents who described faculty salaries as non-competitive offered, “Administrative faculty positions are not competitive even within the NSHE system. People in similar positions at TMCC are making \$20,000 more than people at UNR,” “The question about salaries being competitive is a joke, right? There has been not performance-based compensation for the 6+ years I have been here. That is not normal and is a detriment to the university,” “I have job security because others don't want to work for such low salaries,” and “Administrative Faculty & Staff salaries are competitive. - Definitely not!” Other respondents offered, “I find it strange there are no merit steps for Academic Faculty. Additionally, the University pays way below what the State Health Division and County Health Departments pay” and “Administrative faculty and staff salaries may be competitive - upon hire - but the absence of merit pay which makes

subsequent years exceeding expectations less valued. Subsequent years are not competitively paid.” One respondent elaborated on the effects of poor compensation stating, “The university crushes your soul by overworking everyone without ever looking at the opportunity for raises. Our supervisors are trained to tell to give only a certain number of exceptional or outstanding available. Which leaves employers only the opportunity to give reviews that may not be accurate. Additionally, it takes an act of god to get a raise or promotion in a current position, which is why everyone transfers all over the place. We do NOT have leaders in charge we have people who manage the chaos.”

Feeling Undervalued by Academic Faculty. The second theme to emerge from Administrative Faculty respondents in regard to staff benefits was undervalued and disrespected by academic faculty. Respondents stated, “The number of times that an Academic Faculty member has pointed out that I am, ‘just an Administrative Faculty member,’ Yeah, that's uplifting,” “There is and always has been a clear hierarchy of academic faculty taking preference over administrative faculty,” “My experience on committees is that Administrative Faculty are not valued to the same degree that Academic Faculty are--and some of those committees have acknowledged that they ‘ignore’ Admin Fac because there are too many variables with us when it comes to evaluation of job performance, compensation for work done or needed to be done, and valuation of opinions.” An Administrative Faculty respondent also offered, “I often feel ‘put down’ for my opinions by academic faculty.” Other respondents stated, “Academic faculty are highly valued compared to administrative faculty,” “Academic faculty do not generally treat classified staff well,” “Most academic faculty value administrative faculty because we help them get their job done. However, there are definitely some academic faculty who treat us like we are not as important as they are, we are simply a barrier to them, and they are required to tolerate us on campus,” and “Administrative faculty are not appreciated and I feel dismissed by the administration, academics, and the regents. We serve a clear purpose yet I hear how we should appreciate what we have because at least it is something.”

Classified Staff

Inadequate Compensation. The first theme that emerged for the responses by Classified Staff respondents in regard to staff benefits was inadequate compensation. One respondent stated,

“The Board of Regents are only interested in how much money I can generate for the University, and then disperse it to meet their own (or big money donors) agendas without equally giving back to staff who ‘break their backs’ every day.” Another respondent wrote, “The hourly wage for classified staff leaves a lot to be desired. People in public service positions should be paid in a way that reflects the value of their role in our community. The current pay grade system sends the message that we are not assets and that the work we do is not valued or important.” Other respondents added, “The trades pay a lot better in the outside world. We are having a difficult time getting people to apply for classified positions because of this. They can make twice as much, why do they want to come work here,” “The pay for classified employees is significantly less than the same private sector job,” and “Although I work full-time, I am searching for a second job to supplement my income. The salaries are too low for administrative assistants. If there were resources to help manage work-life balance mentioned in an earlier question regarding help with child care, house relocation, health and wellness and transportation that would help offset some costs.”

Limited Career Advancement Opportunities. The second theme to emerge from Classified Staff respondents in regard to staff benefits was limited career advancement opportunities. Respondents stated, “Career stagnation. No professional development opportunities. Every time we want to go for professional development courses/seminars, we are told – ‘no money.’ I feel stuck in this job and I know I can do much more” and “I am unsure how to move up in position where I am. I do not want to leave this particular area, but I may have to in order not to stagnate.” Other respondents commented, “I would like to advance in my career and have not had a chance” and “Unfortunately in my department I have seen some people getting promotions while me and a few others just don't seem to be in that path. I work hard and don't seem to see future in a career path. I'm stuck at my same classification while work responsibilities have increased a lot due to increase in things we support, reduction of staff and campus population.” One respondent added, “I strongly disagree that there is any opportunity for promotion, advancement, or continuing career development,” adding, “There is no step-wise progression from one job level to the next, and no increased compensation or recognition for my skills and training.” Another respondent offered, “I feel that you should not have to leave your department to get advancement or a raise. I am maxed out in my job; I do the same or more work than people

that are program officers. I am not asking to be jumped up to a program officer, but I should be able to move up the latter without leaving my department.”

Question 107 on the survey queried Administrative Faculty respondents about the degree to which they felt valued at the University. Analyses were conducted based on gender identity, racial identity,⁸⁷ sexual identity, caregiving status,⁸⁸ first-generation status, and disability status. Significant differences are provided in Tables 88 through 90.⁸⁹

Eighty-four percent ($n = 638$) of Administrative Faculty respondents “strongly agreed” or “agreed” that they felt valued by coworkers in their department (Table 88). A higher percentage of Not-First-Generation Administrative Faculty respondents (7%, $n = 29$) than First-Generation Administrative Faculty respondents (3%, $n = 10$) “disagreed” that they felt valued by coworkers in their department.

Seventy percent ($n = 530$) of Administrative Faculty respondents “strongly agreed” or “agreed” that they felt valued by coworkers outside their department. No statistically significant differences were found between groups.

Seventy-nine percent ($n = 591$) of Administrative Faculty respondents “strongly agreed” or “agreed” that they felt valued by their supervisors/managers. A higher proportion of Men Administrative Faculty respondents (13%, $n = 37$) than Women Administrative Faculty respondents (7%, $n = 33$) “neither agreed nor disagreed” that they felt valued by their supervisors/managers.

Fifty-two percent ($n = 389$) of Administrative Faculty respondents “strongly agreed” or “agreed” that they felt valued by the University students. No statistically significant differences were found between groups.

⁸⁷ Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color, Multiracial, and White.

⁸⁸ Per the CSWG, caregiving status was coded to include Respondents with No Caregiving Responsibilities, Respondents with Children 5 and Under, Respondents with Children Between 6 and 18, and Respondents with Other Caregiving Responsibilities.

⁸⁹ Per the CSWG, for all analyses, sexual identity was recoded into the categories Queer-spectrum, Bisexual, and Heterosexual to maintain response confidentiality. Gender identity was recoded as Men and Women.

Fifty-three percent ($n = 399$) of Administrative Faculty respondents “strongly agreed” or “agreed” that they felt valued by the University faculty. No statistically significant differences were found between groups.

Forty-seven percent ($n = 350$) of Administrative Faculty respondents “strongly agreed” or “agreed” that they felt valued by the University senior administrators (e.g., president, dean, vice president, provost). No statistically significant differences were found between groups.

Table 88. Administrative Faculty Respondents’ Feelings of Value

| Feelings of value | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I feel valued by coworkers in my department. | 297 | 39.2 | 341 | 45.0 | 69 | 9.1 | 40 | 5.3 | 10 | 1.3 |
| Generation status ^{xci} | | | | | | | | | | |
| First-Generation | 132 | 39.4 | 159 | 47.5 | 27 | 8.1 | 10 | 3.0 | 7 | 2.1 |
| Not-First-Generation | 160 | 38.8 | 179 | 43.4 | 41 | 10.0 | 29 | 7.0 | < 5 | --- |
| I feel valued by coworkers outside my department. | 182 | 24.1 | 348 | 46.0 | 152 | 20.1 | 62 | 8.2 | 12 | 1.6 |
| I feel valued by my supervisor/manager. | 330 | 43.8 | 261 | 34.7 | 76 | 10.1 | 56 | 7.4 | 30 | 4.0 |
| Gender identity ^{xcii} | | | | | | | | | | |
| Men | 123 | 42.1 | 92 | 31.5 | 37 | 12.7 | 27 | 9.2 | 13 | 4.5 |
| Women | 204 | 46.0 | 163 | 36.8 | 33 | 7.4 | 26 | 5.9 | 17 | 3.8 |
| I feel valued by the University students. | 159 | 21.2 | 230 | 30.7 | 317 | 42.3 | 28 | 3.7 | 15 | 2.0 |
| I feel valued by the University faculty. | 104 | 13.8 | 295 | 39.3 | 259 | 34.5 | 75 | 10.0 | 18 | 2.4 |
| I feel valued by the University senior administrators (e.g., president, dean, vice president, provost). | 109 | 14.6 | 241 | 32.2 | 202 | 27.0 | 138 | 18.4 | 58 | 7.8 |

Note: Table reports responses only from Administrative Faculty respondents ($n = 760$). For a list of combined Administrative Faculty and Classified Staff respondents, please see Table B117 in Appendix B.

Table 89 depicts Administrative Faculty respondents’ attitudes about certain aspects of the climate in their departments/programs and at the University. Subsequent analyses were

conducted to identify significant differences in responses by gender identity, racial identity,⁹⁰ sexual identity, caregiving status,⁹¹ first-generation status, and disability status. Only significant differences are reported.⁹²

Nineteen percent ($n = 139$) of Administrative Faculty respondents “strongly agreed” or “agreed” that coworkers in their work units prejudged their abilities based on their perceptions of their identity/background. A higher percentage of Administrative Faculty Respondents of Color (37%, $n = 44$) and White Administrative Faculty respondents (36%, $n = 192$) than Multiracial Administrative Faculty respondents (16%, $n = 9$) “disagreed” with the statement.

Fourteen percent ($n = 108$) of Administrative Faculty respondents “strongly agreed” or “agreed” that their supervisors/managers prejudged their abilities based on their perception of their identity/background. A higher percentage of Multiracial Administrative Faculty respondents (26%, $n = 15$) than White Administrative Faculty respondents (10%, $n = 53$) “agreed” that their supervisors/managers prejudged their abilities based on their perception of their identity/background.

Twenty-one percent ($n = 153$) of Administrative Faculty respondents “strongly agreed” or “agreed” that academic faculty prejudged their abilities based on their perception of their identity/background. No statistically significant differences were found between groups.

Sixteen percent ($n = 120$) of Administrative Faculty respondents “strongly agreed” or “agreed” that administrative faculty prejudged their abilities based on their perception of their identity/background. A higher percentage of Women Administrative Faculty respondents (17%, $n = 73$) than Men Administrative Faculty respondents (12%, $n = 33$), along with a higher percentage of Multiracial Administrative Faculty respondents (26%, $n = 15$) than White Administrative Faculty respondents (13%, $n = 67$), “agreed” with the statement.

⁹⁰ Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color, Multiracial, and White.

⁹¹ Per the CSWG, caregiving status was coded to include Respondents with No Caregiving Responsibilities, Respondents with Children 5 and Under, Respondents with Children Between 6 and 18, and Respondents with Other Caregiving Responsibilities.

⁹² Per the CSWG, for all analyses, sexual identity was recoded into the categories Queer-spectrum, Bisexual, and Heterosexual to maintain response confidentiality. Gender identity was recoded as Men and Women.

Table 89. Administrative Faculty Respondents' Perception of Climate

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|-----|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I think that coworkers in my work unit prejudice my abilities based on their perception of my identity/background. | 24 | 3.2 | 115 | 15.4 | 181 | 24.2 | 263 | 35.1 | 166 | 22.2 |
| Racial identity ^{xciii} | | | | | | | | | | |
| People of Color | 7 | 5.9 | 23 | 19.3 | 25 | 21.0 | 44 | 37.0 | 20 | 16.8 |
| White | 15 | 2.8 | 76 | 14.2 | 131 | 24.4 | 192 | 35.8 | 123 | 22.9 |
| Multiracial | < 5 | --- | 14 | 24.1 | 17 | 29.3 | 9 | 15.5 | 16 | 27.6 |
| I think that my supervisor/manager prejudices my abilities based on their perception of my identity/background. | 22 | 2.9 | 86 | 11.4 | 166 | 22.1 | 267 | 35.5 | 211 | 28.1 |
| Racial identity ^{xciv} | | | | | | | | | | |
| People of Color | 7 | 5.9 | 15 | 12.6 | 25 | 21.0 | 44 | 37.0 | 28 | 23.5 |
| White | 13 | 2.4 | 53 | 9.8 | 125 | 23.1 | 188 | 34.8 | 161 | 29.8 |
| Multiracial | < 5 | --- | 15 | 25.9 | 9 | 15.5 | 16 | 27.6 | 16 | 27.6 |
| I think that academic faculty prejudice my abilities based on their perception of my identity/background. | 36 | 4.8 | 117 | 15.7 | 252 | 33.7 | 212 | 28.4 | 130 | 17.4 |
| I think that administrative faculty prejudice my abilities based on their perception of my identity/background | 14 | 1.9 | 106 | 14.3 | 227 | 30.7 | 251 | 33.9 | 142 | 19.2 |
| Gender identity ^{xcv} | | | | | | | | | | |
| Men | 10 | 3.5 | 33 | 11.5 | 92 | 31.9 | 93 | 32.3 | 60 | 20.8 |
| Women | < 5 | --- | 73 | 16.8 | 126 | 29.0 | 149 | 34.3 | 82 | 18.9 |
| Racial identity ^{xevi} | | | | | | | | | | |
| People of Color | 5 | 4.3 | 20 | 17.1 | 37 | 31.6 | 37 | 31.6 | 18 | 15.4 |
| White | 8 | 1.5 | 67 | 12.6 | 163 | 30.6 | 190 | 35.7 | 104 | 19.5 |
| Multiracial | < 5 | --- | 15 | 26.3 | 13 | 22.8 | 14 | 24.6 | 14 | 24.6 |

Note: Table reports responses only from Administrative Faculty respondents (*n* = 760). For a list of combined Administrative Faculty and Classified Staff respondents, please see Table B117 in Appendix B.

Fifty-three percent ($n = 401$) of Administrative Faculty respondents “strongly agreed” or “agreed” that their department/school encouraged free and open discussion of difficult topics (Table 90). No statistically significant differences were found between groups.

Seventy-three percent ($n = 547$) of Administrative Faculty respondents “strongly agreed” or “agreed” that their skills were valued, and 73% ($n = 545$) “strongly agreed” or “agreed” that their work was valued. No statistically significant differences were found between groups.

Table 90. Administrative Faculty Respondents’ Feelings of Value

| Feelings of value | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I believe that my department/school encourages free and open discussion of difficult topics. | 152 | 20.2 | 249 | 33.2 | 172 | 22.9 | 127 | 16.9 | 51 | 6.8 |
| I feel that my skills were valued. | 193 | 25.7 | 354 | 47.1 | 105 | 14.0 | 71 | 9.5 | 28 | 3.7 |
| I feel that my work is valued. | 204 | 27.2 | 341 | 45.5 | 105 | 14.0 | 69 | 9.2 | 31 | 4.1 |

Note: Table reports responses only from Administrative Faculty respondents ($n = 760$). For a list of combined Administrative Faculty and Classified Staff respondents, please see Table B117 in Appendix B.

Question 107 on the survey queried Classified Staff respondents about the degree to which they felt valued at the University. Analyses based on gender identity, racial identity,⁹³ sexual identity, caregiving status,⁹⁴ disability status, and citizenship status were conducted. Only significant differences are provided in Tables 91 through 93.⁹⁵

Eighty percent ($n = 570$) of Classified Staff respondents “strongly agreed” or “agreed” that they felt valued by coworkers in their department (Table 91). No statistically significant differences were found between groups.

⁹³ Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color, Multiracial, and White.

⁹⁴ Per the CSWG, caregiving status was coded to include Respondents with No Caregiving Responsibilities, Respondents with Children 5 and Under, Respondents with Children Between 6 and 18, and Respondents with Other Caregiving Responsibilities.

⁹⁵ Per the CSWG, for all analyses, sexual identity was recoded into the categories Queer-spectrum, Bisexual, and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Sixty-seven percent ($n = 473$) of Classified Staff respondents “strongly agreed” or “agreed” that they felt valued by coworkers outside their department. A higher percentage of Men Classified Staff respondents (51%, $n = 121$) than Women Classified Staff respondents (41%, $n = 191$) “agreed” with the statement.

Seventy-eight percent ($n = 550$) of Classified Staff respondents “strongly agreed” or “agreed” that they felt valued by their supervisors/managers. No statistically significant differences were found between groups.

Fifty-five percent ($n = 384$) of Classified Staff respondents “strongly agreed” or “agreed” that they felt valued by the University students. No statistically significant differences were found between groups.

Fifty-one percent ($n = 356$) of Classified Staff respondents “strongly agreed” or “agreed” that they felt valued by the University faculty. A higher percentage of Classified Staff Respondents of Color (29%, $n = 32$) than White Classified Staff respondents (15%, $n = 77$) “strongly agreed” with this statement.

Forty-one percent ($n = 288$) of Classified Staff respondents “strongly agreed” or “agreed” that they felt valued by the University senior administrators (e.g., president, dean, vice president, provost). No statistically significant differences were found between groups.

Table 91. Classified Staff Respondents’ Feelings of Value

| Feelings of value | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I feel valued by coworkers in my department. | 248 | 34.9 | 322 | 45.4 | 82 | 11.5 | 41 | 5.8 | 17 | 2.4 |
| I feel valued by coworkers outside my department. | 157 | 22.1 | 316 | 44.6 | 158 | 22.3 | 62 | 8.7 | 16 | 2.3 |
| Gender identity ^{xvii} | | | | | | | | | | |
| Men | 50 | 21.1 | 121 | 51.1 | 46 | 19.4 | 11 | 4.6 | 9 | 3.8 |
| Women | 106 | 23.0 | 191 | 41.4 | 109 | 23.6 | 50 | 10.8 | 5 | 1.1 |

Table 91. Classified Staff Respondents’ Feelings of Value

| Feelings of value | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I feel valued by my supervisor/manager. | 279 | 39.5 | 271 | 38.4 | 66 | 9.3 | 57 | 8.1 | 33 | 4.7 |
| I feel valued by the University students. | 141 | 20.1 | 243 | 34.7 | 258 | 36.8 | 39 | 5.6 | 20 | 2.9 |
| I feel valued by the University faculty. | 119 | 17.0 | 237 | 33.9 | 228 | 32.6 | 87 | 12.4 | 28 | 4.0 |
| Racial identity ^{xviii} | | | | | | | | | | |
| People of Color | 32 | 28.8 | 42 | 37.8 | 20 | 18.0 | 14 | 12.6 | < 5 | --- |
| White | 77 | 15.3 | 171 | 34.0 | 176 | 35.0 | 62 | 12.3 | 17 | 3.4 |
| Multiracial | 8 | 15.4 | 13 | 25.0 | 21 | 40.4 | 6 | 11.5 | < 5 | --- |
| I feel valued by the University senior administrators (e.g., president, dean, vice president, provost). | 88 | 12.6 | 200 | 28.7 | 244 | 35.0 | 107 | 15.3 | 59 | 8.5 |

Note: Table reports responses only from Classified Staff respondents (*n* = 713). For a list of combined Administrative Faculty and Classified Staff respondents, please see Table B117 in Appendix B.

Table 92 depicts Classified Staff respondents’ attitudes about certain aspects of the climate in their departments/programs and at the University. Subsequent analyses were conducted to identify significant differences in responses by gender identity, racial identity,⁹⁶ sexual identity, caregiving status,⁹⁷ disability status, and citizenship status. Only significant differences are reported.⁹⁸

Twenty percent (*n* = 142) of Classified Staff respondents “strongly agreed” or “agreed” that coworkers in their work units prejudged their abilities based on their perceptions of their identity/background. A higher percentage of Women Classified Staff respondents (37%, *n* = 167) than Men Classified Staff respondents (26%, *n* = 61) “disagreed” with the statement. A higher percentage of Classified Staff Respondents of Color (32%, *n* = 35) than White Classified Staff

⁹⁶ Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color, Multiracial, and White.

⁹⁷ Per the CSWG, caregiving status was coded to include Respondents with No Caregiving Responsibilities, Respondents with Children 5 and Under, Respondents with Children Between 6 and 18, and Respondents with Other Caregiving Responsibilities.

⁹⁸ Per the CSWG, for all analyses, sexual identity was recoded into the categories Queer-spectrum, Bisexual, and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

respondents (12%, $n = 61$) and Multiracial Classified Staff respondents (11%, $n = 6$) “agreed” that coworkers in their work units prejudged their abilities based on their perceptions of their identity/background.

Nineteen percent ($n = 132$) of Classified Staff respondents “strongly agreed” or “agreed” that their supervisors/managers prejudged their abilities based on their perception of their identity/background. A higher percentage of Women Classified Staff respondents (36%, $n = 166$) than Men Classified Staff respondents (25%, $n = 60$) “disagreed” that their supervisors/managers prejudged their abilities based on their perception of their identity/background. A higher percentage of White Classified Staff respondents (35%, $n = 176$) than Classified Staff Respondents of Color (22%, $n = 24$) “disagreed” with the statement.

Twenty-three percent ($n = 159$) of Classified Staff respondents “strongly agreed” or “agreed” that academic faculty prejudged their abilities based on their perception of their identity/background. A higher percentage of Women Classified Staff respondents (30%, $n = 135$) than Men Classified Staff respondents (21%, $n = 48$) “disagreed” that academic faculty prejudged their abilities based on their perception of their identity/background. A higher percentage of Classified Staff Respondents of Color (29%, $n = 32$) than White Classified Staff respondents (14%, $n = 70$) “agreed” with the statement. A higher percentage of Classified Staff Respondents Caregiving for Children 5 Years and Under (32%, $n = 12$) than Classified Staff Respondents with Multiple/Other Caregiving Responsibilities (13%, $n = 22$) “strongly disagreed” that academic faculty prejudged their abilities based on their perception of their identity/background. Finally, a higher percentage of Classified Staff Respondents with One Disability (20%, $n = 9$) than Classified Staff Respondents with No Disability (5%, $n = 33$) “strongly agreed” with the statement.

Twenty-one percent ($n = 144$) of Classified Staff respondents “strongly agreed” or “agreed” that administrative faculty prejudged their abilities based on their perception of their identity/background. A higher percentage of Men Classified Staff respondents (9%, $n = 22$) than Women Classified Staff respondents (3%, $n = 14$) “strongly agreed” that administrative faculty prejudged their abilities based on their perception of their identity/background. A higher percentage of Classified Staff Respondents of Color (29%, $n = 32$) than White Classified Staff

respondents (13%, $n = 63$), along with a higher percentage of Classified Staff Respondents with Multiple/Other Caregiving Responsibilities (23%, $n = 39$) than Classified Staff Respondents with No Caregiving Responsibilities (13%, $n = 52$), “agreed” with the statement. Finally, a higher percentage of Classified Staff Respondents with One Disability (20%, $n = 9$) than Classified Staff Respondents with No Disability (4%, $n = 26$) “strongly agreed” that administrative faculty prejudged their abilities based on their perception of their identity/background.

Table 92. Classified Staff Respondents’ Perception of Climate

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|-----|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I think that coworkers in my work unit prejudge my abilities based on their perception of my identity/background. | 34 | 4.8 | 108 | 15.4 | 183 | 26.0 | 231 | 32.9 | 147 | 20.9 |
| Gender identity ^{xcix} | | | | | | | | | | |
| Men | 15 | 6.4 | 42 | 17.9 | 74 | 31.5 | 61 | 26.0 | 43 | 18.3 |
| Women | 17 | 3.7 | 63 | 13.8 | 107 | 23.4 | 167 | 36.5 | 103 | 22.5 |
| Racial identity ^c | | | | | | | | | | |
| People of Color | 8 | 7.3 | 35 | 32.1 | 24 | 22.0 | 24 | 22.0 | 18 | 16.5 |
| White | 24 | 4.7 | 61 | 12.0 | 138 | 27.2 | 176 | 34.7 | 108 | 21.3 |
| Multiracial | < 5 | --- | 6 | 11.3 | 14 | 26.4 | 17 | 32.1 | 15 | 28.3 |
| I think that my supervisor/manager prejudices my abilities based on their perception of my identity/background. | 42 | 6.0 | 90 | 12.8 | 161 | 22.9 | 230 | 32.7 | 180 | 25.6 |
| Gender identity ^{ci} | | | | | | | | | | |
| Men | 18 | 7.6 | 34 | 14.4 | 75 | 31.8 | 60 | 25.4 | 49 | 20.8 |
| Women | 23 | 5.0 | 54 | 11.8 | 83 | 18.2 | 166 | 36.4 | 130 | 28.5 |
| Racial identity ^{cii} | | | | | | | | | | |
| People of Color | 10 | 9.0 | 32 | 28.8 | 21 | 18.9 | 24 | 21.6 | 24 | 21.6 |
| White | 30 | 5.9 | 49 | 9.7 | 118 | 23.4 | 176 | 34.9 | 132 | 26.1 |
| Multiracial | < 5 | --- | < 5 | --- | 14 | 26.4 | 19 | 35.8 | 14 | 26.4 |

Table 92. Classified Staff Respondents' Perception of Climate

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I think that academic faculty prejudices my abilities based on their perception of my identity/background. | 47 | 6.7 | 112 | 16.0 | 236 | 33.7 | 185 | 26.4 | 121 | 17.3 |
| Gender identity ^{ciii} | | | | | | | | | | |
| Men | 20 | 8.5 | 41 | 17.5 | 90 | 38.5 | 48 | 20.5 | 35 | 15.0 |
| Women | 25 | 5.5 | 70 | 15.4 | 141 | 30.9 | 135 | 29.6 | 85 | 18.6 |
| Racial identity ^{civ} | | | | | | | | | | |
| People of Color | 10 | 9.0 | 32 | 28.8 | 30 | 27.0 | 21 | 18.9 | 18 | 16.2 |
| White | 28 | 5.6 | 70 | 13.9 | 175 | 34.7 | 142 | 28.2 | 89 | 17.7 |
| Multiracial | < 5 | --- | 9 | 17.0 | 19 | 35.8 | 12 | 22.6 | 9 | 17.0 |
| Caregiving status ^{cv} | | | | | | | | | | |
| No Caregiving | 26 | 6.3 | 63 | 15.3 | 141 | 34.2 | 107 | 26.0 | 75 | 18.2 |
| Children 5 Yrs or Under | < 5 | --- | 6 | 16.2 | 12 | 32.4 | < 5 | --- | 12 | 32.4 |
| Children 6–18 Yrs | < 5 | --- | < 5 | --- | 28 | 39.4 | 27 | 38.0 | 11 | 15.5 |
| Multiple/Other | 14 | 8.2 | 38 | 22.4 | 51 | 30.0 | 45 | 26.5 | 22 | 12.9 |
| Disability status ^{cvi} | | | | | | | | | | |
| One Disability | 9 | 20.0 | 7 | 15.6 | 11 | 24.4 | 11 | 24.4 | 7 | 15.6 |
| No Disability | 33 | 5.3 | 96 | 15.5 | 211 | 34.1 | 168 | 27.2 | 110 | 17.8 |
| Multiple Disabilities | < 5 | --- | 8 | 25.0 | 14 | 43.8 | < 5 | --- | < 5 | --- |
| I think that administrative faculty prejudices my abilities based on their perception of my identity/background. | 37 | 5.3 | 107 | 15.4 | 241 | 34.6 | 195 | 28.0 | 116 | 16.7 |
| Gender identity ^{cvi} | | | | | | | | | | |
| Men | 22 | 9.4 | 39 | 16.7 | 89 | 38.2 | 52 | 22.3 | 31 | 13.3 |
| Women | 14 | 3.1 | 68 | 15.0 | 145 | 32.1 | 142 | 31.4 | 83 | 18.4 |
| Racial identity ^{cvi} | | | | | | | | | | |
| People of Color | 8 | 7.3 | 32 | 29.1 | 31 | 28.2 | 22 | 20.0 | 17 | 15.5 |
| White | 24 | 4.8 | 63 | 12.6 | 181 | 36.1 | 150 | 29.9 | 83 | 16.6 |
| Multiracial | < 5 | --- | 7 | 13.2 | 18 | 34.0 | 14 | 26.4 | 10 | 18.9 |
| Caregiving status ^{cix} | | | | | | | | | | |
| No Caregiving | 24 | 5.8 | 52 | 12.7 | 145 | 35.3 | 119 | 29.0 | 71 | 17.3 |
| Children 5 Yrs or Under | < 5 | --- | 6 | 16.7 | 12 | 33.3 | 7 | 19.4 | 10 | 27.8 |

Table 92. Classified Staff Respondents' Perception of Climate

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---------------------------------|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Children 6–18 Yrs | 0 | 0.0 | 8 | 11.6 | 26 | 37.7 | 26 | 37.7 | 9 | 13.0 |
| Multiple/Other | 11 | 6.5 | 39 | 23.1 | 53 | 31.4 | 41 | 24.3 | 25 | 14.8 |
| Disability status ^{cx} | | | | | | | | | | |
| One Disability | 9 | 20.0 | 7 | 15.6 | 11 | 24.4 | 11 | 24.4 | 7 | 15.6 |
| No Disability | 26 | 4.2 | 92 | 15.0 | 213 | 34.7 | 177 | 28.9 | 105 | 17.1 |
| Multiple Disabilities | < 5 | --- | 7 | 21.9 | 16 | 50.0 | 5 | 15.6 | < 5 | --- |

Note: Table reports responses only from Classified Staff respondents (*n* = 713). For a list of combined Administrative Faculty and Classified Staff respondents, please see Table B117 in Appendix B.

Fifty-two percent (*n* = 365) of Classified Staff respondents “strongly agreed” or “agreed” that their department/school encouraged free and open discussion of difficult topics (Table 93). No statistically significant differences were found between groups.

Seventy-one percent (*n* = 498) of Classified Staff respondents “strongly agreed” or “agreed” that their skills were valued, and 72% (*n* = 513) “strongly agreed” or “agreed” that their work was valued. No statistically significant differences were found between groups.

Table 93. Classified Staff Respondents' Feelings of Value

| Feelings of value | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I believe that my department/school encourages free and open discussion of difficult topics. | 114 | 16.2 | 251 | 35.7 | 176 | 25.0 | 105 | 14.9 | 57 | 8.1 |
| I feel that my skills are valued. | 180 | 25.5 | 318 | 45.0 | 103 | 14.6 | 67 | 9.5 | 38 | 5.4 |
| I feel that my work is valued. | 183 | 25.8 | 330 | 46.6 | 96 | 13.6 | 64 | 9.0 | 35 | 4.9 |

Note: Table reports responses only from Classified Staff respondents (*n* = 713). For a list of combined Administrative Faculty and Classified Staff respondents, please see Table B117 in Appendix B.

^{lviii} A chi-square test was conducted to compare percentages of Administrative Faculty respondents who had supervisors who gave them job/career advice or guidance when they needed it by caregiving status: $\chi^2(12, N = 751) = 28.3, p < .01$.

^{lix} A chi-square test was conducted to compare percentages of Administrative Faculty respondents who had colleagues/coworkers who gave them job/career advice or guidance when they needed it by caregiving status: $\chi^2(12, N = 750) = 26.6, p < .01$.

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- ^{lx} A chi-square test was conducted to compare percentages of Administrative Faculty respondents who felt included in opportunities that would help in their career as much as others in similar positions by caregiving status: $\chi^2(12, N = 749) = 23.1, p < .05$.
- ^{lxi} A chi-square test was conducted to compare percentages of Administrative Faculty respondents who indicated that the University provided adequate resources to help them manage work-life balance by gender identity: $\chi^2(4, N = 739) = 22.3, p < .001$.
- ^{lxii} A chi-square test was conducted to compare percentages of Administrative Faculty respondents who indicated that the University provided adequate resources to help them manage work-life balance by caregiving status: $\chi^2(12, N = 750) = 29.6, p < .01$.
- ^{lxiii} A chi-square test was conducted to compare percentages of Administrative Faculty respondents who indicated that they performed more work than colleagues with similar performance expectations by gender identity: $\chi^2(4, N = 739) = 12.9, p < .05$.
- ^{lxiv} A chi-square test was conducted to compare percentages of Administrative Faculty respondents who indicated that they performed more work than colleagues with similar performance expectations by racial identity: $\chi^2(9, N = 722) = 16.7, p < .05$.
- ^{lxv} A chi-square test was conducted to compare percentages of Administrative Faculty respondents who felt that their workload increased without additional compensation owing to other administrative faculty/staff departures by gender identity: $\chi^2(4, N = 738) = 22.6, p < .001$.
- ^{lxvi} A chi-square test was conducted to compare percentages of Administrative Faculty respondents who felt pressured by departmental/program work requirements that occurred outside of their normally scheduled hours by gender identity: $\chi^2(4, N = 733) = 13.3, p < .01$.
- ^{lxvii} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that they felt included in opportunities that would help their career as much as others in similar positions by caregiving status: $\chi^2(12, N = 692) = 23.8, p < .05$.
- ^{lxviii} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that the process for contesting the performance process was clear by gender identity: $\chi^2(4, N = 674) = 13.0, p < .05$.
- ^{lxix} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that they felt that the University provided adequate resources to help them manage work-life balance by gender identity: $\chi^2(4, N = 690) = 13.0, p < .05$.
- ^{lxx} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that they felt burdened by work responsibilities beyond those of their colleagues with similar performance expectations by racial identity: $\chi^2(8, N = 669) = 17.6, p < .05$.
- ^{lxxi} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that they performed more work than colleagues with similar performance expectations by racial identity: $\chi^2(8, N = 670) = 29.8, p < .001$.
- ^{lxxii} A chi-square test was conducted to compare percentages of Classified Staff respondents who felt that a hierarchy existed within administrative faculty/staff positions that allowed some voices to be valued more than others by racial identity: $\chi^2(8, N = 672) = 17.2, p < .05$.
- ^{lxxiii} A chi-square test was conducted to compare percentages of Administrative Faculty respondents who indicated that administrative faculty and staff in their department/program who used family accommodation policies were disadvantaged in promotion evaluations by caregiving status: $\chi^2(12, N = 748) = 21.3, p < .05$.
- ^{lxxiv} A chi-square test was conducted to compare percentages of Administrative Faculty respondents who indicated that their supervisor was supportive of flexible work schedules by gender identity: $\chi^2(4, N = 739) = 9.4, p < .05$.
- ^{lxxv} A chi-square test was conducted to compare percentages of Administrative Faculty respondents who indicated that child care benefits were competitive by gender identity: $\chi^2(4, N = 731) = 14.0, p < .01$.
- ^{lxxvi} A chi-square test was conducted to compare percentages of Administrative Faculty respondents who indicated that child care benefits were competitive by caregiving status: $\chi^2(12, N = 742) = 78.6, p < .001$.
- ^{lxxvii} A chi-square test was conducted to compare percentages of Administrative Faculty respondents who indicated that clear procedures existed on how they could advance at the University by generation status: $\chi^2(4, N = 746) = 10.8, p < .05$.
- ^{lxxviii} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that administrative faculty and staff in their department/program who used family accommodation policies were disadvantaged in promotion and evaluation by gender identity: $\chi^2(4, N = 689) = 29.3, p < .001$.

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- ^{lxxix} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that administrative faculty and staff in their department/program who used family accommodation policies were disadvantaged in promotion and evaluation by racial identity: $\chi^2(8, N = 669) = 17.8, p < .05$.
- ^{lxxx} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that the University was supportive of flexible work schedules by gender identity: $\chi^2(4, N = 694) = 11.8, p < .05$.
- ^{lxxxi} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that their supervisor was supportive of flexible work schedules by gender identity: $\chi^2(4, N = 690) = 24.6, p < .001$.
- ^{lxxxii} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that retirement benefits were competitive by gender identity: $\chi^2(4, N = 681) = 9.5, p < .05$.
- ^{lxxxiii} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that retirement benefits were competitive by racial identity: $\chi^2(8, N = 659) = 20.5, p < .01$.
- ^{lxxxiv} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that administrative faculty and staff opinions were valued on University committees by racial identity: $\chi^2(8, N = 669) = 25.6, p < .001$.
- ^{lxxxv} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that administrative faculty and staff options are valued by University academic faculty and administration by gender identity: $\chi^2(4, N = 694) = 11.2, p < .05$.
- ^{lxxxvi} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that administrative faculty and staff opinions were valued by University academic faculty and administration by racial identity: $\chi^2(8, N = 671) = 37.7, p < .001$.
- ^{lxxxvii} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that administrative faculty and staff opinions were valued by the Board of Regents by racial identity: $\chi^2(8, N = 668) = 18.4, p < .05$.
- ^{lxxxviii} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that clear expectations of their responsibilities existed by gender identity: $\chi^2(4, N = 692) = 14.8, p < .01$.
- ^{lxxxix} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that clear procedures existed on how they could advance at the University by gender identity: $\chi^2(4, N = 693) = 11.3, p < .05$.
- ^{xc} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that they were positive about their career opportunities at the University by caregiving status: $\chi^2(12, N = 691) = 22.4, p < .05$.
- ^{xci} A chi-square test was conducted to compare percentages of Administrative Faculty respondents who indicated that they felt valued by coworkers in their department by generation status: $\chi^2(4, N = 747) = 9.7, p < .05$.
- ^{xcii} A chi-square test was conducted to compare percentages of Administrative Faculty respondents who indicated that they felt valued by their supervisor/manager by gender identity: $\chi^2(4, N = 735) = 10.0, p < .05$.
- ^{xciii} A chi-square test was conducted to compare percentages of Administrative Faculty respondents who indicated that they felt that coworkers in their work unit prejudged their abilities based on their perception of their identity/background by racial identity: $\chi^2(8, N = 714) = 17.3, p < .05$.
- ^{xciv} A chi-square test was conducted to compare percentages of Administrative Faculty respondents who indicated that they felt that their supervisor/manager prejudged their abilities based on their perception of their identity/background by racial identity: $\chi^2(8, N = 717) = 19.5, p < .05$.
- ^{xcv} A chi-square test was conducted to compare percentages of Administrative Faculty respondents who indicated that they felt that administrative faculty prejudged their abilities based on their perception of their identity/background by gender identity: $\chi^2(4, N = 722) = 10.2, p < .05$.
- ^{xcvi} A chi-square test was conducted to compare percentages of Administrative Faculty respondents who indicated that they felt that administrative faculty prejudged their abilities based on their perception of their identity/background by racial identity: $\chi^2(8, N = 706) = 16.2, p < .05$.
- ^{xcvii} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that they felt valued by coworkers outside of their department by gender identity: $\chi^2(4, N = 698) = 17.4, p < .01$.
- ^{xcviii} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that they felt valued by University faculty by racial identity: $\chi^2(8, N = 666) = 23.2, p < .01$.
- ^{xcix} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that they thought that coworkers in their work unit prejudged their abilities based on their perception of their identity/background by gender identity: $\chi^2(4, N = 692) = 14.6, p < .01$.

^c A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that they thought that coworkers in their work unit prejudged their abilities based on their perception of their identity/background by racial identity: $\chi^2(8, N = 669) = 34.4, p < .001$.

^{ci} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that they thought that their supervisor/manager prejudged their abilities based on their perception of their identity/background by gender identity: $\chi^2(4, N = 692) = 24.5, p < .001$.

^{cii} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that they thought that their supervisor/manager prejudged their abilities based on their perception of their identity/background by racial identity: $\chi^2(8, N = 669) = 36.2, p < .001$.

^{ciii} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that they thought that academic faculty prejudged their abilities based on their perception of their identity/background by gender identity: $\chi^2(4, N = 690) = 11.3, p < .05$.

^{civ} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that they thought that academic faculty prejudged their abilities based on their perception of their identity/background by racial identity: $\chi^2(8, N = 668) = 19.2, p < .05$.

^{cv} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that they thought that academic faculty prejudged their abilities based on their perception of their identity/background by caregiving status: $\chi^2(12, N = 690) = 28.6, p < .01$.

^{cvi} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that they thought that academic faculty prejudged their abilities based on their perception of their identity/background by disability status: $\chi^2(8, N = 695) = 22.1, p < .01$.

^{cvii} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that they thought that administrative faculty prejudged their abilities based on their perception of their identity/background by gender identity: $\chi^2(4, N = 685) = 20.6, p < .001$.

^{cviii} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that they thought that administrative faculty prejudged their abilities based on their perception of their identity/background by racial identity: $\chi^2(8, N = 664) = 22.8, p < .01$.

^{cix} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that they thought that administrative faculty prejudged their abilities based on their perception of their identity/background by caregiving status: $\chi^2(12, N = 685) = 22.6, p < .05$.

^{cx} A chi-square test was conducted to compare percentages of Classified Staff respondents who indicated that they thought that administrative faculty prejudged their abilities based on their perception of their identity/background by disability status: $\chi^2(8, N = 690) = 27.9, p < .001$.

Academic Faculty Respondents' Views on Workplace Climate and Work-Life Balance

Three survey items queried Academic Faculty respondents ($n = 759$) about their opinions regarding various issues specific to workplace climate and faculty work (Tables 94 through 103). Question 35 queried Tenured and Tenure-Track Faculty⁹⁹ respondents ($n = 503$), Question 37 addressed Non-Tenure-Track Faculty respondents ($n = 256$), and Question 39 addressed Academic Faculty respondents ($n = 759$). Chi-square analyses were conducted by faculty status (Tenured or Tenure-Track, Non-Tenure-Track), gender identity,¹⁰⁰ racial identity,¹⁰¹ sexual identity, caregiving status,¹⁰² first-generation status, and disability status.

Table 94 illustrates that 54% ($n = 266$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the criteria for tenure were clear. A higher percentage of Tenured Faculty respondents (20%, $n = 49$) than Tenure-Track Faculty respondents (10%, $n = 20$) “strongly agreed” that the criteria for tenure were clear. Forty-two percent ($n = 133$) of Not-First-Generation Tenured and Tenure-Track Faculty respondents compared with 32% ($n = 52$) of First-Generation Tenured and Tenure-Track Faculty respondents “agreed” with the statement.

Forty-one percent ($n = 203$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that tenure standards/promotion standards were applied equally to faculty in their schools/division. A higher percentage of Tenured Faculty respondents (17%, $n = 42$) than Tenure-Track Faculty respondents (10%, $n = 19$) “strongly agreed” that the tenure standards/promotion standards were equally applied to faculty in their school/division. Seventeen percent ($n = 45$) of Men Tenured and Tenure-Track Faculty respondents compared with 10% ($n = 21$) of Women Tenured and Tenure-Track Faculty respondents “strongly agreed” with the statement.

⁹⁹ Tenured and Tenure-Track Faculty respondents included Post-Doctoral Scholars, president, provost, vice provosts, deans, and associate deans.

¹⁰⁰ Because of the low number of Trans-spectrum respondents, gender identity was recoded to Men and Women.

¹⁰¹ Per the CSWG, racial identity was recoded to People of Color, White, and Multiracial owing to the low number of respondents in some categories.

¹⁰² Per the CSWG, caregiving status was coded to include Respondents with No Caregiving Responsibilities, Respondents with Children 5 and Under, Respondents with Children Between 6 and 18, and Respondents with Other Caregiving Responsibilities.

Forty-eight percent ($n = 231$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they were supported and mentored during the tenure-track years. Twenty-three percent ($n = 47$) of Women Tenured and Tenure-Track Faculty respondents compared with 15% ($n = 39$) of Men Tenured and Tenure-Track Faculty respondents “disagreed” with the statement.

Thirty-six percent ($n = 176$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the University faculty who qualify for delaying their tenure-clock felt empowered to do so. No statistically significant differences were found between groups.

Table 94. Tenured and Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| The criteria for tenure are clear. | 78 | 15.8 | 188 | 38.0 | 92 | 18.6 | 100 | 20.2 | 37 | 7.5 |
| Faculty status ^{cxⁱ} | | | | | | | | | | |
| Tenured | 49 | 19.7 | 109 | 43.8 | 37 | 14.9 | 43 | 17.3 | 11 | 4.4 |
| Tenure-Track | 20 | 10.0 | 66 | 32.8 | 39 | 19.4 | 50 | 24.9 | 26 | 12.9 |
| Generation status ^{cxⁱⁱ} | | | | | | | | | | |
| First-Generation | 22 | 13.5 | 52 | 31.9 | 33 | 20.2 | 35 | 21.5 | 21 | 12.9 |
| Not-First-Generation | 53 | 16.7 | 133 | 41.8 | 56 | 17.6 | 61 | 19.2 | 15 | 4.7 |
| The tenure standards/promotion standards are applied equally to faculty in my school/division. | 68 | 13.8 | 135 | 27.4 | 130 | 26.4 | 105 | 21.3 | 55 | 11.2 |
| Faculty status ^{cx^{xiii}} | | | | | | | | | | |
| Tenured | 42 | 16.9 | 72 | 28.9 | 48 | 19.3 | 58 | 23.3 | 29 | 11.6 |
| Tenure-Track | 19 | 9.5 | 51 | 25.5 | 60 | 30.0 | 45 | 22.5 | 25 | 12.5 |
| Gender identity ^{cx^{xiv}} | | | | | | | | | | |
| Men | 45 | 17.2 | 80 | 30.5 | 65 | 24.8 | 55 | 21.0 | 17 | 6.5 |
| Women | 21 | 10.0 | 50 | 23.9 | 60 | 28.7 | 46 | 22.0 | 32 | 15.3 |
| Supported and mentored during the tenure-track years. | 80 | 16.5 | 151 | 31.1 | 115 | 23.7 | 88 | 18.1 | 51 | 10.5 |
| Gender identity ^{cx^{xv}} | | | | | | | | | | |
| Men | 51 | 19.6 | 84 | 32.3 | 65 | 25.0 | 39 | 15.0 | 21 | 8.1 |

Table 94. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

| Perception | | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|------------|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| | Women | 27 | 13.2 | 62 | 30.4 | 42 | 20.6 | 47 | 23.0 | 26 | 12.7 |
| | University faculty who qualify for delaying their tenure-clock feel empowered to do so. | 64 | 13.2 | 112 | 23.0 | 226 | 46.5 | 62 | 12.8 | 22 | 4.5 |

Note: Table reports responses only from Tenured and Tenure-Track Faculty, Post-Doctoral Scholars, President, Provost, Vice Provosts, or Associate Vice Provosts Faculty respondents (*n* = 503).

Table 95 illustrates that 83% (*n* = 407) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that research was valued by the University. Sixty percent (*n* = 295) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that teaching was valued by the University. Forty-two percent (*n* = 206) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that their service contributions were valued by the University. No statistically significant differences were found between groups.

Twenty-four percent (*n* = 116) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they felt pressured to change their research/scholarship agenda to achieve tenure/promotion. A higher percentage of Tenured and Tenure-Track Faculty Respondents of Color (14%, *n* = 13) than White Tenured and Tenure-Track Faculty respondents (5%, *n* = 15) “strongly agreed” with this statement.

Table 95. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Research is valued by the University. | 228 | 46.3 | 179 | 36.4 | 37 | 7.5 | 33 | 6.7 | 15 | 3.0 |
| Teaching is valued by the University. | 92 | 18.6 | 203 | 41.1 | 103 | 20.9 | 71 | 14.4 | 25 | 5.1 |
| Service contributions are valued by the University. | 55 | 11.2 | 151 | 30.8 | 122 | 24.8 | 107 | 21.8 | 56 | 11.4 |

Table 95. Tenured and Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Pressured to change my research/scholarship agenda to achieve tenure/promotion. | 35 | 7.2 | 81 | 16.7 | 130 | 26.9 | 139 | 28.7 | 99 | 20.5 |
| Racial identity ^{cxvi} | | | | | | | | | | |
| People of Color | 13 | 14.3 | 19 | 20.9 | 36 | 39.6 | 15 | 16.5 | 8 | 8.8 |
| White | 15 | 4.6 | 46 | 14.2 | 69 | 21.4 | 108 | 33.4 | 85 | 26.3 |
| Multiracial | < 5 | --- | 7 | 29.2 | 8 | 33.3 | 6 | 25.0 | < 5 | --- |

Note: Table reports responses only from Tenured and Tenure-Track Faculty, Post-Doctoral Scholars, President, Provost, Vice Provosts, or Associate Vice Provosts Faculty respondents (*n* = 503).

Forty-five percent (*n* = 221) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they were burdened by service responsibilities (e.g., committee memberships, departmental/program work assignments) beyond those of their colleagues with similar performance expectations (Table 96). A higher percentage of Tenured Faculty respondents (22%, *n* = 55) than Tenure-Track Faculty respondents (14%, *n* =29) “strongly agreed” that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations. Twenty-two percent (*n* = 46) of Women Tenured and Tenure-Track Faculty respondents compared with 14% (*n* = 36) of Men Tenured and Tenure-Track Faculty respondents “strongly agreed” with the statement.

Forty-three percent (*n* = 210) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues. Twenty-five percent (*n* = 52) of Women Tenured and Tenure-Track Faculty respondents compared with 14% (*n* = 36) of Men Tenured and Tenure-Track Faculty respondents “strongly agreed” with the statement.

Nine percent (*n* = 44) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that faculty members in their departments who used family accommodation (FMLA) policies were disadvantaged in promotion and tenure. A higher percentage of Tenured Faculty respondents (17%, *n* = 42) than Tenure-Track Faculty respondents (8%, *n* =16) “strongly disagreed” with the statement.

Table 96. Tenured and Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Burdened by service responsibilities beyond those of my colleagues with similar performance expectations. | 88 | 17.9 | 133 | 27.1 | 110 | 22.4 | 110 | 22.4 | 50 | 10.2 |
| Faculty status ^{cxvii} | | | | | | | | | | |
| Tenured | 55 | 22.2 | 78 | 31.5 | 52 | 21.0 | 45 | 18.1 | 18 | 7.3 |
| Tenure-Track | 29 | 14.4 | 50 | 24.9 | 37 | 18.4 | 57 | 28.4 | 28 | 13.9 |
| Gender identity ^{cxviii} | | | | | | | | | | |
| Men | 36 | 13.7 | 61 | 23.3 | 63 | 24.0 | 65 | 24.8 | 37 | 14.1 |
| Women | 46 | 22.2 | 67 | 32.4 | 42 | 20.3 | 41 | 19.8 | 11 | 5.3 |
| I perform more work to help students than do my colleagues. | 95 | 19.2 | 115 | 23.3 | 171 | 34.6 | 89 | 18.0 | 24 | 4.9 |
| Gender identity ^{cxix} | | | | | | | | | | |
| Men | 36 | 13.7 | 63 | 24.0 | 100 | 38.0 | 46 | 17.5 | 18 | 6.8 |
| Women | 52 | 24.9 | 48 | 23.0 | 63 | 30.1 | 40 | 19.1 | 6 | 2.9 |
| Faculty members in my department who use family accommodation (FMLA) policies are disadvantaged in promotion and tenure. | 15 | 3.1 | 29 | 6.0 | 236 | 48.6 | 137 | 28.2 | 69 | 14.2 |
| Faculty status ^{cxx} | | | | | | | | | | |
| Tenured | 7 | 2.9 | 14 | 5.7 | 98 | 40.2 | 83 | 34.0 | 42 | 17.2 |
| Tenure-Track | 6 | 3.0 | 12 | 6.0 | 119 | 59.8 | 46 | 23.1 | 16 | 8.0 |

Note: Table reports responses only from Tenured and Tenure-Track Faculty, Post-Doctoral Scholars, President, Provost, Vice Provosts, or Associate Vice Provosts Faculty respondents (*n* = 503).

Thirty-five percent (*n* = 171) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that faculty opinions were taken seriously by senior administrators (Table 97). A higher percentage of First-Generation Tenured and Tenure-Track Faculty respondents (19%, *n* = 31) compared with Not-First-Generation Tenured and Tenure-Track Faculty respondents “strongly disagreed” with this statement.

Seven percent (*n* = 34) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that faculty opinions were taken seriously by the Board of Regents. A higher

percentage of Tenured Faculty respondents (26%, $n = 64$) than Tenure-Track Faculty respondents (16%, $n = 32$) “disagreed” with that statement.

Forty percent ($n = 196$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that faculty opinions were valued within University committees. A higher percentage of Tenured Faculty respondents (41%, $n = 100$) than Tenure-Track Faculty respondents (28%, $n = 55$) “agreed” with that statement.

Eighteen percent ($n = 86$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they would like more opportunities to participate in substantive committee assignments. No statistically significant differences were found between groups.

Fifty-seven percent ($n = 281$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they had opportunities to participate in substantive committee assignments. A higher percentage of Tenured Faculty respondents (49%, $n = 123$) than Tenure-Track Faculty respondents (39%, $n = 78$) “agreed” with that statement.

Table 97. Tenured and Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Faculty opinions are taken seriously by senior administrators. | 53 | 10.7 | 118 | 23.9 | 136 | 27.5 | 119 | 24.1 | 68 | 13.8 |
| Generation status ^{exxi} | | | | | | | | | | |
| First-Generation | 17 | 10.5 | 35 | 21.6 | 38 | 23.5 | 41 | 25.3 | 31 | 19.1 |
| Not-First-Generation | 35 | 11.0 | 82 | 25.8 | 94 | 29.6 | 76 | 23.9 | 31 | 9.7 |
| Faculty opinions are taken seriously by the Board of Regents. | 6 | 1.2 | 28 | 5.7 | 259 | 53.0 | 101 | 20.7 | 95 | 19.4 |
| Faculty status ^{exxii} | | | | | | | | | | |
| Tenured | < 5 | --- | 9 | 3.7 | 109 | 44.3 | 64 | 26.0 | 61 | 24.8 |
| Tenure-Track | < 5 | --- | 11 | 5.5 | 121 | 60.8 | 32 | 16.1 | 33 | 16.6 |
| Faculty opinions are valued within the University committees. | 29 | 6.0 | 167 | 34.3 | 196 | 40.2 | 54 | 11.1 | 41 | 8.4 |
| Faculty status ^{exxiii} | | | | | | | | | | |
| Tenured | 13 | 5.3 | 100 | 40.8 | 81 | 33.1 | 28 | 11.4 | 23 | 9.4 |

Table 97. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Tenure-Track | 8 | 4.0 | 55 | 27.8 | 95 | 48.0 | 22 | 11.1 | 18 | 9.1 |
| I would like more opportunities to participate in substantive committee assignments. | 20 | 4.1 | 66 | 13.5 | 206 | 42.0 | 142 | 29.0 | 56 | 11.4 |
| I have opportunities to participate in substantive committee assignments. | 70 | 14.2 | 211 | 42.8 | 157 | 31.8 | 39 | 7.9 | 16 | 3.2 |
| Faculty status ^{cxiv} | | | | | | | | | | |
| Tenured | 45 | 18.1 | 123 | 49.4 | 57 | 22.9 | 19 | 7.6 | 5 | 2.0 |
| Tenure-Track | 13 | 6.5 | 78 | 39.0 | 82 | 41.0 | 17 | 8.5 | 10 | 5.0 |

Note: Table reports responses only from Tenured and Tenure-Track Faculty, Post-Doctoral Scholars, President, Provost, Vice Provosts, or Associate Vice Provosts Faculty respondents (*n* = 503).

Qualitative comments analyses. One-hundred sixty-one, 32% of respondents elaborated on previous statements regarding salaries, benefits, child care, resources for work-life balance, performance evaluations, resources for professional development, and job security. Two themes emerged from Academic Faculty respondents: subjective tenure criteria and faculty voice ignored.

Academic Faculty

Subjective Tenure Criteria. The first theme that emerged from Academic Faculty respondents' elaborations on previous statement regarding salaries, benefits, child care, resources for work-life balance, performance evaluations, resources for professional development, and job security was subjective tenure criteria, both a lack of clear guidelines and the inconsistent application of those guidelines. Respondents stated, "A person in my program just received P & T with five publications and one local publication. I was told it was 15 publications (3 a year). The rules do not apply to everyone in my college" and "Question focus is on tenure but the problems are worse for Associates: unclear promotion expectations, pressure to do work that does not count for promotion or annual evaluations; no mentoring owing to lack of full professors and administration lacking training and experience in scholarship." One respondent explained, "With respect to the standards for promotion/tenure, I do not have confidence that they are equally

applied. In my unit, there was an instance where the faculty vote was strongly against someone getting tenure, and that vote was overturned. I worked hard and was awarded tenure, doing all the things I was told I needed to do to earn it, but when this other person (a white male) went up for tenure without having done most of what I had to do, he got it anyway, despite the lack of support from his colleagues.” Other respondents stated, “Tenure in the University is not clear. Instead of trying to provide consistent and clear guideline[s] so that junior faculty members can be evaluated fairly, the administrative [staff] are just interested in their own interests” and “Tenure and promotion feel like moving targets especially now that the university has the R1 status.”

Faculty Voice Ignored. The second theme that emerged for Faculty respondents elaborating on previous statement regarding salaries, benefits, child care, resources for work-life balance, performance evaluations, resources for professional development, and job security was that faculty were ignored. Respondents stated, “During the administration-mandated change to the Silver Core, I felt that faculty concerns and contributions were ignored and belittled by senior administrators. Likewise, although academic faculty ostensibly had input into the revised academic dishonesty policy/penalties, only certain input was welcomed by upper administration,” “In general senior administrators have always taken informed faculty opinion seriously at this university. However, the current provost only hears those who try to curry his favor and our new dean hears only new faculty she wants to please and the provost,” and “There was a time when the voice of faculty was taken seriously, but we are not listened to, and the Faculty Senate does not represent us.” Another respondent offered, “I feel I have been involved in several high-profile research committees, administrative committees and search committees. I feel I have worked hard to contribute in those committees and in most cases, that effort was acknowledged and then ignored. Administrators did what they wanted to do without really considering what faculty had recommended. This has happened enough times that I'm wary of contributing a lot of time to activities like this.” One respondent explained, “The Faculty Senate and Graduate Council occasionally make feeble attempts at independence from the administration. However, after 27 years it is perfectly clear that top administrators and their unqualified cronies make all the real decisions, usually solely to further their own careers, and with no input and brooking no objections from anyone else.” Another respondent concluded, “The idea that there is actually shared governance on campus is a joke. Faculty voices are NOT

listened to. Decisions are made by upper administration and then faculty are made to go through futile exercises to ‘express their voice’ --like this absurd survey which will have no impact whatsoever and is a huge waste of time, effort, and money.” The respondent added, “The faculty senate is the most impotent body at the university. It has no power or authority to enact anything. The president and provost don't give a shit about what the faculty recommends.”

Survey Question 37 queried Non-Tenure-Track Faculty respondents on their perceptions as faculty with non-tenure-track appointments. Chi-square analyses were conducted by gender identity,¹⁰³ racial identity,¹⁰⁴ sexual identity, caregiving status,¹⁰⁵ first-generation status, and disability status. No significant differences were found between groups.

Table 98 indicates that 48% ($n = 122$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the criteria used for contract renewal were clear. Twenty-seven percent ($n = 68$) of Non-Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” that the criteria used for contract renewal were applied equally to positions.

Sixty-six percent ($n = 167$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that expectations of their responsibilities were clear. Sixty-seven percent ($n = 171$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that a clear description of their job responsibilities existed. Thirty-one percent ($n = 80$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they had job security.

Table 98. Non-Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| The criteria for contract renewal are clear. | 43 | 16.9 | 79 | 31.0 | 58 | 22.7 | 52 | 20.4 | 23 | 9.0 |
| The criteria used for contract renewal are applied equally to all positions. | 29 | 11.3 | 61 | 23.8 | 98 | 38.3 | 44 | 17.2 | 24 | 9.4 |

¹⁰³ Because of the low number of Trans-spectrum respondents, gender identity was recoded to Men and Women.

¹⁰⁴ Per the CSWG, racial identity was recoded to People of Color, White, and Multiracial owing to the low number of respondents in some categories.

¹⁰⁵ Per the CSWG, caregiving status was coded to include Respondents with No Caregiving Responsibilities, Respondents with Children 5 and Under, Respondents with Children Between 6 and 18, and Respondents with Other Caregiving Responsibilities.

Table 98. Non-Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Clear expectations of my responsibilities exist. | 64 | 25.2 | 103 | 40.6 | 27 | 10.6 | 49 | 19.3 | 11 | 4.3 |
| Clear description of my job responsibilities. | 66 | 25.9 | 105 | 41.2 | 34 | 13.3 | 36 | 14.1 | 14 | 5.5 |
| I have job security. | 16 | 6.3 | 64 | 25.1 | 62 | 24.3 | 48 | 18.8 | 65 | 25.5 |

Note: Table reports responses only from Non-Tenure-Track Faculty respondents (*n* = 256).

Table 99 illustrates that 82% (*n* = 209) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that research was valued by the University, and 59% (*n* = 149) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that teaching was valued by the University.

Table 99. Non-Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Research is valued by the University. | 128 | 50.2 | 81 | 31.8 | 23 | 9.0 | 17 | 6.7 | 6 | 2.4 |
| Teaching is valued by the University. | 61 | 24.3 | 88 | 35.1 | 33 | 13.1 | 53 | 21.1 | 16 | 6.4 |

Note: Table reports responses only from Non-Tenure-Track Faculty respondents (*n* = 256).

Twenty-nine percent (*n* = 72) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments) (Table 100). Forty percent (*n* = 102) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues. Thirty-six percent (*n* = 90) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they felt pressured to do extra work that was uncompensated. Forty-seven percent (*n* = 119) of Non-Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” that their opinions were taken seriously by senior administrators. Forty-three percent

(*n* = 110) of Non-Tenure-Track Faculty respondents “strongly disagreed” or “disagreed” that their opinions were taken seriously by the Board of Regents.

Table 100. Non-Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments). | 31 | 12.3 | 41 | 16.2 | 82 | 32.4 | 71 | 28.1 | 28 | 11.1 |
| I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities). | 54 | 21.3 | 48 | 18.9 | 89 | 35.0 | 53 | 20.9 | 10 | 3.9 |
| Pressured to do extra work that is uncompensated. | 36 | 14.2 | 54 | 21.3 | 64 | 25.2 | 67 | 26.4 | 33 | 13.0 |
| Non-tenure-track faculty opinions are taken seriously by senior administrators. | 21 | 8.2 | 52 | 20.3 | 64 | 25.0 | 62 | 24.2 | 57 | 22.3 |
| Non-tenure-track faculty opinions are taken seriously by the Board of Regents. | 6 | 2.4 | 25 | 9.8 | 113 | 44.5 | 54 | 21.3 | 56 | 22.0 |

Note: Table reports responses only from Non-Tenure-Track Faculty respondents (*n* = 256).

Qualitative comments analyses. Ninety-one, 36% of respondents elaborated on previous statements regarding teaching, service, contract renewal, workload, and job security. Two themes emerged from respondents: job insecurity and undervalued.

Job Insecurity. The first theme that emerged from responses by Non-Tenure-Track Faculty respondents was job insecurity. Respondents stated, “My job is secure as long as I bring in sufficient funds to cover my salary. Otherwise, there is zero security for my job,” “Job Insecurity is awful. You never know if you are going to get classes and how many. Very sad. I wish LOAs were appreciated and given opportunities to grow,” and “My contract is paid from soft funds and is renewed annually; therefore, I do not know if I will have a position the following year. That is

stressful.” Other respondents commented, “Yearly contracts with a lengthy (36 months) non-compete clause does not build trust,” and “I don't usually know my teaching assignment until a couple of weeks before school starts, and I usually don't get my contract until the last minute (late the week before school starts/the week of the first day).” One respondent offered, “How can someone without tenure have job security in a state where funding is sporadically threatened? Even tenure seems to mean very little here, but those of us without it live in fear of a slew of bad evals from students (a practice which has been shown time and again to be of little value).” Another respondent added, “I am terrified of losing my job, though I consistently receive overwhelmingly positive evaluations from both students and supervisors, because I DO NOT KNOW if a personal dislike from either the chair or a personnel committee is enough to remove me.”

Undervalued. The second theme to emerge from Non-Tenure-Track Faculty respondents was a feeling of being undervalued by other faculty members and university administrators. Related specifically to feeling undervalued by other faculty members, respondents stated, “Many tenured track profs do not value lecturers, and online lecturers even worse,” and “Although I am told by faculty members that I am valued, the same members will make comments like ‘it doesn't matter because it is only a lecturer’ and then say, ‘I don't mean you.’ There are multiple comments that lecturers should not vote on tenure-track hires at the university level even though I have served on several tenure-track hiring committees.” Other respondents elaborated on feeling undervalued by the university administration, stating, “As a lecturer most of my load is teaching which I do not feel the university values. Because I feel like my primary function is undervalued, I feel undervalued” and “I would point to the recently proposed bylaw amendment to stratify faculty voting rights as an act of devaluing the work and commitment of NTT Faculty in both our departments and the greater university community. It was very disheartening.” Respondents also shared, “Often [d]o not feel the university values adjunct faculty,” and “I do not feel like lecturers are valued in the same way as tenure-track faculty.” Finally, one respondent offered that although they thought the administration was trying to demonstrate a sense of value for non-tenure-track faculty, recent university policies did not support this conclusion. The respondent stated, “I believe that the administration is trying (at least in my college) to value non-tenure track faculty and build professional development and promotion opportunities. However, recent changes in bylaws have excluded non-tenure track from some aspects of voting and governance.

The assumption that tenure track faculty are uniformly more qualified to make governance and personnel decisions is illogical and inappropriate.”

Additionally, Faculty respondents were asked to rate the degree to which they agreed with a series of statements related to faculty workplace climate (Table 101). Chi-square analyses were conducted by faculty status (Tenured, Tenure-Track, or Non-Tenure-Track), gender identity,¹⁰⁶ racial identity,¹⁰⁷ sexual identity, caregiving status,¹⁰⁸ first-generation status, and disability status.

Twenty-nine percent ($n = 218$) of Faculty respondents “strongly agreed” or “agreed” that salaries for tenure-track faculty positions were competitive. A higher percentage of Tenured Faculty respondents (20%, $n = 50$) and Tenure-Track Faculty respondents (20%, $n = 39$) than Non-Tenure-Track Faculty respondents (8%, $n = 19$) “strongly disagreed” that salaries for tenure-track faculty positions were competitive. A higher percentage of Faculty Respondents Caregiving for Children 6 to 18 Years (23%, $n = 21$) than Faculty Respondents with No Caregiving Responsibilities (10%, $n = 38$) “strongly disagreed” with the statement.

Eleven percent ($n = 84$) of Faculty respondents “strongly agreed” or “agreed” that salaries for LOA/LOB faculty were competitive. A higher percentage of Tenured Faculty respondents (32%, $n = 80$) than Tenure-Track Faculty respondents (16%, $n = 32$) “strongly disagreed” that salaries for LOA/LOB faculty positions were competitive.

Forty percent ($n = 298$) of Faculty respondents “strongly agreed” or “agreed” that health insurance benefits were competitive. A higher percentage of Tenured Faculty respondents (17%, $n = 42$) than Non-Tenure-Track Faculty respondents (8%, $n = 19$) “strongly disagreed” that health insurance benefits were competitive. A higher percentage of Faculty Respondents Caregiving for Children 6 to 18 Years (19%, $n = 17$) than Faculty Respondents with No Caregiving Responsibilities (8%, $n = 31$) “strongly disagreed” with the statement.

¹⁰⁶ Because of the low number of Trans-spectrum respondents, gender identity was recoded to Men and Women.

¹⁰⁷ Per the CSWG, racial identity was recoded to People of Color, White, and Multiracial owing to the low number of respondents in some categories.

¹⁰⁸ Per the CSWG, caregiving status was coded to include Respondents with No Caregiving Responsibilities, Respondents with Children 5 and Under, Respondents with Children Between 6 and 18, and Respondents with Other Caregiving Responsibilities.

Nine percent ($n = 66$) of Faculty respondents “strongly agreed” or “agreed” that child care benefits were competitive. A higher percentage of Tenured Faculty respondents (19%, $n = 46$) than Non-Tenure-Track Faculty respondents (11%, $n = 27$) “strongly disagreed” that child care benefits were competitive. Eleven percent ($n = 39$) of Men Faculty respondents compared with 4% ($n = 15$) of Women Faculty respondents “agreed” with the statement. A higher percentage of Faculty Respondents Caregiving for Children 5 Years or Younger (28%, $n = 19$) than Faculty Respondents with No Caregiving Responsibilities (11%, $n = 40$) “disagreed” that child care benefits were competitive.

Sixty-four percent ($n = 470$) of Faculty respondents “strongly agreed” or “agreed” that retirement/supplemental benefits were competitive. A higher percentage of Tenure-Track Faculty respondents (49%, $n = 97$) than Non-Tenure-Track Faculty respondents (36%, $n = 90$) “agreed” with that retirement/supplemental benefits were competitive.

Table 101. Academic Faculty Respondents’ Perceptions of Salary and Benefits

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|-----|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Salaries for tenure-track faculty positions are competitive. | 23 | 3.1 | 195 | 26.2 | 228 | 30.6 | 189 | 25.4 | 109 | 14.7 |
| Faculty status ^{cxv} | | | | | | | | | | |
| Tenured | 11 | 4.4 | 58 | 23.3 | 44 | 17.7 | 86 | 34.5 | 50 | 20.1 |
| Tenure-Track | < 5 | --- | 61 | 30.5 | 42 | 21.0 | 55 | 27.5 | 39 | 19.5 |
| Non-Tenure-Track | 7 | 2.8 | 54 | 21.4 | 128 | 50.8 | 44 | 17.5 | 19 | 7.5 |
| Caregiving status ^{cxvi} | | | | | | | | | | |
| No Caregiving | 15 | 4.0 | 101 | 26.7 | 134 | 35.4 | 90 | 23.8 | 38 | 10.1 |
| Children 5 Yrs or Under | < 5 | --- | 25 | 36.8 | 16 | 23.5 | 14 | 20.6 | 12 | 17.6 |
| Children 6–18 Yrs | < 5 | --- | 17 | 18.9 | 29 | 32.2 | 21 | 23.3 | 21 | 23.3 |
| Multiple/Other | 5 | 2.6 | 49 | 25.8 | 44 | 23.2 | 59 | 31.1 | 33 | 17.4 |
| Salaries for LOA/LOB professors are competitive. | 16 | 2.2 | 68 | 9.2 | 278 | 37.6 | 203 | 27.5 | 174 | 23.5 |
| Faculty status ^{cxvii} | | | | | | | | | | |
| Tenured | < 5 | --- | 19 | 7.7 | 78 | 31.5 | 68 | 27.4 | 80 | 32.3 |
| Tenure-Track | < 5 | --- | 19 | 9.7 | 99 | 50.8 | 41 | 21.0 | 32 | 16.4 |
| Non-Tenure-Track | 7 | 2.8 | 20 | 8.0 | 85 | 33.9 | 82 | 32.7 | 57 | 22.7 |

Table 101. Academic Faculty Respondents' Perceptions of Salary and Benefits

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Health insurance benefits are competitive. | 44 | 5.9 | 254 | 34.1 | 212 | 28.5 | 152 | 20.4 | 82 | 11.0 |
| Faculty status ^{cxxviii} | | | | | | | | | | |
| Tenured | 9 | 3.6 | 67 | 27.1 | 61 | 24.7 | 68 | 27.5 | 42 | 17.0 |
| Tenure-Track | 12 | 6.0 | 75 | 37.5 | 46 | 23.0 | 47 | 23.5 | 20 | 10.0 |
| Non-Tenure-Track | 20 | 7.9 | 93 | 36.9 | 89 | 35.3 | 31 | 12.3 | 19 | 7.5 |
| Caregiving status ^{cxxix} | | | | | | | | | | |
| No Caregiving | 28 | 7.4 | 136 | 36.0 | 111 | 29.4 | 72 | 19.0 | 31 | 8.2 |
| Children 5 Yrs or Under | < 5 | --- | 31 | 46.3 | 14 | 20.9 | 10 | 14.9 | 8 | 11.9 |
| Children 6–18 Yrs | < 5 | --- | 20 | 22.2 | 28 | 31.1 | 21 | 23.3 | 17 | 18.9 |
| Multiple/Other | 7 | 3.6 | 67 | 34.9 | 51 | 26.6 | 46 | 24.0 | 21 | 10.9 |
| Child care benefits are competitive. | 10 | 1.4 | 56 | 7.7 | 441 | 60.7 | 112 | 15.4 | 107 | 14.7 |
| Faculty status ^{cxxx} | | | | | | | | | | |
| Tenured | < 5 | --- | 10 | 4.2 | 127 | 53.1 | 55 | 23.0 | 46 | 19.2 |
| Tenure-Track | < 5 | --- | 17 | 8.8 | 108 | 55.7 | 38 | 19.6 | 30 | 15.5 |
| Non-Tenure-Track | 7 | 2.8 | 24 | 9.6 | 177 | 71.1 | 14 | 5.6 | 27 | 10.8 |
| Gender identity ^{cxxxi} | | | | | | | | | | |
| Men | < 5 | --- | 39 | 11.4 | 195 | 57.2 | 62 | 18.2 | 42 | 12.3 |
| Women | 7 | 2.0 | 15 | 4.2 | 232 | 64.8 | 45 | 12.6 | 59 | 16.5 |
| Caregiving status ^{cxxxii} | | | | | | | | | | |
| No Caregiving | 6 | 1.6 | 28 | 7.6 | 277 | 75.5 | 40 | 10.9 | 16 | 4.4 |
| Children 5 Yrs or Under | < 5 | --- | 8 | 11.8 | 17 | 25.0 | 19 | 27.9 | 23 | 33.8 |
| Children 6–18 Yrs | < 5 | --- | < 5 | --- | 49 | 56.3 | 17 | 19.5 | 18 | 20.7 |
| Multiple/Other | < 5 | --- | 17 | 9.0 | 89 | 47.3 | 35 | 18.6 | 45 | 23.9 |
| Retirement/supplemental benefits are competitive. | 152 | 20.6 | 318 | 43.1 | 191 | 25.9 | 55 | 7.5 | 22 | 3.0 |
| Faculty status ^{cxxxiii} | | | | | | | | | | |
| Tenured | 38 | 15.3 | 110 | 44.2 | 63 | 25.3 | 29 | 11.6 | 9 | 3.6 |
| Tenure-Track | 50 | 25.3 | 97 | 49.0 | 33 | 16.7 | 10 | 5.1 | 8 | 4.0 |
| Non-Tenure-Track | 52 | 21.1 | 90 | 36.4 | 85 | 34.4 | 15 | 6.1 | 5 | 2.0 |

Note: Table reports responses only from Faculty, Post-Doctoral Scholars, President, Provost, Vice Provosts, Deans, or Associate Deans respondents (*n* = 759).

Seventeen percent ($n = 124$) of Academic Faculty respondents “strongly agreed” or “agreed” that the University provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation) (Table 102). A higher percentage of Non-Tenure-Track Faculty respondents (19%, $n = 47$) than Tenured Faculty respondents (10%, $n = 25$) “agreed” that the University provided adequate resources to help them manage work-life balance. Sixteen percent ($n = 59$) of Women Faculty respondents compared with 11% ($n = 36$) of Men Faculty respondents “strongly disagreed” with the statement. A higher percentage of Faculty Respondents Caregiving for Children 5 Years and Under (25%, $n = 17$) and Faculty Respondents Caregiving for Children 6 to 18 Years (21%, $n = 19$) than Faculty Respondents with No Caregiving Responsibilities (9%, $n = 33$) “strongly disagreed” that the University provided adequate resources to help them manage work-life balance.

Fifty percent ($n = 367$) of Academic Faculty respondents “strongly agreed” or “agreed” that their colleagues included them in opportunities that would help their career as much as they did others in their position. A higher percentage of First-Generation Faculty respondents (10%, $n = 26$) than Not-First-Generation Faculty respondents (6%, $n = 27$) “strongly disagreed” with the statement.

Forty-seven percent ($n = 346$) of Academic Faculty respondents “strongly agreed” or “agreed” that the performance evaluation process was clear. A higher percentage of Tenured Faculty respondents (40%, $n = 100$) than Non-Tenure-Track Faculty respondents (30%, $n = 74$) “agreed” with the statement. Forty-six percent ($n = 158$) of Men Faculty respondents compared with 27% ($n = 100$) of Women Faculty respondents “agreed” that the performance evaluation process was clear.

Fifty-one percent ($n = 375$) of Academic Faculty respondents “strongly agreed” or “agreed” that the University provided them with resources to pursue professional development (e.g., conferences, materials, research and course design, and traveling). A higher percentage of Tenure-Track Faculty respondents (49%, $n = 98$) than Non-Tenure-Track Faculty respondents (31%, $n = 77$) “agreed” with that statement.

Table 102. Academic Faculty Respondents' Perceptions of Work-Life Balance

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| The University provides adequate resources to help me manage work-life balance. | 15 | 2.0 | 109 | 14.8 | 339 | 45.9 | 173 | 23.4 | 102 | 13.8 |
| Faculty status ^{xxxxiv} | | | | | | | | | | |
| Tenured | 5 | 2.0 | 25 | 10.0 | 117 | 47.0 | 68 | 27.3 | 34 | 13.7 |
| Tenure-Track | < 5 | --- | 26 | 13.3 | 81 | 41.5 | 50 | 25.6 | 36 | 18.5 |
| Non-Tenure-Track | 7 | 2.8 | 47 | 18.8 | 125 | 50.0 | 43 | 17.2 | 28 | 11.2 |
| Gender identity ^{xxxxv} | | | | | | | | | | |
| Men | 7 | 2.0 | 59 | 17.2 | 178 | 51.7 | 64 | 18.6 | 36 | 10.5 |
| Women | 6 | 1.6 | 48 | 13.2 | 149 | 40.8 | 103 | 28.2 | 59 | 16.2 |
| Caregiving status ^{xxxxvi} | | | | | | | | | | |
| No Caregiving | 10 | 2.7 | 58 | 15.5 | 196 | 52.5 | 76 | 20.4 | 33 | 8.8 |
| Children 5 Yrs or Under | < 5 | --- | 9 | 13.2 | 15 | 22.1 | 26 | 38.2 | 17 | 25.0 |
| Children 6–18 Yrs | 0 | 0.0 | 13 | 14.4 | 41 | 45.6 | 17 | 18.9 | 19 | 21.1 |
| Multiple/Other | < 5 | --- | 27 | 14.3 | 78 | 41.3 | 50 | 26.5 | 30 | 15.9 |
| My colleagues include me in opportunities that will help my career as much as they did others in my position. | 96 | 13.0 | 271 | 36.8 | 219 | 29.7 | 97 | 13.2 | 54 | 7.3 |
| Generation status ^{xxxxvii} | | | | | | | | | | |
| First-Generation | 36 | 14.3 | 95 | 37.7 | 71 | 28.2 | 24 | 9.5 | 26 | 10.3 |
| Not-First-Generation | 60 | 12.7 | 168 | 35.7 | 144 | 30.6 | 72 | 15.3 | 27 | 5.7 |
| The performance evaluation process is clear. | 82 | 11.1 | 264 | 35.6 | 164 | 22.1 | 154 | 20.8 | 78 | 10.5 |
| Faculty status ^{xxxxviii} | | | | | | | | | | |
| Tenured | 27 | 10.8 | 100 | 40.0 | 52 | 20.8 | 52 | 20.8 | 19 | 7.6 |
| Tenure-Track | 22 | 11.0 | 74 | 37.0 | 30 | 15.0 | 49 | 24.5 | 25 | 12.5 |
| Non-Tenure-Track | 28 | 11.2 | 74 | 29.6 | 68 | 27.2 | 46 | 18.4 | 34 | 13.6 |
| Gender identity ^{xxxix} | | | | | | | | | | |
| Men | 37 | 10.7 | 158 | 45.7 | 61 | 17.6 | 57 | 16.5 | 33 | 9.5 |
| Women | 43 | 11.7 | 100 | 27.2 | 96 | 26.2 | 90 | 24.5 | 38 | 10.4 |

Table 102. Academic Faculty Respondents’ Perceptions of Work-Life Balance

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| The University provides me with resources to pursue professional development. | 81 | 10.9 | 294 | 39.6 | 164 | 22.1 | 130 | 17.5 | 74 | 10.0 |
| Faculty status ^{exl} | | | | | | | | | | |
| Tenured | 16 | 6.5 | 100 | 40.5 | 51 | 20.6 | 46 | 18.6 | 34 | 13.8 |
| Tenure-Track | 20 | 10.0 | 98 | 49.0 | 33 | 16.5 | 30 | 15.0 | 19 | 9.5 |
| Non-Tenure-Track | 33 | 13.1 | 77 | 30.6 | 68 | 27.0 | 53 | 21.0 | 21 | 8.3 |

Note: Table reports responses only from Academic Faculty, Post-Doctoral Scholars, President, Provost, Vice Provosts, Deans, or Associate Deans respondents (*n* = 759).

As noted in Table 103, 50% (*n* = 370) of Academic Faculty respondents “strongly agreed” or “agreed” that they felt positive about their career opportunities at the University. A higher percentage of Tenured Faculty respondents (41%, *n* = 102) and Tenure-Track Faculty respondents (43%, *n* = 85) than Non-Tenure-Track Faculty respondents (27%, *n* = 67) “agreed” with the statement. Seventeen percent (*n* = 57) of Men Faculty respondents compared with 11% (*n* = 40) of Women Faculty respondents “strongly agreed” that they felt positive about their career opportunities at the University.

Sixty-one percent (*n* = 451) of Academic Faculty respondents “strongly agreed” or “agreed” that they would recommend the University as a good place to work. No statistically significant differences were found between groups.

Fifty-seven percent (*n* = 420) of Academic Faculty respondents “strongly agreed” or “agreed” that they had job security. A higher percentage of Tenured Faculty respondents (30%, *n* = 76) than Tenure-Track Faculty respondents (12%, *n* = 24) and Non-Tenure-Track Faculty respondents (8%, *n* = 20) “strongly agreed” with the statement. Forty-five percent (*n* = 157) of Men Academic Faculty respondents compared with 33% (*n* = 121) of Women Academic Faculty respondents “agreed” that they had job security. Finally, 29% (*n* = 10) of Multiracial Academic Faculty respondents, 9% (*n* = 49) of White Academic Faculty respondents, and 9% (*n* = 11) of Academic Faculty Respondents of Color “strongly disagreed” with the statement.

Table 103. Academic Faculty Respondents' Perceptions of Workplace Climate

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Positive about my career opportunities at the University. | 99 | 13.3 | 271 | 36.5 | 172 | 23.1 | 131 | 17.6 | 70 | 9.4 |
| Faculty status ^{cxli} | | | | | | | | | | |
| Tenured | 25 | 10.1 | 102 | 41.3 | 54 | 21.9 | 41 | 16.6 | 25 | 10.1 |
| Tenure-Track | 32 | 16.0 | 85 | 42.5 | 40 | 20.0 | 28 | 14.0 | 15 | 7.5 |
| Non-Tenure-Track | 30 | 11.9 | 67 | 26.6 | 68 | 27.0 | 59 | 23.4 | 28 | 11.1 |
| Gender identity ^{cxliii} | | | | | | | | | | |
| Men | 57 | 16.5 | 136 | 39.3 | 72 | 20.8 | 47 | 13.6 | 34 | 9.8 |
| Women | 40 | 10.9 | 130 | 35.3 | 90 | 24.5 | 78 | 21.2 | 30 | 8.2 |
| I would recommend the University as a good place to work. | 110 | 14.8 | 341 | 45.9 | 171 | 23.0 | 68 | 9.2 | 53 | 7.1 |
| I have job security. | 133 | 17.9 | 287 | 38.7 | 139 | 18.7 | 103 | 13.9 | 80 | 10.8 |
| Faculty status ^{cxliii} | | | | | | | | | | |
| Tenured | 76 | 30.4 | 137 | 54.8 | 22 | 8.8 | 8 | 3.2 | 7 | 2.8 |
| Tenure-Track | 24 | 12.0 | 73 | 36.5 | 49 | 24.5 | 37 | 18.5 | 17 | 8.5 |
| Non-Tenure-Track | 20 | 8.0 | 67 | 26.9 | 55 | 22.1 | 53 | 21.3 | 54 | 21.7 |
| Gender identity ^{cxliiv} | | | | | | | | | | |
| Men | 67 | 19.4 | 157 | 45.4 | 55 | 15.9 | 37 | 10.7 | 30 | 8.7 |
| Women | 64 | 17.4 | 121 | 33.0 | 78 | 21.3 | 63 | 17.2 | 41 | 11.2 |
| Racial identity ^{cxlv} | | | | | | | | | | |
| People of Color | 19 | 15.4 | 42 | 34.1 | 34 | 27.6 | 17 | 13.8 | 11 | 8.9 |
| White | 107 | 20.3 | 215 | 40.7 | 85 | 16.1 | 72 | 13.6 | 49 | 9.3 |
| Multiracial | < 5 | --- | 10 | 29.4 | 5 | 14.7 | 6 | 17.6 | 10 | 29.4 |

Note: Table reports responses only from Academic Faculty, Post-Doctoral Scholars, President, Provost, Vice Provosts, Deans, or Associate Deans respondents (*n* = 759).

Qualitative comments analyses. Two hundred 26% of respondents elaborated on previous statements regarding salaries, benefits, child care, resources for work-life balance, performance evaluations, resources for professional development, and job security. One theme emerged for Academic Faculty respondents: poor compensation.

Poor Compensation. The one theme that emerged for Academic Faculty respondents as it related to previous statements regarding salaries, benefits, child care, resources for work-life balance,

performance evaluations, resources for professional development, and job security was poor compensation. Tenured Faculty specifically discussed poor compensation as it related to the lack of merit pay and salary compression. Respondents stated, “The lack of merit and consistent COLAs over the past 10-12 years has significantly hurt moral and push faculty to find other opportunities” and “There is little incentive to work harder because there is no system for raises. We haven't had a meaningful merit raise in year.” Other respondents offered, “I'm tenured/do personnel work, so I get to write the rules for performance evaluation (in my department) which I do think are clear and fair. Salaries (hiring in) are competitive, but as there is no merit or in-rank advancement, our salaries become no longer competitive (pretty quick) and many faculty leave for other positions for this reason,” “While starting salaries for tenure-track positions may be competitive, the lack of merit pay makes these positions less attractive and leads to discouragement and cynicism among continuing faculty members,” and “Salaries have been flat for over a decade with only a single merit % increase and a small number of Cost of Living increases.” Respondents elaborated on compensation not keeping up with the increased cost of living in Reno. Respondents wrote, “The living costs in Reno are getting more expensive especially for rent or buying houses. Not only merit raise has not been applied since I started here, but also, I am paying 1.5 times higher mortgage than those who w[ere] hired 2 or 3 years before me and yet my salary is the same regardless of the changed circumstances,” “Compression salary is a big issue for me as a Full Professor. We are hiring new faculty at twice what I was hired for, yet the merit and COLA opportunities have not kept up with the cost of living in Reno,” and “Although the salary appears competitive nationwide, the cost of living in Reno is extremely high (compared to most college towns).”

Tables 104 to 106 depict Academic Faculty respondents' attitudes about certain aspects of the climate in their departments/programs and at the University. Subsequent analyses were conducted to identify significant differences in responses by faculty status (Tenured or Tenure-

Track, Non-Tenure-Track, or Adjunct), gender identity,¹⁰⁹ racial identity,¹¹⁰ sexual identity, caregiving status,¹¹¹ first-generation status, and disability status.

Seventy percent ($n = 528$) of Academic Faculty respondents “strongly agreed” or “agreed” that they felt valued by faculty in their department/program (Table 104). A higher percentage of Men Academic faculty respondents (37%, $n = 128$) than Women Academic Faculty respondents (30%, $n = 112$) “strongly agreed” with the statement.

Sixty-eight percent ($n = 510$) of Academic Faculty respondents “strongly agreed” or “agreed” that they felt valued by their department/program chair. A higher percentage of Women Academic Faculty respondents (12%, $n = 46$) than Men Academic Faculty respondents (5%, $n = 17$) “disagreed” with the statement. Forty-two percent ($n = 225$) of White Academic Faculty respondents compared with 35% ($n = 44$) of Academic Faculty Respondents of Color and 21% ($n = 7$) of Multiracial Academic Faculty respondents “strongly agreed” that they felt valued by their department/program chair.

Sixty-four percent ($n = 479$) of Academic Faculty respondents “strongly agreed” or “agreed” that they felt valued by other faculty at the University. A higher percentage of Men Academic Faculty respondents (28%, $n = 97$) than Women Academic Faculty respondents (19%, $n = 71$) “strongly agreed” with the statement.

Seventy-nine percent ($n = 577$) of Academic Faculty respondents “strongly agreed” or “agreed” that they felt valued by students in the classroom. No statistically significant differences were found between groups.

Forty-five percent ($n = 334$) of Academic Faculty respondents “strongly agreed” or “agreed” that they felt valued by University senior administrators (e.g., dean, vice president, provost). A higher

¹⁰⁹ Because of the low number of Trans-spectrum respondents, gender identity was recoded to Men and Women.

¹¹⁰ Per the CSWG, racial identity was recoded to People of Color, White, and Multiracial owing to the low number of respondents in some categories.

¹¹¹ Per the CSWG, caregiving status was coded to include Respondents with No Caregiving Responsibilities, Respondents with Children 5 and Under, Respondents with Children Between 6 and 18, and Respondents with Other Caregiving Responsibilities.

percentage of Men Academic Faculty respondents (18%, $n = 63$) than Women Academic Faculty respondents (11%, $n = 39$) “strongly agreed” with this statement.

Table 104. Academic Faculty Respondents’ Feelings of Value

| Feelings of Value | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I feel valued by faculty in my department/program. | 247 | 32.7 | 281 | 37.2 | 87 | 11.5 | 91 | 12.1 | 49 | 6.5 |
| Gender identity ^{exlvi} | | | | | | | | | | |
| Men | 128 | 36.7 | 135 | 38.7 | 40 | 11.5 | 24 | 6.9 | 22 | 6.3 |
| Women | 112 | 29.7 | 137 | 36.3 | 44 | 11.7 | 61 | 16.2 | 23 | 6.1 |
| I feel valued by my department/program chair. | 289 | 38.7 | 221 | 29.6 | 104 | 13.9 | 65 | 8.7 | 67 | 9.0 |
| Gender identity ^{exlvii} | | | | | | | | | | |
| Men | 147 | 42.6 | 111 | 32.2 | 42 | 12.2 | 17 | 4.9 | 28 | 8.1 |
| Women | 132 | 35.5 | 102 | 27.4 | 57 | 15.3 | 46 | 12.4 | 35 | 9.4 |
| Racial identity ^{exlviii} | | | | | | | | | | |
| People of Color | 44 | 35.2 | 40 | 32.0 | 20 | 16.0 | 7 | 5.6 | 14 | 11.2 |
| White | 225 | 42.4 | 152 | 28.6 | 70 | 13.2 | 46 | 8.7 | 38 | 7.2 |
| Multiracial | 7 | 20.6 | 10 | 29.4 | 5 | 14.7 | 5 | 14.7 | 7 | 20.6 |
| I feel valued by other faculty at the University. | 170 | 22.7 | 309 | 41.2 | 175 | 23.3 | 78 | 10.4 | 18 | 2.4 |
| Gender identity ^{exlix} | | | | | | | | | | |
| Men | 97 | 28.0 | 143 | 41.2 | 76 | 21.9 | 23 | 6.6 | 8 | 2.3 |
| Women | 71 | 18.9 | 157 | 41.9 | 89 | 23.7 | 50 | 13.3 | 8 | 2.1 |
| I feel valued by students in the classroom. | 232 | 31.6 | 345 | 47.0 | 117 | 15.9 | 30 | 4.1 | 10 | 1.4 |
| I feel valued by the University senior administrators (e.g., dean, vice president, provost). | 103 | 13.8 | 231 | 31.0 | 188 | 25.2 | 137 | 18.4 | 86 | 11.5 |
| Gender identity ^{cl} | | | | | | | | | | |
| Men | 63 | 18.2 | 116 | 33.5 | 78 | 22.5 | 52 | 15.0 | 37 | 10.7 |
| Women | 39 | 10.5 | 110 | 29.7 | 103 | 27.8 | 77 | 20.8 | 41 | 11.1 |

Note: Table reports responses only from Academic Faculty, Post-Doctoral Scholars, President, Provost, Vice Provosts, or Deans ($n = 759$).

Twenty-two percent ($n = 163$) of Academic Faculty respondents “strongly agreed” or “agreed” that faculty in their department/program prejudged their abilities based on their perception of

their identity/background (Table 105). A higher percentage of Non-Tenure-Track Faculty respondents (20%, $n = 51$) than Tenured Faculty respondents (12%, $n = 29$) “agreed” with the statement. Eighteen percent ($n = 22$) of Academic Faculty Respondents of Color compared with 4% ($n = 20$) of White Academic Faculty respondents “strongly agreed” that faculty in their department/program prejudged their abilities based on their identity/background.

Seventeen percent ($n = 123$) of Academic Faculty respondents “strongly agreed” or “agreed” that their department/program chairs prejudged their abilities based on their perception of their identity/background. Sixteen percent ($n = 20$) of Academic Faculty Respondents of Color compared with 3% ($n = 14$) of White Academic Faculty respondents “strongly agreed” with this statement.

Forty-eight percent ($n = 355$) of Academic Faculty respondents “strongly agreed” or “agreed” that the University encouraged free and open discussion of difficult topics. No statistically significant differences were found between groups.

Table 105. Academic Faculty Respondents’ Perception of Climate

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I think that faculty in my department/program prejudge my abilities based on their perception of my identity/background. | 51 | 6.8 | 112 | 15.0 | 194 | 26.0 | 235 | 31.5 | 155 | 20.7 |
| Faculty status ^{cli} | | | | | | | | | | |
| Tenured | 9 | 3.7 | 29 | 11.8 | 65 | 26.4 | 78 | 31.7 | 65 | 26.4 |
| Tenure-Track | 19 | 9.5 | 27 | 13.6 | 53 | 26.6 | 62 | 31.2 | 38 | 19.1 |
| Non-Tenure-Track | 17 | 6.7 | 51 | 20.2 | 61 | 24.2 | 78 | 31.0 | 45 | 17.9 |
| Racial identity ^{clii} | | | | | | | | | | |
| People of Color | 22 | 17.6 | 20 | 16.0 | 40 | 32.0 | 25 | 20.0 | 18 | 14.4 |
| White | 20 | 3.8 | 80 | 15.0 | 124 | 23.3 | 184 | 34.6 | 124 | 23.3 |
| Multiracial | < 5 | --- | < 5 | --- | 9 | 26.5 | 12 | 35.3 | 5 | 14.7 |
| I think that my department/program chair prejudices my abilities based on their perception of my identity/background. | 46 | 6.2 | 77 | 10.4 | 197 | 26.6 | 230 | 31.0 | 191 | 25.8 |

Table 105. Academic Faculty Respondents' Perception of Climate

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Racial identity ^{cliii} | | | | | | | | | | |
| People of Color | 20 | 16.1 | 12 | 9.7 | 38 | 30.6 | 32 | 25.8 | 22 | 17.7 |
| White | 14 | 2.7 | 53 | 10.1 | 129 | 24.5 | 181 | 34.3 | 150 | 28.5 |
| Multiracial | < 5 | --- | 5 | 14.7 | 8 | 23.5 | 10 | 29.4 | 7 | 20.6 |
| I believe that the University encourages free and open discussion of difficult topics. | 85 | 11.5 | 270 | 36.4 | 199 | 26.8 | 128 | 17.3 | 60 | 8.1 |

Note: Table reports responses only from Academic Faculty, Post-Doctoral Scholars, President, Provost, Vice Provosts, or Deans (*n* = 759).

Fifty-four percent (*n* = 403) of Academic Faculty respondents “strongly agreed” or “agreed” that their research/scholarship activity was valued (Table 106). A higher percentage of Tenured Faculty respondents (40%, *n* = 99) and Tenure-Track Faculty respondents (42%, *n* = 84) than Non-Tenure-Track Faculty respondents (25%, *n* = 62) “agreed” with this statement. Twenty-five percent (*n* = 86) of Men Academic Faculty respondents compared with 14% (*n* = 50) of Women Academic Faculty respondents “strongly agreed” that their research/scholarship activity was valued.

Fifty-nine percent (*n* = 435) of Academic Faculty respondents “strongly agreed” or “agreed” that their teaching was valued. A higher percentage of Multiracial Academic Faculty respondents (32%, *n* = 11) than White Academic Faculty respondents (12%, *n* = 64) and Academic Faculty Respondents of Color (12%, *n* = 15) “disagreed” with this statement.

Fifty-two percent (*n* = 387) of Academic Faculty respondents “strongly agreed” or “agreed” that their service contributions were valued. A higher percentage of Multiracial Academic Faculty respondents (15%, *n* = 5) and Academic Faculty Respondents of Color (11%, *n* = 14) than White Academic Faculty respondents (6%, *n* = 30) “strongly disagreed” with this statement. A higher percentage of Academic Faculty Respondents Caregiving for Children 6 to 18 Years (18%, *n* = 16) than Academic Faculty Respondents with No Caregiving Responsibilities (5%, *n* = 18) “strongly disagreed” that their service contributions were valued.

Table 106. Academic Faculty Respondents' Feelings of Value

| Feelings of value | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I feel that my research/scholarship activity is valued. | 139 | 18.7 | 264 | 35.4 | 189 | 25.4 | 102 | 13.7 | 51 | 6.8 |
| Faculty status ^{cliv} | | | | | | | | | | |
| Tenured | 43 | 17.4 | 99 | 40.1 | 53 | 21.5 | 39 | 15.8 | 13 | 5.3 |
| Tenure-Track | 45 | 22.5 | 84 | 42.0 | 33 | 16.5 | 23 | 11.5 | 15 | 7.5 |
| Non-Tenure-Track | 38 | 15.3 | 62 | 25.0 | 91 | 36.7 | 35 | 14.1 | 22 | 8.9 |
| Gender identity ^{clv} | | | | | | | | | | |
| Men | 86 | 24.9 | 146 | 42.2 | 54 | 15.6 | 34 | 9.8 | 26 | 7.5 |
| Women | 50 | 13.5 | 113 | 30.5 | 127 | 34.3 | 58 | 15.7 | 22 | 5.9 |
| I feel that my teaching is valued. | 137 | 18.5 | 298 | 40.2 | 160 | 21.6 | 101 | 13.6 | 46 | 6.2 |
| Racial identity ^{clvi} | | | | | | | | | | |
| People of Color | 27 | 21.8 | 44 | 35.5 | 29 | 23.4 | 15 | 12.1 | 9 | 7.3 |
| White | 97 | 18.4 | 227 | 43.0 | 115 | 21.8 | 64 | 12.1 | 25 | 4.7 |
| Multiracial | < 5 | --- | 10 | 29.4 | 5 | 14.7 | 11 | 32.4 | < 5 | --- |
| I feel that my service contributions are valued. | 116 | 15.5 | 271 | 36.3 | 183 | 24.5 | 117 | 15.7 | 59 | 7.9 |
| Racial identity ^{clvii} | | | | | | | | | | |
| People of Color | 28 | 22.4 | 35 | 28.0 | 32 | 25.6 | 16 | 12.8 | 14 | 11.2 |
| White | 79 | 14.8 | 210 | 39.5 | 124 | 23.3 | 89 | 16.7 | 30 | 5.6 |
| Multiracial | < 5 | --- | 9 | 26.5 | 10 | 29.4 | 6 | 17.6 | 5 | 14.7 |
| Caregiving status ^{clviii} | | | | | | | | | | |
| No Caregiving | 63 | 16.7 | 136 | 36.0 | 95 | 25.1 | 66 | 17.5 | 18 | 4.8 |
| Children 5 Yrs or Under | 13 | 19.4 | 23 | 34.3 | 20 | 29.9 | 6 | 9.0 | 5 | 7.5 |
| Children 6–18 Yrs | 11 | 12.2 | 29 | 32.2 | 22 | 24.4 | 12 | 13.3 | 16 | 17.8 |
| Multiple/Other | 27 | 14.1 | 79 | 41.1 | 40 | 20.8 | 29 | 15.1 | 17 | 8.9 |

Note: Table reports responses only from Academic Faculty, Post-Doctoral Scholars, President, Provost, Vice Provosts, or Deans (*n* = 759).

^{exi} A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that the criteria for tenure were clear by faculty status: $\chi^2(4, N = 450) = 24.6, p < .001$.

^{exii} A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that the criteria for tenure were clear by first-generation status: $\chi^2(4, N = 481) = 13.7, p < .01$.

^{exiii} A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that tenure standards/promotion standards were applied equally to faculty in their school/division by faculty status: $\chi^2(4, N = 449) = 10.3, p < .05$.

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- ^{cxiv} A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that tenure standards/promotion standards were applied equally to faculty in their school/division by gender identity: $\chi^2(4, N = 464) = 10.3, p < .05$.
- ^{cxv} A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that they felt supported and mentored during the tenure-track years by gender identity: $\chi^2(4, N = 471) = 15.5, p < .01$.
- ^{cxvi} A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that they felt pressured to change their research/scholarship agenda to achieve tenure/promotion by racial identity: $\chi^2(8, N = 438) = 43.5, p < .001$.
- ^{cxvii} A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that they felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations by faculty status: $\chi^2(4, N = 449) = 15.5, p < .01$.
- ^{cxviii} A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that they felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations by gender identity: $\chi^2(4, N = 469) = 19.0, p < .001$.
- ^{cxix} A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that they felt they performed more to help students than did their colleagues by gender identity: $\chi^2(4, N = 472) = 13.8, p < .01$.
- ^{cxx} A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that they felt that faculty members in their department/program who used family accommodations policies were disadvantaged in promotion/tenure by faculty status: $\chi^2(4, N = 443) = 20.2, p < .001$.
- ^{cxix} A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that they felt that faculty opinions were taken seriously by senior administrators by first-generation status: $\chi^2(4, N = 480) = 9.7, p < .05$.
- ^{cxix} A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that they felt that faculty opinions were taken seriously by the Board of Regents by faculty status: $\chi^2(4, N = 445) = 15.2, p < .01$.
- ^{cxix} A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that they felt that faculty opinions were valued within University committees by faculty status: $\chi^2(4, N = 443) = 11.8, p < .05$.
- ^{cxix} A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that they felt that they have opportunities to participate in substantive committee assignments by faculty status: $\chi^2(4, N = 449) = 29.0, p < .001$.
- ^{cxix} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they felt that salaries for tenure-track faculty positions were competitive by faculty status: $\chi^2(8, N = 701) = 90.4, p < .001$.
- ^{cxix} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they felt that salaries for tenure-track faculty positions were competitive by caregiving status: $\chi^2(12, N = 726) = 29.2, p < .01$.
- ^{cxix} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they felt that salaries for LOA/LOB faculty positions were competitive by faculty status: $\chi^2(8, N = 694) = 31.6, p < .001$.
- ^{cxix} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they felt that health insurance benefits were competitive by faculty status: $\chi^2(8, N = 699) = 41.3, p < .001$.
- ^{cxix} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they felt that health insurance benefits were competitive by caregiving status: $\chi^2(12, N = 727) = 23.0, p < .05$.
- ^{cxix} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they felt that child care benefits were competitive by faculty status: $\chi^2(8, N = 682) = 51.4, p < .001$.
- ^{cxix} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they felt that child care benefits were competitive by gender identity: $\chi^2(4, N = 699) = 20.6, p < .001$.
- ^{cxix} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they felt that child care benefits were competitive by caregiving status: $\chi^2(12, N = 710) = 110.4, p < .001$.
- ^{cxix} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they felt that retirement/supplemental benefits were competitive by faculty status: $\chi^2(8, N = 694) = 32.4, p < .001$.

^{cxxxiv} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they felt that the University provided adequate resources to help manage work-life balance by faculty status: $\chi^2(8, N = 694) = 20.7, p < .01$.

^{cxxxv} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they felt that the University provided adequate resources to help manage work-life balance by gender identity: $\chi^2(4, N = 709) = 17.8, p < .001$.

^{cxxxvi} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they felt that the University provided adequate resources to help manage work-life balance by caregiving status: $\chi^2(12, N = 720) = 42.2, p < .001$.

^{cxxxvii} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that their colleagues included them in opportunities that would help their career as much as others in their position by generation status: $\chi^2(4, N = 723) = 9.6, p < .05$.

^{cxxxviii} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they felt that the performance evaluation process was clear by faculty status: $\chi^2(8, N = 700) = 18.3, p < .05$.

^{cxxxix} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they felt that the performance evaluation process was clear by gender identity: $\chi^2(4, N = 713) = 28.5, p < .001$.

^{cxl} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they felt that the University provided them with resources to pursue professional development by faculty status: $\chi^2(8, N = 699) = 27.1, p < .001$.

^{cxli} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they felt positive about their career opportunities at the University by faculty status: $\chi^2(8, N = 699) = 23.7, p < .01$.

^{cxlii} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they felt positive about their career opportunities at the University by gender identity: $\chi^2(4, N = 714) = 12.4, p < .05$.

^{cxliii} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they had job security by faculty status: $\chi^2(8, N = 699) = 159.4, p < .001$.

^{cxliv} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they had job security by gender identity: $\chi^2(4, N = 713) = 16.6, p < .01$.

^{cxlv} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they had job security by racial identity: $\chi^2(8, N = 685) = 25.9, p < .001$.

^{cxlvi} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they felt valued by faculty in their department/program by gender identity: $\chi^2(4, N = 726) = 16.3, p < .01$.

^{cxlvii} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they felt valued by their department/program chair by gender identity: $\chi^2(4, N = 717) = 16.6, p < .01$.

^{cxlviii} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they felt valued by their department/program chair by racial identity: $\chi^2(8, N = 690) = 16.5, p < .05$.

^{cxlix} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they felt valued by other faculty at the University by gender identity: $\chi^2(4, N = 722) = 14.6, p < .01$.

^{cl} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they felt valued by University senior administrators by gender identity: $\chi^2(4, N = 716) = 13.5, p < .01$.

^{cli} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they felt that faculty in their department/program prejudged their abilities based on their perception of their identity/background by faculty status: $\chi^2(8, N = 697) = 17.6, p < .05$.

^{clii} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they felt that faculty in their department/program prejudged their abilities based on their perception of their identity/background by racial identity: $\chi^2(8, N = 691) = 45.3, p < .001$.

^{cliii} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they felt that their department/program chair prejudged their abilities based on their perception of their identity/background by racial identity: $\chi^2(8, N = 685) = 44.8, p < .001$.

^{cliv} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they felt that their research/scholarship was valued by faculty status: $\chi^2(8, N = 695) = 38.8, p < .001$.

^{clv} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they felt that their research/scholarship was valued by gender identity: $\chi^2(4, N = 716) = 49.0, p < .001$.

^{clvi} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they felt that their teaching was valued by racial identity: $\chi^2(8, N = 686) = 18.8, p < .05$.

^{clvii} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they felt that their service contributions were valued by racial identity: $\chi^2(8, N = 691) = 17.7, p < .05$.

^{clviii} A chi-square test was conducted to compare percentages of Academic Faculty respondents who indicated that they felt that their service contributions were valued by caregiving status: $\chi^2(12, N = 727) = 24.9, p < .05$.

Academic Faculty, Administrative Faculty, Classified Staff Respondents Who Have Seriously Considered Leaving the University of Nevada, Reno

Thirty-six percent ($n = 2,291$) of respondents had seriously considered leaving the University (Figure 53). With regard to employee position status, 55% ($n = 403$) of Academic Faculty respondents, 56% ($n = 439$) of Administrative Faculty respondents, and 51% ($n = 359$) of Classified Staff respondents had seriously considered leaving the University in the past year.

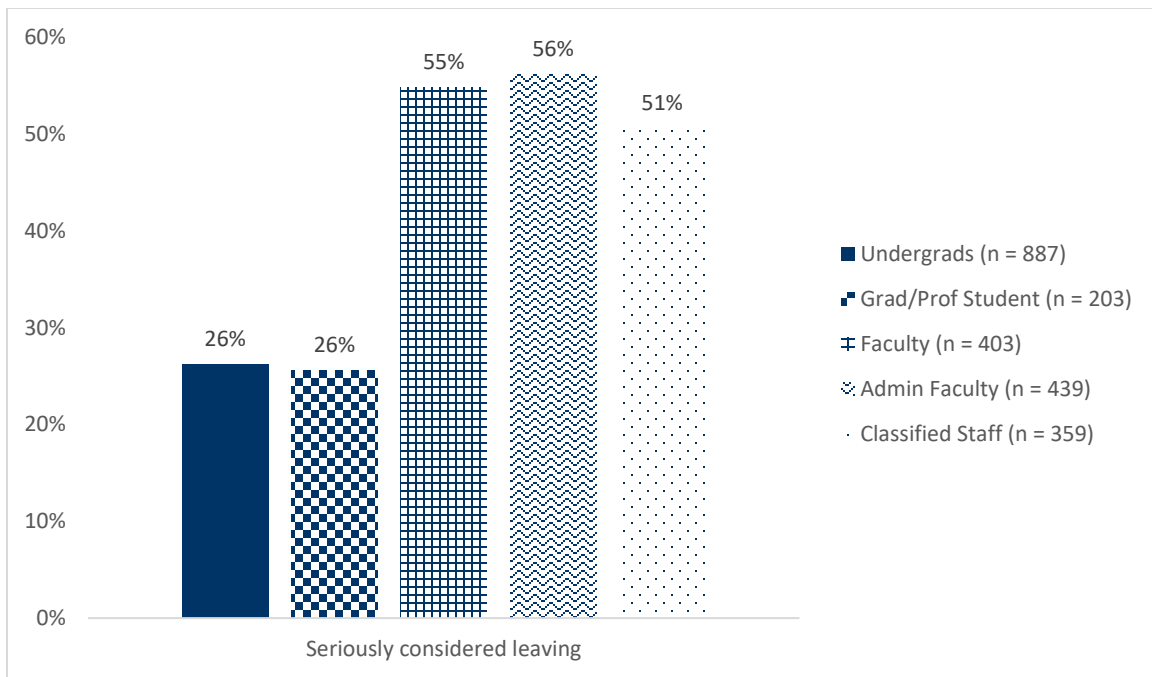


Figure 54. Respondents Who Had Seriously Considered Leaving the University (%)

Subsequent analyses were run for Administrative Faculty respondents by gender identity, racial identity, sexual identity, disability status, citizenship status, military status, and religious affiliation. No significant differences were found between groups.

Fifty-nine percent ($n = 252$) of those Administrative Faculty respondents who seriously considered leaving did so because of a low salary/pay rate (Table 107). Forty-nine percent ($n = 212$) of those Administrative Faculty respondents who seriously considered leaving did so based on limited advancement opportunities. Other reasons included increased workload (34%, $n = 145$), tension with supervisor/manager (34%, $n = 144$), and lack of sense of belonging (27%, $n =$

117). “Other” responses submitted by respondents included “bored,” “didn’t feel I was growing as an individual,” “job security,” and “lack of parking.”

Table 107. Reasons Why Administrative Faculty Respondents Considered Leaving the University

| Reason | <i>n</i> | % |
|---|----------|------|
| Low salary/pay rate | 252 | 58.7 |
| Limited advancement opportunities | 212 | 49.4 |
| Increased workload | 145 | 33.8 |
| Tension with supervisor/manager | 144 | 33.6 |
| Lack of a sense of belonging | 117 | 27.3 |
| In rank compensation | 114 | 26.6 |
| Tension with coworkers | 100 | 23.3 |
| Lack of professional development opportunities | 99 | 23.1 |
| Recruited or offered a position at another institution/organization | 86 | 20.0 |
| Interested in a position at another institution | 80 | 18.6 |
| Campus climate was unwelcoming | 53 | 12.4 |
| Institutional support (e.g., technical support, laboratory space/equipment) | 52 | 12.1 |
| Lack of benefits | 40 | 9.3 |
| Lack of diversity | 39 | 9.1 |
| Personal reasons (e.g., medical, mental health, family emergencies) | 34 | 7.9 |
| Relocation | 27 | 6.3 |
| Family responsibilities | 25 | 5.8 |
| Local community did not meet my (my family) needs | 19 | 4.4 |
| Local community climate was not welcoming | 17 | 4.0 |
| Spouse or partner relocated | 13 | 3.0 |
| Spouse or partner unable to find suitable employment | 13 | 3.0 |
| A reason not listed above | 84 | 19.6 |

Note: Table reports responses only from Administrative Faculty respondents who indicated on the survey that they had seriously considered leaving the University (*n* = 429). Percentages may not sum to 100 as a result of multiple response choices.

Subsequent analyses were run for Classified Staff respondents by gender identity, racial identity, sexual identity, disability status, citizenship status, military status, and religious affiliation. A higher percentage of U.S. Citizen Classified Staff respondents (52%, *n* = 331) than U.S. Citizen-Naturalized Classified Staff respondents (31%, *n* = 16) seriously considered leaving the university.^{clix} Fifty-six percent (*n* = 144) of Not-First-Generation Classified Staff respondents

compared with 47% ($n = 200$) of First-Generation Classified Staff respondents seriously considered leaving.^{clx}

Fifty-five percent ($n = 197$) of those Classified Staff respondents who seriously considered leaving did so because of a low salary/pay rate (Table 108). Forty-six percent ($n = 165$) of those Classified Staff respondents who seriously considered leaving did so based on limited advancement opportunities. Other reasons included tension with supervisor/manager (36%, $n = 128$), increased workload (32%, $n = 113$), and tension with coworkers (31%, $n = 112$). “Other” responses submitted by respondents included “admin support lacked,” “fear of mass shooting,” “harassment,” and “looking for a change.”

Table 108. Reasons Why Classified Staff Respondents Considered Leaving the University

| Reason | <i>n</i> | % |
|---|----------|------|
| Low salary/pay rate | 197 | 54.9 |
| Limited advancement opportunities | 165 | 46.0 |
| Tension with supervisor/manager | 128 | 35.7 |
| Increased workload | 113 | 31.5 |
| Tension with coworkers | 112 | 31.2 |
| Lack of a sense of belonging | 98 | 27.3 |
| Lack of professional development opportunities | 76 | 21.2 |
| Interested in a position at another institution | 56 | 15.6 |
| Campus climate was unwelcoming | 48 | 13.4 |
| Recruited or offered a position at another institution/organization | 46 | 12.8 |
| In rank compensation | 37 | 10.3 |
| Personal reasons (e.g., medical, mental health, family emergencies) | 32 | 8.9 |
| Lack of benefits | 31 | 8.6 |
| Lack of diversity | 28 | 7.8 |
| Institutional support (e.g., technical support, laboratory space/equipment) | 25 | 7.0 |
| Family responsibilities | 22 | 6.1 |
| Local community climate was not welcoming | 22 | 6.1 |
| Relocation | 14 | 3.9 |
| Local community did not meet my (my family) needs | 10 | 2.8 |
| Spouse or partner unable to find suitable employment | 7 | 1.9 |
| Spouse or partner relocated | 5 | 1.4 |
| A reason not listed above | 86 | 24.0 |

Note: Table reports responses only from Classified Staff respondents who indicated on the survey that they had seriously considered leaving the University ($n = 359$). Percentages may not sum to 100 as a result of multiple response choices.

Subsequent analyses were run for Academic Faculty respondents by faculty status, gender identity, racial identity, sexual identity, disability status, citizenship status, military status, and religious affiliation. Sixty-seven percent ($n = 167$) of Tenured Faculty respondents compared with 54% ($n = 108$) of Tenure-Track Faculty respondents and 47% ($n = 120$) of Non-Tenure-Track Faculty respondents seriously considered leaving the University.^{clxi} A higher percentage of U.S. Citizen Academic Faculty respondents (58%, $n = 335$) than Non-U.S. Citizen respondents (39%, $n = 36$) seriously considered leaving the University.^{clxii}

Fifty-three percent ($n = 219$) of those Academic Faculty respondents who seriously considered leaving did so each because of a low salary/pay rate (Table 109). Thirty-five percent ($n = 143$) of those Academic Faculty respondents who seriously considered leaving did so because of increased workload. Other reasons included that they lacked a sense of belonging (34%, $n = 140$), in rank compensation (32%, $n = 134$), and institutional support (e.g., technical support, laboratory space/equipment) (31%, $n = 127$). “Other” responses submitted by respondents included “academic apartheid favors tenured faculty,” “budget cuts during the great recession,” “classism,” and “increased administrative workload, too much top down projects that interfere with primary teaching/research mission.”

Table 109. Reasons Why Academic Faculty Respondents Considered Leaving the University

| Reason | <i>n</i> | % |
|---|----------|------|
| Low salary/pay rate | 219 | 53.0 |
| Increased workload | 143 | 34.6 |
| Lack of a sense of belonging | 140 | 33.9 |
| In rank compensation | 134 | 32.4 |
| Institutional support (e.g., technical support, laboratory space/equipment) | 127 | 30.8 |
| Limited advancement opportunities | 119 | 28.8 |
| Tension with supervisor/manager | 115 | 27.8 |
| Tension with coworkers | 114 | 27.6 |
| Interested in a position at another institution | 112 | 27.1 |
| Recruited or offered a position at another institution/organization | 98 | 23.7 |
| Lack of professional development opportunities | 88 | 21.3 |
| Campus climate was unwelcoming | 77 | 18.6 |
| Lack of benefits | 67 | 16.2 |

Table 109. Reasons Why Academic Faculty Respondents Considered Leaving the University

| Reason | <i>n</i> | % |
|---|----------|------|
| Lack of diversity | 65 | 15.7 |
| Spouse or partner unable to find suitable employment | 41 | 9.9 |
| Personal reasons (e.g., medical, mental health, family emergencies) | 33 | 8.0 |
| Local community climate was not welcoming | 32 | 7.7 |
| Family responsibilities | 26 | 6.3 |
| Local community did not meet my (my family) needs | 25 | 6.1 |
| Relocation | 16 | 3.9 |
| Spouse or partner relocated | 8 | 1.9 |
| A reason not listed above | 89 | 21.5 |

Note: Table reports responses only from Academic Faculty respondents who indicated on the survey that they had seriously considered leaving the University (*n* = 413). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comments analyses. One thousand four hundred eighty (1,480), 65% of respondents elaborated on why they had seriously considered leaving the University. One theme emerged for Administrative Faculty respondents: poor compensation. Three themes emerged for Classified Staff respondents: poor compensation, problematic supervisor behaviors, and a toxic work environment. For Academic Faculty respondents, one theme emerged: lack of merit pay.

Administrative Faculty

Poor Compensation. Administrative Faculty respondents shared they had considered leaving the University as a result of poor compensation. Related to wages in the region and the private sector, respondents stated, “The compensation for administrative faculty is lowest in the region. My peers at the community college and DRI have higher salaries,” “Been at UNR for a long-time. Salary on campus has fallen behind the market place,” and “For someone with my credentials I could easily leave NSHE and make twice my salary in the private sector.” Another respondent offered, “I have seriously considered leaving mostly due to the low wage compared to my responsibilities. I understand that a state job will be lower paid than a corporate position would but with the increased cost of living in Reno I feel that the cost of living raise is still not adequate to keep up with the rising cost,” Respondents also critiqued the lack of merit pay. Respondents explained, “I work hard, am productive and innovative in my position, and receive highly excellent annual evaluations. Nonetheless, I have received no bonuses and very few merit raises,” “Lack of merit pay is discouraging,” and “Low pay that is not competitive. No merit pay

or path to earn raises.” Respondents specifically expressed frustration about the lack of merit pay increases in relation to increased cost of living in the area. A respondent explained, “I am beginning to feel that I can only go so long without receiving a salary increase, regardless of receiving high merit ratings. I can receive higher compensation working elsewhere and with the increase in living expenses, I am highly considering seeking a position elsewhere.”

Classified Staff

Poor Compensation. In the first theme, Classified Staff respondents shared that they had considered leaving the University because of poor compensation. One respondent stated, “36,000 is not a living wage in Reno,” while another respondent noted, “I feel that we are imperative to the institution, but are compensated poorly, especially with increased workloads and not many institutional resources to help us be successful. Many classified employees work very hard at their jobs, but I feel we are taken for granted a lot of the time.” As it related to wages in the private sector and other state jobs, respondents noted, “Pay and benefits do not match the private sector,” “A county position paid considerably more for the same work,” “Pay Scales for technical employees is lagging behind the private sector,” and “The pay has not increased with local or even state economy. Our counterparts within other state entities are making more while paying less for benefits. Our counterparts within the local economy are making 10-15 dollars an hour more. We've gotten small cost of living adjustments which is a step in the right direction but they do not keep up with inflation.” Respondents also elaborated on the disparities between staff compensation and the compensation that faculty and administration have received. A respondent explained, “I see upper management receive compensation increases while balking at any increase for staff in lower level positions despite those positions having taken on more responsibility since the implementation of Workday. There seems to be a general theme that the higher level someone is the more important it is to continue to increase their incentive to stay while ignoring the fact that the ‘worker bees,’ and their institutional knowledge, are just as integral to keeping a unit/department running smoothly.” According to other respondents, “The segregation between ‘faculty’ and ‘classified’ is archaic. Low salary comparable to the community and is non-negotiable for classified staff” and “During the downturn, faculty did little to acknowledge the sacrifices of the classified staff - i.e.: lowered salary via furloughs, no raises for five years. Faculty continued to ask staff to contribute to staff events, giving to students, etc.

without considering the economic pressures that staff were enduring. Now that downturn is over, staff have not regained all benefits.” Finally, one respondent elaborated on their financial struggles owing to their poor compensation. The respondent stated, “I feel that I am not paid adequately for the level of responsibility I am taxed with. I am expected to function at a very high level, but am paid very low wages compared to the cost of living in this area these days, & also compared to some Administrative Faculty who have almost identical duties to myself but are paid at a much higher salary.” The respondent continued “I have heard the term ‘working poor’ used around campus many times in reference to Classified staff, & sadly I fall into that category even though I've dedicated my entire career to the University. I don't have a degree but I work very hard & am extremely proud of what I do here. I would like to be compensated appropriately & not have to worry about buying food or paying rent.”

Problematic Supervisor Behaviors. The second theme that emerged from Classified Staff respondents was problematic behaviors by staff supervisors. Respondents described feeling unvalued and demeaned by supervisors. Respondents also described having experienced discriminatory actions by their supervisor. One respondent stated, “My supervisor did not appreciate my efforts no matter how I tried.” The respondent also noted that in their supervisor’s absence, the individual who assumed supervisory duties “was not a qualified manager,” adding, “she was extremely impersonal, picky, and a micromanager who went as far as to speak (actually yell) with another coworker on how she hated my work (which I overheard).” Other respondents shared, “My current manager is a micromanager and not very supportive of my career goals. With her, I don't see room to grow in my position” and “Primarily, my supervisor does not communicate well and she has blocked me from advancing my skills, I feel like my position is a dead end.” Another respondent offered that their supervisor, “regularly demeaned, humiliated, and harassed all office personnel.” According to the respondent, their supervisor’s behaviors have resulted in high staff turnover within their department. Respondents also described having experienced discriminatory and harassing behaviors by their supervisor. A respondent explained, “My supervisor treated me with little regard. I had a long-term illness and changes made within the department while I was on leave. Others in the department with less time in, less experience, were covertly upgraded, given additional responsibilities. After I returned to work, I asked what I needed to do to earn a reclassification. Nothing. Nothing would satisfy her. She also brought up that I had missed one meeting with a vendor when I was sick (which was 6-7 months prior to this

meeting). She didn't find my illness to be a reasonable excuse. I promptly began searching for any other job away from that person.” Another respondent indicated, “She singled me out because I did not belong to her same religious affiliation. I was told how to dress, wear my hair, all according to her church teachings. I was slut-shamed for wearing a shirt that exposed my shoulder. I was threatened with dismissal regularly despite my excellent work history and more than a year in service.”

Toxic Work Environment. In the third theme, Classified Staff respondents offered that they had considered leaving the institution as a result of their toxic work environment. Respondents stated, “Toxic environment within department, unreasonable work expectations, limited or no training,” “Having a terrible work climate where the main group has unprofessional behaviors, excludes other coworkers the main group doesn't like, treating them like they're stupid and don't know anything despite prior experience and education.” According to another respondent, “I have worked very hard as long as I've been employed here. I am picked on and openly gossiped about constantly and management does nothing because they are interested in hearing gossip themselves, if not openly participating in it. My work environment has been increasingly hostile.” Additionally, respondents noted, “Everything is an argument and it gets old day after day” and “We all deserve a happy place to work at without constant negative comments that demean and undermine.”

Academic Faculty

Lack of Merit Pay. Academic Faculty respondents shared they had considered leaving the University as a result of a lack of merit pay. Regarding merit pay, a respondent offered that despite “excellent ratings” in every category of their reviews, “There is no more opportunity for merit raises or salary compensation. I have never said no a service position or summer teaching requests, yet I have maintained my research productivity. I have seen new hires come in close to my salary range and I watch my colleagues down the hall receive the same cost of living raise that I receive and they have lower evaluation ratings than I do.” The respondent characterized their lack of merit pay raises as “demoralizing,” and offered that the lack of merit raises has prompted them to question their future at UNR. Others respondents added, “With no merit increases the base salary is becoming way less than the market average” and “I was told when

hired I would get regular pay increases. As soon as I accepted and started merit increases were ended. The one time we got merit was the year I got promoted meaning a zero was added into my merit calculation (even though I was rated as excellent all 3 years that was to go into that calculation). Now I am way behind my peers at other institutions and even new hires in my department.” Additionally, respondents shared, “Bottom line - no pay raise equates to poor climate for faculty and staff. Staff is over worked with low pay. Many (not all) faculty are asked to do more with less pay. Administration does not remedy these deficits” and “The pay scale I was offered when I was hired was at the very lowest rate they could give and I was told that with merit, my pay scale would increase over the next couple of years. I have never received any merit and frankly could be making a lot more money at another local institution or out of state.”

Summary. The results from this section suggest that most Academic Faculty, Administrative Faculty and Classified Staff respondents generally hold positive attitudes about the University policies and processes. With regard to discriminatory employment practices, 28% ($n = 613$) of Academic Faculty, Administrative Faculty and Classified Staff respondents had observed unfair or unjust hiring, 14% ($n = 298$) had observed unfair or unjust disciplinary actions, and 26% ($n = 567$) had observed unfair or unjust promotion, tenure, and/or reclassification. Gender/gender identity, age, racial identity, position status, length of service at the University, and nepotism/cronyism were the top perceived bases for many of the reported discriminatory employment practices.

Most Administrative Faculty and Classified Staff respondents agreed that they had supervisors or colleagues/coworkers who gave them job/career advice or guidance when they needed it, their supervisors provided adequate support for them to manage work-life balance, they were given a reasonable time frame to complete assigned responsibilities, their supervisors were supportive of their taking leave, they felt valued by coworkers in their department/outside their department and by their supervisors/managers, and their skills and work were valued. Administrative Faculty and Classified Staff respondents also expressed less than positive attitudes. For example, some Administrative Faculty and Classified Staff respondents felt that their workload increased without additional compensation as a result of other administrative faculty/staff departures and that they performed more work than colleagues with similar performance expectations.

A majority of Tenured and Tenure-Track Faculty and Non-Tenure-Track Faculty respondents agreed that their teaching was valued by the University, but some expressed views that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations and that faculty opinions were not taken seriously by senior administrators and the Board of Regents. Non-Tenure-Track Faculty respondents, in particular, indicated that they performed more work to help students than did their colleagues and that they felt pressured to do extra work that was uncompensated. Most Academic Faculty respondents felt valued by faculty in their department/program, by their department/program chairs, by other faculty at the University, and by students in the classroom. Also, Academic Faculty respondents perceived salaries for tenure-track faculty and non-tenure-track faculty as not competitive.

More than half of Academic Faculty respondents (55%, $n = 403$), Administrative Faculty respondents (56%, $n = 439$), and Classified Staff respondents (51%, $n = 359$) had seriously considered leaving the University in the past year. The top reasons why Academic Faculty, Administrative Faculty and Classified Staff respondents had seriously considered leaving included low salary/pay rate, limited opportunities for advancement, increased workload, and tension with supervisor/manager.

^{clix} A chi-square test was conducted to compare percentages of Classified Staff respondents who had seriously considered leaving the University by citizenship status: $\chi^2(2, N = 705) = 9.5, p < .01$.

^{clx} A chi-square test was conducted to compare percentages of Classified Staff respondents who had seriously considered leaving the University by generation status: $\chi^2(1, N = 680) = 4.5, p < .05$.

^{clxi} A chi-square test was conducted to compare percentages of Academic Faculty respondents who had seriously considered leaving the University by faculty status: $\chi^2(2, N = 706) = 20.5, p < .001$.

^{clxii} A chi-square test was conducted to compare percentages of Academic Faculty respondents who had seriously considered leaving the University by citizenship status: $\chi^2(2, N = 744) = 13.1, p < .001$.

Student Perceptions of Campus Climate

This section of the report is dedicated to survey items that were specific to the University’s students. Several survey items queried Student respondents about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes.

Students’ *Perceived Academic Success*

Factor Analysis Methodology. As mentioned earlier in this report, a confirmatory factor analysis was conducted on one scale embedded in Question 12 of the survey. The scale, termed *Perceived Academic Success* for the purposes of this project, was developed using Pascarella and Terenzini’s (1980) *Academic and Intellectual Development Scale* (Table 110). This scale has been used in a variety of studies examining student persistence. The first six sub-questions of Question 12 of the survey reflect the questions on this scale.

The questions on the scale were answered on a Likert metric from strongly agree to strongly disagree (scored 1 for strongly agree and 5 for strongly disagree). For the purposes of analysis, respondents who did not answer all scale sub-questions were not included in the analysis. Zero percent of all potential respondents were removed from the analysis because of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale using principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.¹¹² The internal consistency reliability (Cronbach’s alpha) of the scale was 0.872, which is high, meaning that the scale produced consistent results.

Table 110. Survey Items Included in the *Perceived Academic Success* Factor Analyses

| Scale | Survey item number | Academic experience |
|---|-----------------------|---|
| <i>Perceived Academic Success</i> | 12_A_1 | I am performing up to my full academic potential. |
| | 12_A_2 | I am satisfied with my academic experience at the University. |

¹¹² Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

Table 110. Survey Items Included in the *Perceived Academic Success* Factor Analyses

| Scale | Survey item number | Academic experience |
|-------|--------------------|--|
| | 12_A_3 | I am satisfied with the extent of my intellectual development since enrolling at the University. |
| | 12_A_4 | I have performed academically as well as I anticipated I would. |
| | 12_A_5 | My academic experience has had a positive influence on my intellectual growth and interest in ideas. |
| | 12_A_6 | My interest in ideas and intellectual matters has increased since coming to the University. |

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent that answered all the questions included in the given factor was given a score on a five-point scale. Higher scores on *Perceived Academic Success* factor suggest a student or constituent group perceives themselves as more academically successful.

Means Testing Methodology. After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for respondents were analyzed using a *t*-test for difference of means.

Additionally, where *n*'s were of sufficient size, separate analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first-level categories in the following demographic areas:

- Gender identity (Women, Men, Trans-spectrum)
- Racial identity (People of Color, Asian/Asian American, Black/African American, Latina/x/o/Chicana/x/o, Multiracial, White People)
- Sexual identity (Queer-spectrum, Bisexual, Heterosexual)
- Disability status (Single Disability, No Disability, Multiple Disabilities)
- First-generation status (First-Generation, Not-First-Generation)

When only two categories existed for the specified demographic variable (e.g., first-generation status), a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d*. Any moderate-to-large effects are noted. When the specific variable of interest had more than two categories (e.g., racial identity), ANOVAs were

run to determine whether any differences existed. If the ANOVA was significant, post hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using Eta² and any moderate-to-large effects are noted.

Means Testing Results. The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Undergraduate and Graduate Student respondents (where possible).

Gender Identity

A significant difference existed ($p < .01$) in the overall test for means for Undergraduate Student respondents by gender identity on *Perceived Academic Success* (Table 111).

Table 111. Undergraduate Student Respondents' Perceived Academic Success by Gender Identity

| Gender identity | <i>n</i> | Mean | Std. dev. |
|-----------------|----------|------|-----------|
| Women | 2,039 | 3.90 | 0.70 |
| Men | 1,203 | 3.82 | 0.75 |
| Trans-spectrum | 58 | 3.79 | 0.11 |

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for one comparison: Women vs. Men (Table 112). These findings suggest that Men Undergraduate Student respondents had less *Perceived Academic Success* than Women Undergraduate Student respondents.

Table 112. Difference Between Means for Undergraduate Student Respondents for Perceived Academic Success by Gender Identity

| Groups compared | Mean difference |
|--------------------------|-----------------|
| Women vs. Men | 0.08* |
| Women vs. Trans-spectrum | 0.11 |
| Men vs. Trans-spectrum | 0.03 |

* $p < .05$

No significant difference existed in the overall test for means for Graduate Student respondents by gender identity (Table 113).

Table 113. Graduate/Professional Student Respondents' Perceived Academic Success by Gender Identity

| Gender identity | <i>n</i> | Mean | Std. dev. |
|-----------------|----------|------|-----------|
| Women | 460 | 4.13 | 0.70 |
| Men | 296 | 4.10 | 0.69 |
| Trans-spectrum | 13 | 4.04 | 0.80 |

The overall test was not significant, so no subsequent analyses on *Perceived Academic Success* for Graduate/Professional Student respondents were run.

Racial Identity

A significant difference existed ($p < .001$) in the overall test for means for Undergraduate Student respondents by racial identity on *Perceived Academic Success* (Table 114).

Table 114. Undergraduate Student Respondents' Perceived Academic Success by Racial Identity

| Racial identity | <i>n</i> | Mean | Std. dev. |
|------------------------|----------|------|-----------|
| People of Color | 85 | 3.72 | 0.79 |
| Asian/Asian American | 284 | 3.85 | 0.69 |
| Black/African American | 96 | 3.71 | 0.77 |
| Latina/x/o/Chicana/x/o | 375 | 3.84 | 0.72 |
| Multiracial | 564 | 3.79 | 0.72 |
| White People | 1,872 | 3.92 | 0.72 |

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for one comparison: White People vs. Multiracial (Table 115). These findings suggest that Multiracial Undergraduate Student respondents had less *Perceived Academic Success* than White Undergraduate Student respondents.

Table 115. Difference Between Means for Undergraduate Student Respondents for Perceived Academic Success by Racial Identity

| Groups compared | Mean difference |
|---|-----------------|
| White People vs. People of Color | 0.20 |
| White People vs. Asian/Asian American | 0.07 |
| White People vs. Black/African American | 0.21 |
| White People vs. Latina/x/o/Chicana/x/o | 0.08 |
| White People vs. Multiracial | 0.13* |

Table 115. Difference Between Means for Undergraduate Student Respondents for Perceived Academic Success by Racial Identity

| Groups compared | Mean difference |
|---|-----------------|
| People of Color vs. Asian/Asian American | -0.13 |
| People of Color vs. Black/African American | 0.01 |
| People of Color vs. Latina/x/o/Chicana/x/o | -0.12 |
| People of Color vs. Multiracial | -0.07 |
| Asian/Asian American vs. Black/African American | 0.14 |
| Asian/Asian American vs. Latina/x/o/Chicana/x/o | 0.01 |
| Asian/Asian American vs. Multiracial | 0.06 |
| Black/African American vs. Latina/x/o/Chicana/x/o | -0.12 |
| Black/African American vs. Multiracial | -0.08 |
| Latina/x/o/Chicana/x/o vs. Multiracial | 0.04 |

* $p < .05$

No significant difference existed in the overall test for means for Graduate/Professional Student respondents by racial identity (Table 116).

Table 116. Graduate/Professional Student Respondents' Perceived Academic Success by Racial Identity

| Racial identity | <i>n</i> | Mean | Std. dev. |
|------------------------|----------|------|-----------|
| People of Color | 66 | 4.06 | 0.67 |
| Asian/Asian American | 67 | 4.03 | 0.69 |
| Black/African American | 23 | 4.12 | 0.58 |
| Latina/x/o/Chicana/x/o | 50 | 3.94 | 0.75 |
| Multiracial | 81 | 4.02 | 0.74 |
| White People | 459 | 4.17 | 0.68 |

The overall test was not significant, so no subsequent analyses on *Perceived Academic Success* for Graduate/Professional Student respondents were run.

Sexual Identity

A significant difference existed ($p < .001$) in the overall test for means for Undergraduate Student respondents by sexual identity on *Perceived Academic Success* (Table 117).

Table 117. Undergraduate Student Respondents' Perceived Academic Success by Sexual Identity

| Sexual identity | <i>n</i> | Mean | Std. dev. |
|-----------------|----------|------|-----------|
| Queer-spectrum | 304 | 3.74 | 0.72 |
| Bisexual | 287 | 3.71 | 0.74 |
| Heterosexual | 2,669 | 3.90 | 0.72 |

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for two comparisons: Heterosexual vs. Queer-spectrum and Heterosexual vs. Bisexual (Table 118). These findings suggest that Queer-spectrum Undergraduate Student respondents had less *Perceived Academic Success* than Heterosexual Undergraduate Student respondents. The results also suggest that Bisexual Undergraduate Student respondents had less *Perceived Academic Success* than Heterosexual Undergraduate Student respondents.

Table 118. Difference Between Means for Undergraduate Student Respondents for Perceived Academic Success by Sexual Identity

| Groups compared | Mean difference |
|---------------------------------|-----------------|
| Heterosexual vs. Queer-spectrum | 0.16* |
| Heterosexual vs. Bisexual | 0.19* |
| Queer-spectrum vs. Bisexual | 0.04 |

* $p < .05$

No significant difference existed in the overall test for means for Graduate/Professional Student respondents by sexual identity (Table 119).

Table 119. Graduate/Professional Student Respondents' Perceived Academic Success by Sexual Identity

| Sexual identity | <i>n</i> | Mean | Std. dev. |
|-----------------|----------|------|-----------|
| Queer-spectrum | 67 | 4.23 | 0.61 |
| Bisexual | 52 | 3.95 | 0.81 |
| Heterosexual | 643 | 4.11 | 0.70 |

The overall test was not significant, so no subsequent analyses on *Perceived Academic Success* for Graduate/Professional Student respondents were run.

Disability Status

A significant difference existed ($p < .001$) in the overall test for means for Undergraduate Student respondents by disability status on *Perceived Academic Success* (Table 120).

Table 120. Undergraduate Student Respondents' *Perceived Academic Success* by Disability Status

| Disability status | <i>n</i> | Mean | Std. dev. |
|-----------------------|----------|------|-----------|
| Single Disability | 271 | 3.70 | 0.84 |
| Multiple Disabilities | 185 | 3.55 | 0.80 |
| No Disability | 2,846 | 3.90 | 0.70 |

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for two comparisons: No Disability vs. Single Disability and No Disability vs. Multiple Disabilities (Table 121). These findings suggest that Undergraduate Student Respondents with a Single Disability had less *Perceived Academic Success* than Undergraduate Student Respondents with No Disability. The results also suggest that Undergraduate Student Respondents with Multiple Disabilities had less *Perceived Academic Success* than Undergraduate Student Respondents with No Disability.

Table 121. Difference Between Means for Undergraduate Student Respondents for *Perceived Academic Success* by Disability Status

| Groups compared | Mean difference |
|---|-----------------|
| Single Disability vs. No Disability | -0.20* |
| Single Disability vs. Multiple Disabilities | 0.15 |
| No Disability vs. Multiple Disabilities | 0.35* |

* $p < .05$

A significant difference existed ($p < .001$) in the overall test for means for Graduate/Professional Student respondents by disability status on *Perceived Academic Success* (Table 122).

Table 122. Graduate/Professional Student Respondents' *Perceived Academic Success* by Disability Status

| Disability status | <i>n</i> | Mean | Std. dev. |
|-----------------------|----------|------|-----------|
| Single Disability | 63 | 3.91 | 0.84 |
| Multiple Disabilities | 30 | 3.75 | 0.95 |
| No Disability | 677 | 4.16 | 0.64 |

Subsequent analyses on *Perceived Academic Success* for Graduate/Professional Student respondents were significant for two comparisons: No Disability vs. Single Disability and No Disability vs. Multiple Disabilities (Table 123). These findings suggest that Graduate/Professional Student Respondents with a Single Disability had less *Perceived Academic Success* than Graduate/Professional Student Respondents with No Disability. They also suggest that Graduate/Professional Student Respondents with Multiple Disabilities had less *Perceived Academic Success* than Graduate/Professional Student Respondents with No Disability.

Table 123. Difference Between Means for Graduate/Professional Student Respondents for *Perceived Academic Success* by Disability Status

| Groups compared | Mean difference |
|---|-----------------|
| Single Disability vs. No Disability | -0.25* |
| Single Disability vs. Multiple Disabilities | 0.16 |
| No Disability vs. Multiple Disabilities | 0.41* |

* $p < .05$

First-Generation Status

A significant difference existed in the overall test for means for Undergraduate Student respondents by first-generation status on *Perceived Academic Success*, $t(2,871.48) = -2.97, p < .005$ (Table 124). This finding suggests that Not-First-Generation Undergraduate Student respondents had greater *Perceived Academic Success* than First-Generation Undergraduate Student respondents. No significant difference existed in the overall test for means for Graduate/Professional Student respondents by first-generation status.

Table 124. Student Respondents' *Perceived Academic Success* by First-Generation Status

| First-generation status | Undergraduate Student respondents | | | Graduate Student respondents | | |
|-------------------------|-----------------------------------|--------|-----------|------------------------------|-------|-----------|
| | <i>n</i> | Mean | Std. dev. | <i>n</i> | Mean | Std. dev. |
| First-Generation | 1,376 | 3.82 | 0.74 | 323 | 4.10 | 0.71 |
| Not-First-Generation | 1,937 | 3.90 | 0.71 | 449 | 4.12 | 0.69 |
| Mean difference | | -0.08* | | | -0.02 | |

* $p < .005$

Undergraduate Students' Perceptions of Campus Climate

One of the survey items asked Undergraduate Student respondents the degree to which they agreed with a series of statements about their interactions with faculty, other students, staff members, and senior administrators at the University. Analyses were conducted based on undergraduate student status (started as first year vs. transfer), gender identity, racial identity,¹¹³ sexual identity, disability status, generation and income status, and religious affiliation. Only significant differences are provided in Tables 125 through 128.¹¹⁴

Sixty percent ($n = 2,032$) of Undergraduate Student respondents “strongly agreed” or “agreed” that they felt valued by University faculty, 59% ($n = 1,974$) “strongly agreed” or “agreed” that they felt valued by University staff, and 38% ($n = 1,286$) “strongly agreed” or “agreed” that they felt valued by University senior administrators (e.g., dean, vice president, academic vice president) (Table 125).

A higher percentage of Men Undergraduate Student respondents (21%, $n = 256$) than Women Undergraduate Student respondents (16%, $n = 332$) “strongly agreed” that they felt valued by University faculty. A higher percentage of White Undergraduate Student respondents (44%, $n = 836$) and Multiracial Undergraduate Student respondents (44%, $n = 252$) than Other Undergraduate Student Respondents of Color (26%, $n = 22$) “agreed” that they felt valued by University faculty. Fourteen percent ($n = 42$) of Queer-spectrum Undergraduate Student respondents and 15% ($n = 44$) of Bisexual Undergraduate Student respondents compared with 9% ($n = 253$) of Heterosexual Undergraduate Student respondents “disagreed” that they felt valued by University faculty. A higher percentage of Undergraduate Student Respondents with One Disability (8%, $n = 22$) than Undergraduate Student Respondents with No Disability (3%, $n = 79$) “strongly disagreed” that they felt valued by University faculty. Forty-five percent ($n = 755$) of Not-First-Generation/Not-Low-Income Undergraduate Student respondents and 37% ($n = 133$) of First-Generation/Low-Income Undergraduate Student respondents “agreed” with this statement.

¹¹³Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color, Multiracial, and White.

¹¹⁴As noted earlier, per the CSWG, sexual identity was categorized to Queer-spectrum, Bisexual, and Heterosexual to maintain response confidentiality.

Forty-four percent ($n = 1,143$) of Undergraduate Student Respondents Who Started in Their First Year compared with 37% ($n = 246$) of Undergraduate Student Respondents Who Transferred From Another Institution “agreed” that they felt valued by University staff. A higher percentage of Men Undergraduate Student respondents (20%, $n = 240$) than Women Undergraduate Student respondents (15%, $n = 309$) “strongly agreed” that they felt valued by University staff. By racial identity, a higher percentage of Multiracial Undergraduate Student respondents (33%, $n = 186$) compared with White Undergraduate Student respondents (24%, $n = 462$), along with a higher percentage of Black/African American Undergraduate Student respondents (39%, $n = 39$) compared with White Undergraduate Student respondents, “neither agreed nor disagreed” with the statement. Thirteen percent ($n = 40$) of Queer-spectrum Undergraduate Student respondents, 11% ($n = 33$) of Bisexual Undergraduate Student respondents, and 10% ($n = 256$) of Heterosexual Undergraduate Student respondents “disagreed” with this statement. A higher percentage of Undergraduate Student Respondents with Multiple Disabilities (15%, $n = 28$) than Undergraduate Student Respondents with No Disability (10%, $n = 272$) “disagreed” that they felt valued by University staff. Finally, by first-generation/income status, a higher percentage of Not-First-Generation/Not-Low-Income Undergraduate Student respondents (44%, $n = 748$) than First-Generation/Low-Income Undergraduate Student respondents (37%, $n = 132$) “agreed” with the statement.

Eighteen percent ($n = 477$) of Undergraduate Student Respondents Who Started in Their First Year compared with 14% ($n = 94$) of Undergraduate Student Respondents Who Transferred From Another Institution “disagreed” that they felt valued by University senior administrators (e.g., dean, vice president, academic vice president). A larger percentage of Men Undergraduate Student respondents (15%, $n = 181$) than Women Undergraduate Student respondents (11%, $n = 222$) “strongly agreed” that they felt valued by University senior administrators. By racial identity, a higher percentage of Multiracial Undergraduate Student respondents (12%, $n = 68$) compared with Asian/Asian American Undergraduate Student respondents (6%, $n = 16$) “strongly disagreed” with the statement. In addition, a larger percentage of Heterosexual Undergraduate Student respondents (27%, $n = 734$) than Bisexual Undergraduate Student respondents (20%, $n = 59$) “agreed” with this statement. Seventeen percent each of Undergraduate Student Respondents with One Disability ($n = 46$) and Undergraduate Student Respondents with Multiple Disabilities ($n = 31$) compared with 9% ($n = 253$) of Undergraduate

Student Respondents with No Disability “strongly disagreed” that they felt valued by University senior administrators. Forty-one percent ($n = 149$) of First-Generation/Low-Income Undergraduate Student respondents compared with 32% ($n = 549$) of Not-First-Generation/Not-Low-Income Undergraduate Student respondents “neither agreed nor disagreed” with the statement. Finally, by religious affiliation, a higher percentage of Undergraduate Student Respondents with Christian Affiliation (30%, $n = 411$) than Undergraduate Student Respondents with No Affiliation (23%, $n = 366$) “agreed” that they felt valued by University senior administrators.

Table 125. Undergraduate Student Respondents’ Feelings of Value by Academic Faculty, Administrative Faculty and Classified Staffs

| Feelings of value | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I feel valued by the University faculty. | 604 | 17.9 | 1,428 | 42.3 | 878 | 26.0 | 352 | 10.4 | 111 | 3.3 |
| Gender identity ^{elxiii} | | | | | | | | | | |
| Men | 256 | 21.1 | 498 | 41.0 | 298 | 24.5 | 110 | 9.0 | 54 | 4.4 |
| Women | 332 | 16.0 | 894 | 43.1 | 565 | 27.2 | 230 | 11.1 | 55 | 2.6 |
| Trans-spectrum | 13 | 22.0 | 27 | 45.8 | 8 | 13.6 | 9 | 15.3 | < 5 | --- |
| Racial identity ^{elxiv} | | | | | | | | | | |
| People of Color | 19 | 22.1 | 22 | 25.6 | 28 | 32.6 | 14 | 16.3 | < 5 | --- |
| Asian/Asian American | 48 | 16.7 | 117 | 40.6 | 91 | 31.6 | 28 | 9.7 | < 5 | --- |
| Black/African American | 11 | 11.0 | 40 | 40.0 | 35 | 35.0 | 9 | 9.0 | 5 | 5.0 |
| Latina/x/o/Chicana/x/o | 69 | 18.1 | 143 | 37.5 | 123 | 32.3 | 35 | 9.2 | 11 | 2.9 |
| White | 367 | 19.3 | 836 | 44.1 | 433 | 22.8 | 199 | 10.5 | 62 | 3.3 |
| Multiracial | 82 | 14.3 | 252 | 43.9 | 160 | 27.9 | 58 | 10.1 | 22 | 3.8 |
| Sexual identity ^{elxv} | | | | | | | | | | |
| Queer-spectrum | 45 | 14.6 | 123 | 39.9 | 85 | 27.6 | 42 | 13.6 | 13 | 4.2 |
| Bisexual | 41 | 14.1 | 122 | 41.9 | 72 | 24.7 | 44 | 15.1 | 12 | 4.1 |
| Heterosexual | 507 | 18.7 | 1,155 | 42.6 | 713 | 26.3 | 253 | 9.3 | 82 | 3.0 |
| Disability status ^{elxvi} | | | | | | | | | | |
| One Disability | 41 | 14.9 | 100 | 36.2 | 70 | 25.4 | 43 | 15.6 | 22 | 8.0 |
| No Disability | 526 | 18.2 | 1,252 | 43.4 | 751 | 26.0 | 278 | 9.6 | 79 | 2.7 |
| Multiple Disabilities | 35 | 18.6 | 70 | 37.2 | 46 | 24.5 | 27 | 14.4 | 10 | 5.3 |
| Generation/income status ^{elxvii} | | | | | | | | | | |

Table 125. Undergraduate Student Respondents' Feelings of Value by Academic Faculty, Administrative Faculty and Classified Staffs

| Feelings of value | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Not-First-Generation/Not-Low-Income | 317 | 18.7 | 755 | 44.5 | 399 | 23.5 | 180 | 10.6 | 46 | 2.7 |
| First-Generation or Low-Income | 203 | 16.3 | 520 | 41.7 | 343 | 27.5 | 135 | 10.8 | 45 | 3.6 |
| First-Generation/Low-Income | 69 | 19.1 | 133 | 36.8 | 114 | 31.6 | 29 | 8.0 | 16 | 4.4 |
| I feel valued by the University staff. | 563 | 16.8 | 1,411 | 42.0 | 934 | 27.8 | 338 | 10.1 | 115 | 3.4 |
| Undergraduate status ^{clxviii} | | | | | | | | | | |
| Started as a First Year Student | 429 | 16.3 | 1,143 | 43.5 | 711 | 27.0 | 266 | 10.1 | 81 | 3.1 |
| Transferred From Another Institution | 119 | 17.9 | 246 | 36.9 | 202 | 30.3 | 68 | 10.2 | 31 | 4.7 |
| Gender identity ^{clxix} | | | | | | | | | | |
| Men | 240 | 19.8 | 499 | 41.2 | 321 | 26.5 | 97 | 8.0 | 54 | 4.5 |
| Women | 309 | 14.9 | 884 | 42.7 | 592 | 28.6 | 229 | 11.1 | 56 | 2.7 |
| Trans-spectrum | 12 | 20.7 | 19 | 32.8 | 14 | 24.1 | 9 | 15.5 | < 5 | --- |
| Racial identity ^{clxx} | | | | | | | | | | |
| People of Color | 17 | 19.8 | 29 | 33.7 | 25 | 29.1 | 12 | 14.0 | < 5 | --- |
| Asian/Asian American | 42 | 14.6 | 129 | 44.8 | 89 | 30.9 | 25 | 8.7 | < 5 | --- |
| Black/African American | 12 | 12.0 | 34 | 34.0 | 39 | 39.0 | 10 | 10.0 | 5 | 5.0 |
| Latina/x/o/Chicana/x/o | 70 | 18.5 | 142 | 37.5 | 124 | 32.7 | 34 | 9.0 | 9 | 2.4 |
| White | 335 | 17.7 | 826 | 43.7 | 462 | 24.4 | 203 | 10.7 | 64 | 3.4 |
| Multiracial | 80 | 14.0 | 235 | 41.2 | 186 | 32.6 | 44 | 7.7 | 26 | 4.6 |
| Sexual identity ^{clxxi} | | | | | | | | | | |
| Queer-spectrum | 44 | 14.4 | 119 | 38.9 | 88 | 28.8 | 40 | 13.1 | 15 | 4.9 |
| Bisexual | 39 | 13.4 | 125 | 42.8 | 79 | 27.1 | 33 | 11.3 | 16 | 5.5 |
| Heterosexual | 471 | 17.4 | 1,143 | 42.3 | 751 | 27.8 | 256 | 9.5 | 79 | 2.9 |
| Disability status ^{clxxii} | | | | | | | | | | |
| One Disability | 39 | 14.1 | 107 | 38.8 | 73 | 26.4 | 35 | 12.7 | 22 | 8.0 |
| No Disability | 493 | 17.1 | 1,231 | 42.8 | 803 | 27.9 | 272 | 9.5 | 78 | 2.7 |
| Multiple Disabilities | 30 | 16.1 | 65 | 34.9 | 49 | 26.3 | 28 | 15.1 | 14 | 7.5 |
| Generation/income status ^{clxxiii} | | | | | | | | | | |
| Not-First-Generation/Not-Low-Income | 302 | 17.8 | 748 | 44.2 | 421 | 24.9 | 168 | 9.9 | 54 | 3.2 |

Table 125. Undergraduate Student Respondents' Feelings of Value by Academic Faculty, Administrative Faculty and Classified Staffs

| Feelings of value | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| First-Generation or Low-Income | 193 | 15.6 | 508 | 41.0 | 370 | 29.8 | 128 | 10.3 | 41 | 3.3 |
| First-Generation/Low-Income | 58 | 16.1 | 132 | 36.6 | 122 | 33.8 | 33 | 9.1 | 16 | 4.4 |
| I feel valued by the University senior administrators (e.g., dean, vice president, academic vice president). | 414 | 12.3 | 872 | 25.9 | 1,168 | 34.7 | 580 | 17.2 | 334 | 9.9 |
| Undergraduate status ^{clxxiv} | | | | | | | | | | |
| Started as a First Year Student | 318 | 12.1 | 696 | 26.4 | 881 | 33.4 | 477 | 18.1 | 262 | 9.9 |
| Transferred From Another Institution | 84 | 12.6 | 159 | 23.8 | 262 | 39.2 | 94 | 14.1 | 69 | 10.3 |
| Gender identity ^{clxxv} | | | | | | | | | | |
| Men | 181 | 14.9 | 316 | 26.0 | 393 | 32.3 | 173 | 14.2 | 153 | 12.6 |
| Women | 222 | 10.7 | 543 | 26.2 | 751 | 36.2 | 392 | 18.9 | 164 | 7.9 |
| Trans-spectrum | 11 | 18.6 | 10 | 16.9 | 15 | 25.4 | 12 | 20.3 | 11 | 18.6 |
| Racial identity ^{clxxvi} | | | | | | | | | | |
| People of Color | 14 | 16.5 | 18 | 21.2 | 28 | 32.9 | 17 | 20.0 | 8 | 9.4 |
| Asian/Asian American | 38 | 13.2 | 83 | 28.8 | 96 | 33.3 | 55 | 19.1 | 16 | 5.6 |
| Black/African American | 8 | 8.0 | 15 | 15.0 | 47 | 47.0 | 19 | 19.0 | 11 | 11.0 |
| Latina/x/o/Chicana/x/o | 47 | 12.4 | 86 | 22.6 | 153 | 40.3 | 56 | 14.7 | 38 | 10.0 |
| White | 251 | 13.2 | 518 | 27.3 | 619 | 32.6 | 322 | 17.0 | 186 | 9.8 |
| Multiracial | 52 | 9.1 | 140 | 24.4 | 211 | 36.8 | 102 | 17.8 | 68 | 11.9 |
| Sexual identity ^{clxxvii} | | | | | | | | | | |
| Queer-spectrum | 27 | 8.8 | 65 | 21.1 | 97 | 31.5 | 74 | 24.0 | 45 | 14.6 |
| Bisexual | 26 | 8.9 | 59 | 20.3 | 91 | 31.3 | 72 | 24.7 | 43 | 14.8 |
| Heterosexual | 355 | 13.1 | 734 | 27.1 | 962 | 35.6 | 420 | 15.5 | 235 | 8.7 |
| Disability status ^{clxxviii} | | | | | | | | | | |
| One Disability | 28 | 10.2 | 57 | 20.8 | 83 | 30.3 | 60 | 21.9 | 46 | 16.8 |
| No Disability | 367 | 12.7 | 774 | 26.8 | 1,011 | 35.1 | 478 | 16.6 | 253 | 8.8 |
| Multiple Disabilities | 18 | 9.6 | 37 | 19.7 | 66 | 35.1 | 36 | 19.1 | 31 | 16.5 |
| Generation/income status ^{clxxix} | | | | | | | | | | |
| Not-First-Generation/Not-Low-Income | 221 | 13.0 | 470 | 27.7 | 549 | 32.4 | 294 | 17.4 | 160 | 9.4 |

Table 125. Undergraduate Student Respondents’ Feelings of Value by Academic Faculty, Administrative Faculty and Classified Staffs

| Feelings of value | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| First-Generation or Low-Income | 146 | 11.7 | 310 | 24.9 | 440 | 35.4 | 220 | 17.7 | 128 | 10.3 |
| First-Generation/Low-Income | 39 | 10.8 | 79 | 21.9 | 149 | 41.3 | 55 | 15.2 | 39 | 10.8 |
| Religious affiliation ^{clxxx} | | | | | | | | | | |
| Christian Affiliation | 183 | 13.3 | 411 | 29.8 | 455 | 33.0 | 212 | 15.4 | 118 | 8.6 |
| Other Religious Affiliation | 25 | 14.4 | 40 | 23.0 | 58 | 33.3 | 32 | 18.4 | 19 | 10.9 |
| No Affiliation | 186 | 11.5 | 366 | 22.7 | 583 | 36.1 | 304 | 18.8 | 174 | 10.8 |
| Multiple Affiliations | 16 | 10.5 | 38 | 24.8 | 54 | 35.3 | 25 | 16.3 | 20 | 13.1 |

Note: Table reports responses only from Undergraduate Student respondents (*n* = 3,389). For a combined list of Student respondents, see Table B115 in Appendix B.

Sixty-eight percent (*n* = 2,269) of Undergraduate Student respondents “strongly agreed” or “agreed” that they felt valued by the faculty in the classroom (Table 126). A higher percentage of Men Undergraduate Student respondents (24%, *n* = 283) than Women Undergraduate Student respondents (18%, *n* = 365) “strongly agreed” that they felt valued by faculty in the classroom. Six percent (*n* = 120) of White Undergraduate Student respondents compared with 15% (*n* = 13) of Other Undergraduate Student Respondents of Color and 14% (*n* = 14) of Black/African American Undergraduate Student respondents, along with 13% (*n* = 39) of Queer-spectrum Undergraduate Student respondents compared with 7% (*n* = 174) of Heterosexual Undergraduate Student respondents, “disagreed” that they felt valued by faculty in the classroom. A higher percentage of Undergraduate Student Respondents with No Disability (49%, *n* = 1,398) than Undergraduate Student Respondents with Multiple Disabilities (39%, *n* = 73) “agreed” that they felt valued by faculty in the classroom.

Fifty-seven percent (*n* = 1,930) of Undergraduate Student respondents “strongly agreed” or “agreed” that they felt valued by other students in the classroom. A higher percentage of Men Undergraduate Student respondents (20%, *n* = 245) than Women Undergraduate Student respondents (14%, *n* = 282) “strongly agreed” that they felt valued by other students in the classroom. Forty-four percent (*n* = 44) of Black/African American Undergraduate Student respondents and 37% (*n* = 211) of Multiracial Undergraduate Student respondents compared with 30% (*n* = 559) of White Undergraduate Student respondents “neither agreed nor disagreed”

with the statement. Thirty-four percent ($n = 103$) of Queer-spectrum Undergraduate Student respondents compared with 42% ($n = 1,140$) of Heterosexual Student respondents, along with 34% ($n = 95$) of Undergraduate Student Respondents with One Disability compared with 42% ($n = 1,216$) of Undergraduate Student Respondents with No Disability, “agreed” that they felt valued by other students in the classroom. A larger percentage of Undergraduate Student Respondents with No Affiliation (9%, $n = 152$) than Undergraduate Student Respondents with Christian Affiliation (7%, $n = 93$) “disagreed” that they felt valued by other students in the classroom.

Fifty-five percent ($n = 1,852$) of Undergraduate Student respondents “strongly agreed” or “agreed” that they felt valued by other students outside of the classroom. A higher percentage of Undergraduate Student Respondents Who Started in Their First Year (17%, $n = 431$) than Undergraduate Student Respondents Who Transferred From Another Institution (13%, $n = 86$), along with a higher percentage of Men Undergraduate Student respondents (19%, $n = 230$) than Women Undergraduate Student respondents (14%, $n = 288$), “strongly agreed” that they felt valued by other students outside of the classroom. A higher percentage of Heterosexual Undergraduate Student respondents (41%, $n = 1,089$) than Queer-spectrum Undergraduate Student respondents (33%, $n = 99$) “agreed” that they felt valued by other students outside of the classroom. A higher percentage of Undergraduate Student Respondents with One Disability (16%, $n = 44$) and Undergraduate Student Respondents with Multiple Disabilities (16%, $n = 29$) than Undergraduate Student Respondents with No Disability (8%, $n = 235$) “disagreed” that they felt valued by other students outside of the classroom. A higher percentage of Not-First-Generation/Not-Low-Income Undergraduate Student respondents (42%, $n = 705$) than First-Generation/Low-Income Undergraduate Student respondents (34%, $n = 123$) “agreed” that they felt valued by other students outside of the classroom. Finally, 43% ($n = 591$) of Undergraduate Student Respondents with Christian Affiliation compared with 36% ($n = 570$) of Undergraduate Student Respondents with No Affiliation “agreed” that they felt valued by other students outside of the classroom.

Table 126. Undergraduate Student Respondents' Feelings of Value Inside and Outside the Classroom

| Feelings of value | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I feel valued by faculty in the classroom. | 669 | 19.9 | 1,600 | 47.7 | 765 | 22.8 | 249 | 7.4 | 73 | 2.2 |
| Gender identity ^{elxxxii} | | | | | | | | | | |
| Men | 283 | 23.5 | 545 | 45.3 | 256 | 21.3 | 80 | 6.6 | 40 | 3.3 |
| Women | 365 | 17.6 | 1,020 | 49.3 | 493 | 23.8 | 162 | 7.8 | 31 | 1.5 |
| Trans-spectrum | 19 | 32.2 | 24 | 40.7 | 8 | 13.6 | 6 | 10.2 | < 5 | --- |
| Racial identity ^{elxxxiii} | | | | | | | | | | |
| People of Color | 16 | 18.6 | 35 | 40.7 | 18 | 20.9 | 13 | 15.1 | < 5 | --- |
| Asian/Asian American | 50 | 17.4 | 147 | 51.2 | 67 | 23.3 | 20 | 7.0 | < 5 | --- |
| Black/African American | 11 | 11.1 | 41 | 41.4 | 30 | 30.3 | 14 | 14.1 | < 5 | --- |
| Latina/x/o/Chicana/x/o | 70 | 18.5 | 170 | 44.9 | 101 | 26.6 | 33 | 8.7 | 5 | 1.3 |
| White | 414 | 22.0 | 910 | 48.3 | 404 | 21.4 | 120 | 6.4 | 38 | 2.0 |
| Multiracial | 101 | 17.7 | 275 | 48.1 | 136 | 23.8 | 44 | 7.7 | 16 | 2.8 |
| Sexual identity ^{elxxxiii} | | | | | | | | | | |
| Queer-spectrum | 61 | 19.9 | 130 | 42.3 | 71 | 23.1 | 39 | 12.7 | 6 | 2.0 |
| Bisexual | 58 | 19.9 | 148 | 50.7 | 56 | 19.2 | 27 | 9.2 | < 5 | --- |
| Heterosexual | 540 | 20.1 | 1,293 | 48.0 | 623 | 23.1 | 174 | 6.5 | 63 | 2.3 |
| Disability status ^{elxxxiv} | | | | | | | | | | |
| One Disability | 49 | 17.8 | 121 | 43.8 | 63 | 22.8 | 33 | 12.0 | 10 | 3.6 |
| No Disability | 585 | 20.4 | 1,398 | 48.7 | 646 | 22.5 | 188 | 6.5 | 54 | 1.9 |
| Multiple Disabilities | 32 | 17.2 | 73 | 39.2 | 46 | 24.7 | 26 | 14.0 | 9 | 4.8 |
| I feel valued by other students in the classroom. | 541 | 16.1 | 1,389 | 41.3 | 1,080 | 32.1 | 281 | 8.4 | 71 | 2.1 |
| Gender identity ^{elxxxv} | | | | | | | | | | |
| Men | 245 | 20.2 | 476 | 39.3 | 361 | 29.8 | 90 | 7.4 | 39 | 3.2 |
| Women | 282 | 13.6 | 887 | 42.8 | 692 | 33.4 | 181 | 8.7 | 30 | 1.4 |
| Trans-spectrum | 12 | 20.7 | 18 | 31.0 | 19 | 32.8 | 7 | 12.1 | < 5 | --- |
| Racial identity ^{elxxxvi} | | | | | | | | | | |
| People of Color | 17 | 19.8 | 36 | 41.9 | 21 | 24.4 | 9 | 10.5 | < 5 | --- |
| Asian/Asian American | 41 | 14.3 | 128 | 44.6 | 89 | 31.0 | 27 | 9.4 | < 5 | --- |
| Black/African American | 8 | 8.0 | 34 | 34.0 | 44 | 44.0 | 9 | 9.0 | 5 | 5.0 |
| Latina/x/o/Chicana/x/o | 53 | 13.9 | 138 | 36.2 | 140 | 36.7 | 43 | 11.3 | 7 | 1.8 |
| White | 331 | 17.5 | 817 | 43.3 | 559 | 29.6 | 144 | 7.6 | 37 | 2.0 |

Table 126. Undergraduate Student Respondents' Feelings of Value Inside and Outside the Classroom

| Feelings of value | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Multiracial | 87 | 15.2 | 214 | 37.3 | 211 | 36.8 | 47 | 8.2 | 15 | 2.6 |
| Sexual identity ^{clxxxvii} | | | | | | | | | | |
| Queer-spectrum | 40 | 13.0 | 103 | 33.6 | 118 | 38.4 | 39 | 12.7 | 7 | 2.3 |
| Bisexual | 30 | 10.5 | 114 | 39.7 | 102 | 35.5 | 36 | 12.5 | 5 | 1.7 |
| Heterosexual | 464 | 17.2 | 1,140 | 42.1 | 846 | 31.3 | 198 | 7.3 | 57 | 2.1 |
| Disability status ^{clxxxviii} | | | | | | | | | | |
| One Disability | 40 | 14.5 | 95 | 34.4 | 95 | 34.4 | 36 | 13.0 | 10 | 3.6 |
| No Disability | 477 | 16.6 | 1,216 | 42.3 | 923 | 32.1 | 209 | 7.3 | 52 | 1.8 |
| Multiple Disabilities | 21 | 11.3 | 72 | 38.7 | 51 | 27.4 | 34 | 18.3 | 8 | 4.3 |
| Religious affiliation ^{clxxxix} | | | | | | | | | | |
| Christian Affiliation | 247 | 18.0 | 597 | 43.4 | 414 | 30.1 | 93 | 6.8 | 24 | 1.7 |
| Other Religious Affiliation | 24 | 13.7 | 75 | 42.9 | 56 | 32.0 | 14 | 8.0 | 6 | 3.4 |
| No Affiliation | 237 | 14.7 | 635 | 39.5 | 547 | 34.0 | 152 | 9.4 | 38 | 2.4 |
| Multiple Affiliations | 22 | 14.3 | 64 | 41.6 | 46 | 29.9 | 19 | 12.3 | < 5 | --- |

Table 126. Undergraduate Student Respondents’ Feelings of Value Inside and Outside the Classroom

| Feelings of value | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I feel valued by other students outside of the classroom. | 532 | 15.9 | 1,320 | 39.5 | 1,103 | 33.0 | 310 | 9.3 | 81 | 2.4 |
| Undergraduate status ^{exc} | | | | | | | | | | |
| Started as a First Year Student | 431 | 16.5 | 1,068 | 40.8 | 824 | 31.5 | 236 | 9.0 | 60 | 2.3 |
| Transferred From Another Institution | 86 | 13.0 | 234 | 35.4 | 252 | 38.1 | 68 | 10.3 | 21 | 3.2 |
| Gender identity ^{excii} | | | | | | | | | | |
| Men | 230 | 19.1 | 456 | 37.8 | 378 | 31.3 | 99 | 8.2 | 43 | 3.6 |
| Women | 288 | 14.0 | 839 | 40.7 | 700 | 34.0 | 196 | 9.5 | 36 | 1.7 |
| Trans-spectrum | 12 | 20.3 | 18 | 30.5 | 15 | 25.4 | 12 | 20.3 | < 5 | --- |
| Sexual identity ^{exciii} | | | | | | | | | | |
| Queer-spectrum | 42 | 13.9 | 99 | 32.7 | 114 | 37.6 | 40 | 13.2 | 8 | 2.6 |
| Bisexual | 41 | 14.1 | 107 | 36.9 | 96 | 33.1 | 38 | 13.1 | 8 | 2.8 |
| Heterosexual | 442 | 16.4 | 1,089 | 40.5 | 872 | 32.4 | 223 | 8.3 | 63 | 2.3 |
| Disability status ^{exciii} | | | | | | | | | | |
| One Disability | 36 | 13.1 | 91 | 33.2 | 93 | 33.9 | 44 | 16.1 | 10 | 3.6 |
| No Disability | 470 | 16.4 | 1,153 | 40.3 | 946 | 33.1 | 235 | 8.2 | 58 | 2.0 |
| Multiple Disabilities | 22 | 11.8 | 70 | 37.4 | 55 | 29.4 | 29 | 15.5 | 11 | 5.9 |
| Generation/income status ^{exciv} | | | | | | | | | | |
| Not-First-Generation/Not-Low-Income | 285 | 16.9 | 705 | 41.9 | 519 | 30.9 | 136 | 8.1 | 37 | 2.2 |
| First-Generation or Low-Income | 185 | 15.0 | 469 | 38.0 | 422 | 34.2 | 129 | 10.4 | 30 | 2.4 |
| First-Generation/Low-Income | 51 | 14.2 | 123 | 34.2 | 133 | 36.9 | 42 | 11.7 | 11 | 3.1 |
| Religious affiliation ^{exciv} | | | | | | | | | | |
| Christian Affiliation | 240 | 17.6 | 591 | 43.3 | 410 | 30.0 | 98 | 7.2 | 27 | 2.0 |
| Other Religious Affiliation | 27 | 15.4 | 75 | 42.9 | 48 | 27.4 | 18 | 10.3 | 7 | 4.0 |
| No Affiliation | 232 | 14.5 | 570 | 35.6 | 587 | 36.6 | 173 | 10.8 | 41 | 2.6 |
| Multiple Affiliations | 25 | 16.3 | 65 | 42.5 | 39 | 25.5 | 18 | 11.8 | 6 | 3.9 |

Note: Table reports responses only from Undergraduate Student respondents (*n* = 3,389). For a combined list of Student respondents, see Table B115 in Appendix B.

Thirty-three percent (*n* = 1,089) of Undergraduate Student respondents “strongly agreed” or “agreed” that faculty prejudged their abilities based on their perception of their

identity/background (Table 127). A higher percentage of Men Undergraduate Student respondents (12%, $n = 142$) than Women Undergraduate Student respondents (9%, $n = 185$) “strongly agreed” that faculty prejudged their abilities based on their perception of their identity/background. A higher percentage of Asian/Asian American Undergraduate Student respondents (32%, $n = 91$) compared with White Undergraduate Student respondents (20%, $n = 385$) and Multiracial Undergraduate Student respondents (20%, $n = 115$) “agreed” with the statement. Finally, 12% ($n = 159$) of Undergraduate Student Respondents with Christian Affiliation compared with 8% ($n = 131$) of Undergraduate Student Respondents with No Affiliation “strongly agreed” that faculty prejudged their abilities based on their perception of their identity/background.

Fifty-four percent ($n = 1,803$) of Undergraduate Student respondents “strongly agreed” or “agreed” that the campus climate at the University encouraged free and open discussion of difficult topics. A larger percentage of Women Undergraduate Student respondents (41%, $n = 843$) than Men Undergraduate Student respondents (33%, $n = 404$) “agreed” that the campus climate at the University encouraged free and open discussion of difficult topics. A larger percentage of Black/African American Undergraduate Student respondents (21%, $n = 21$) than Asian/Asian American Undergraduate Student respondents (10%, $n = 28$) “disagreed” that the campus climate at the University encouraged free and open discussion of difficult topics. Finally, a higher percentage of Undergraduate Student Respondents with One Disability (20%, $n = 56$) than Undergraduate Student Respondents with No Disability (14%, $n = 388$) “disagreed” that the campus climate at the University encouraged free and open discussion of difficult topics.

Table 127. Undergraduate Student Respondents’ Perceptions of Campus Climate

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I think that faculty prejudge my abilities based on their perception of my identity/background. | 335 | 10.0 | 754 | 22.5 | 1,027 | 30.6 | 889 | 26.5 | 352 | 10.5 |
| Gender identity ^{excevi} | | | | | | | | | | |
| Men | 142 | 11.7 | 245 | 20.2 | 375 | 30.9 | 289 | 23.8 | 161 | 13.3 |
| Women | 185 | 9.0 | 488 | 23.6 | 625 | 30.3 | 583 | 28.2 | 184 | 8.9 |

Table 127. Undergraduate Student Respondents' Perceptions of Campus Climate

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Trans-spectrum | 7 | 11.9 | 15 | 25.4 | 18 | 30.5 | 15 | 25.4 | < 5 | --- |
| Racial identity ^{excvi} | | | | | | | | | | |
| People of Color | 13 | 15.1 | 20 | 23.3 | 27 | 31.4 | 15 | 17.4 | 11 | 12.8 |
| Asian/Asian American | 30 | 10.5 | 91 | 31.8 | 89 | 31.1 | 63 | 22.0 | 13 | 4.5 |
| Black/African American | 15 | 15.2 | 29 | 29.3 | 41 | 41.4 | 10 | 10.1 | < 5 | --- |
| Latina/x/o/Chicana/x/o | 46 | 12.1 | 101 | 26.6 | 127 | 33.4 | 80 | 21.1 | 26 | 6.8 |
| White | 169 | 9.0 | 385 | 20.4 | 558 | 29.6 | 544 | 28.8 | 231 | 12.2 |
| Multiracial | 56 | 9.8 | 115 | 20.1 | 169 | 29.5 | 172 | 30.0 | 61 | 10.6 |
| Religious affiliation ^{excviii} | | | | | | | | | | |
| Christian Affiliation | 159 | 11.6 | 327 | 23.9 | 395 | 28.8 | 358 | 26.1 | 132 | 9.6 |
| Other Religious Affiliation | 24 | 13.7 | 61 | 34.9 | 50 | 28.6 | 31 | 17.7 | 9 | 5.1 |
| No Affiliation | 131 | 8.1 | 325 | 20.2 | 526 | 32.7 | 439 | 27.3 | 187 | 11.6 |
| Multiple Affiliations | 13 | 8.4 | 31 | 20.1 | 40 | 26.0 | 51 | 33.1 | 19 | 12.3 |
| I believe that the campus climate encourages free and open discussion of difficult topics. | 534 | 15.9 | 1,269 | 37.7 | 874 | 26.0 | 484 | 14.4 | 203 | 6.0 |
| Gender identity ^{excix} | | | | | | | | | | |
| Men | 204 | 16.8 | 404 | 33.3 | 310 | 25.6 | 195 | 16.1 | 99 | 8.2 |
| Women | 317 | 15.3 | 843 | 40.7 | 549 | 26.5 | 271 | 13.1 | 91 | 4.4 |
| Trans-spectrum | 11 | 18.6 | 16 | 27.1 | 14 | 23.7 | 14 | 23.7 | < 5 | --- |
| Racial identity ^{ec} | | | | | | | | | | |
| People of Color | 18 | 20.9 | 26 | 30.2 | 21 | 24.4 | 15 | 17.4 | 6 | 7.0 |
| Asian/Asian American | 50 | 17.4 | 117 | 40.8 | 89 | 31.0 | 28 | 9.8 | < 5 | --- |
| Black/African American | 7 | 7.1 | 34 | 34.3 | 33 | 33.3 | 21 | 21.2 | < 5 | --- |
| Latina/x/o/Chicana/x/o | 67 | 17.6 | 136 | 35.8 | 113 | 29.7 | 54 | 14.2 | 10 | 2.6 |
| White | 305 | 16.1 | 730 | 38.5 | 449 | 23.7 | 279 | 14.7 | 131 | 6.9 |
| Multiracial | 81 | 14.2 | 217 | 38.0 | 154 | 27.0 | 77 | 13.5 | 42 | 7.4 |
| Disability status ^{eci} | | | | | | | | | | |
| One Disability | 38 | 13.8 | 92 | 33.3 | 65 | 23.6 | 56 | 20.3 | 25 | 9.1 |
| No Disability | 469 | 16.3 | 1,107 | 38.5 | 758 | 26.3 | 388 | 13.5 | 156 | 5.4 |
| Multiple Disabilities | 24 | 12.8 | 63 | 33.5 | 47 | 25.0 | 35 | 18.6 | 19 | 10.1 |

Note: Table reports responses only from Undergraduate Student respondents (*n* = 3,389). For a combined list of Student respondents, see Table B115 in Appendix B.

Sixty-five percent ($n = 2,195$) of Undergraduate Student respondents “strongly agreed” or “agreed” that they had faculty whom they perceived as role models (Table 128). Forty-one percent ($n = 849$) of Women Undergraduate Student respondents and 37% ($n = 443$) of Men Undergraduate Student respondents “agreed” that they had faculty whom they perceived as role models. A higher percentage of White Undergraduate Student respondents (28%, $n = 521$) than Black/African American Undergraduate Student respondents (12%, $n = 12$) “strongly agreed” with the statement. Finally, a higher percentage of Undergraduate Student Respondents with Multiple Disabilities (7%, $n = 13$) than Undergraduate Student Respondents with No Disabilities (3%, $n = 88$) “strongly disagreed” that they had faculty whom they perceived as role models.

Fifty-three percent ($n = 1,795$) of Undergraduate Student respondents “strongly agreed” or “agreed” that they had staff whom they perceived as role models. A larger percentage of Women Undergraduate Student respondents (35%, $n = 718$) than Men Undergraduate Student respondents (30%, $n = 364$) “agreed” that they had staff whom they perceived as role models. Seven percent ($n = 18$) of Undergraduate Student Respondents with One Disability compared with 4% ($n = 102$) of Undergraduate Student Respondents with No Disability “strongly disagreed” that they had staff whom they perceived as role models. Lastly, a higher percentage of Undergraduate Student Respondents with Christian Affiliation (35%, $n = 486$) than Undergraduate Student Respondents with No Affiliation (30%, $n = 487$) “agreed” that they had staff whom they perceived as role models.

Table 128. Undergraduate Student Respondents’ Perceptions of Faculty and Staff Role Models

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I have faculty whom I perceive as role models. | 872 | 25.9 | 1,323 | 39.3 | 729 | 21.7 | 324 | 9.6 | 115 | 3.4 |
| Gender identity ^{ccii} | | | | | | | | | | |
| Men | 319 | 26.4 | 443 | 36.6 | 260 | 21.5 | 129 | 10.7 | 59 | 4.9 |
| Women | 527 | 25.4 | 849 | 41.0 | 454 | 21.9 | 190 | 9.2 | 53 | 2.6 |
| Trans-spectrum | 20 | 33.9 | 26 | 44.1 | 9 | 15.3 | < 5 | --- | 0 | 0.0 |
| Racial identity ^{cciii} | | | | | | | | | | |
| People of Color | 21 | 24.4 | 28 | 32.6 | 21 | 24.4 | 12 | 14.0 | < 5 | --- |
| Asian/Asian American | 66 | 22.9 | 115 | 39.9 | 73 | 25.3 | 25 | 8.7 | 9 | 3.1 |

Table 128. Undergraduate Student Respondents' Perceptions of Faculty and Staff Role Models

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Black/African American | 12 | 12.0 | 33 | 33.0 | 33 | 33.0 | 16 | 16.0 | 6 | 6.0 |
| Latina/x/o/Chicana/x/o | 98 | 25.9 | 137 | 36.1 | 101 | 26.6 | 34 | 9.0 | 9 | 2.4 |
| White | 521 | 27.5 | 777 | 41.0 | 359 | 19.0 | 181 | 9.6 | 55 | 2.9 |
| Multiracial | 145 | 25.4 | 215 | 37.7 | 133 | 23.3 | 51 | 8.9 | 27 | 4.7 |
| Disability status ^{cciv} | | | | | | | | | | |
| One Disability | 76 | 27.6 | 98 | 35.6 | 52 | 18.9 | 35 | 12.7 | 14 | 5.1 |
| No Disability | 742 | 25.8 | 1,142 | 39.7 | 633 | 22.0 | 273 | 9.5 | 88 | 3.1 |
| Multiple Disabilities | 50 | 26.6 | 76 | 40.4 | 34 | 18.1 | 15 | 8.0 | 13 | 6.9 |
| I have staff whom I perceive as role models | 694 | 20.6 | 1,101 | 32.7 | 1,030 | 30.6 | 407 | 12.1 | 133 | 4.0 |
| Gender identity ^{ccv} | | | | | | | | | | |
| Men | 241 | 19.9 | 364 | 30.0 | 387 | 31.9 | 148 | 12.2 | 73 | 6.0 |
| Women | 438 | 21.1 | 718 | 34.7 | 616 | 29.7 | 247 | 11.9 | 53 | 2.6 |
| Trans-spectrum | 13 | 22.0 | 15 | 25.4 | 20 | 33.9 | 7 | 11.9 | < 5 | --- |
| Disability status ^{ccvi} | | | | | | | | | | |
| One Disability | 60 | 21.9 | 74 | 27.0 | 79 | 28.8 | 43 | 15.7 | 18 | 6.6 |
| No Disability | 591 | 20.5 | 968 | 33.6 | 878 | 30.5 | 342 | 11.9 | 102 | 3.5 |
| Multiple Disabilities | 39 | 20.7 | 53 | 28.2 | 63 | 33.5 | 20 | 10.6 | 13 | 6.9 |
| Religious affiliation ^{ccvii} | | | | | | | | | | |
| Christian Affiliation | 302 | 22.0 | 486 | 35.3 | 404 | 29.4 | 140 | 10.2 | 43 | 3.1 |
| Other Religious Affiliation | 35 | 20.0 | 60 | 34.3 | 48 | 27.4 | 24 | 13.7 | 8 | 4.6 |
| No Affiliation | 317 | 19.7 | 487 | 30.2 | 515 | 31.9 | 222 | 13.8 | 71 | 4.4 |
| Multiple Affiliations | 28 | 18.2 | 57 | 37.0 | 44 | 28.6 | 16 | 10.4 | 9 | 5.8 |

Note: Table reports responses only from Undergraduate Student respondents (*n* = 3,389). For a combined list of Student respondents, see Table B115 in Appendix B.

Graduate/Professional Students' Perceptions of Campus Climate

One of the survey items asked Graduate/Professional Student respondents the degree to which they agreed with a series of statements about their interactions with faculty, other students, staff members, and senior administrators at the University. Analyses were conducted based on gender

identity, racial identity,¹¹⁵ sexual identity, disability status,¹¹⁶ income status, and citizenship status. Only significant differences are provided in Tables 129 through 132.¹¹⁷

Seventy-three percent ($n = 579$) of Graduate/Professional Student respondents “strongly agreed” or “agreed” that they felt valued by the University faculty (Table 129). No statistically significant differences were found between groups.

Seventy-one percent ($n = 560$) of Graduate/Professional Student respondents “strongly agreed” or “agreed” that they felt valued by the University staff. No statistically significant differences were found between groups.

Forty-seven percent ($n = 370$) of Graduate/Professional Student respondents “strongly agreed” or “agreed” that they felt valued by the University senior administrators (e.g., dean, vice president, provost). Thirty-three percent ($n = 70$) of Graduate/Professional Students Respondents of Color compared with 23% ($n = 108$) of White Graduate/Professional Student respondents “agreed” with the statement. A higher percentage of Heterosexual Graduate/Professional Student respondents (22%, $n = 145$) than Queer-spectrum Graduate/Professional Student respondents (7%, $n = 5$) and a higher percentage of Non-U.S. Citizen Graduate/Professional Student respondents (27%, $n = 44$) than U.S. Citizen Graduate/Professional Student respondents (18%, $n = 106$) “strongly agreed” that they felt valued by University senior administrators.

Table 129. Graduate/Professional Student Respondents’ Feelings of Value by Academic Faculty, Administrative Faculty and Classified Staffs

| Feelings of value | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|-----|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I feel valued by the University faculty. | 233 | 29.5 | 346 | 43.8 | 122 | 15.4 | 60 | 7.6 | 29 | 3.7 |
| I feel valued by the University staff. | 204 | 25.9 | 356 | 45.2 | 160 | 20.3 | 47 | 6.0 | 21 | 2.7 |

¹¹⁵Owing to low numbers in some of the response categories, this variable was further collapsed into People of Color, Multiracial, and White.

¹¹⁶Owing to low numbers in some of the response categories, this variable was further collapsed into One Disability No Disability, and Multiple Disabilities.

¹¹⁷ As noted earlier, per the CSWG, gender identity was categorized to only Men and Women and sexual identity to Queer-spectrum, Bisexual, and Heterosexual to maintain response confidentiality.

Table 129. Graduate/Professional Student Respondents’ Feelings of Value by Academic Faculty, Administrative Faculty and Classified Staffs

| Feelings of value | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I feel valued by the University senior administrators (e.g., dean, vice president, provost). | 160 | 20.3 | 210 | 26.6 | 252 | 32.0 | 103 | 13.1 | 63 | 8.0 |
| Racial identity ^{ccviii} | | | | | | | | | | |
| People of Color | 46 | 21.9 | 70 | 33.3 | 61 | 29.0 | 17 | 8.1 | 16 | 7.6 |
| White | 93 | 19.9 | 108 | 23.1 | 161 | 34.4 | 66 | 14.1 | 40 | 8.5 |
| Multiracial | 14 | 17.5 | 24 | 30.0 | 24 | 30.0 | 15 | 18.8 | < 5 | --- |
| Sexual identity ^{ccix} | | | | | | | | | | |
| Queer-spectrum | 5 | 7.2 | 14 | 20.3 | 26 | 37.7 | 11 | 15.9 | 13 | 18.8 |
| Bisexual | 9 | 17.0 | 11 | 20.8 | 18 | 34.0 | 10 | 18.9 | 5 | 9.4 |
| Heterosexual | 145 | 22.2 | 179 | 27.4 | 205 | 31.3 | 81 | 12.4 | 44 | 6.7 |
| Citizenship status ^{ccx} | | | | | | | | | | |
| U.S. Citizen | 106 | 18.2 | 145 | 25.0 | 188 | 32.4 | 88 | 15.1 | 54 | 9.3 |
| U.S. Citizen, Naturalized | 9 | 20.9 | 7 | 16.3 | 16 | 37.2 | 6 | 14.0 | 5 | 11.6 |
| Non-U.S. Citizen | 44 | 27.3 | 58 | 36.0 | 47 | 29.2 | 9 | 5.6 | < 5 | --- |

Note: Table reports responses only from Graduate/Professional Student respondents (*n* = 794). For a combined list of Student respondents, see Table B115 in Appendix B.

Seventy-eight percent (*n* = 612) of Graduate/Professional Student respondents “strongly agreed” or “agreed” that they felt valued by the University faculty in the classroom (Table 130). A higher percentage of Non-U.S. Citizen Graduate/Professional Student respondents (51%, *n* = 81) than Naturalized U.S. Citizen Graduate/Professional Student respondents (28%, *n* = 12) “agreed” that they felt valued by faculty in the classroom.

Seventy-six percent (*n* = 598) of Graduate/Professional Student respondents “strongly agreed” or “agreed” that they felt valued by other students in the classroom. A higher percentage of Not-Low-Income Graduate/Professional Student respondents (38%, *n* = 155) than Low-Income Graduate/Professional Student respondents (27%, *n* = 94) “strongly agreed” that they felt valued by other students in the classroom.

Sixty-three percent ($n = 495$) of Graduate/Professional Student respondents “strongly agreed” or “agreed” that they felt valued by other students outside of the classroom. No statistically significant differences were found between groups.

Table 130. Graduate/Professional Student Respondents’ Feelings of Value Inside and Outside the Classroom

| Feelings of value | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|-----|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I feel valued by faculty in the classroom. | 267 | 34.1 | 345 | 44.0 | 125 | 15.9 | 31 | 4.0 | 16 | 2.0 |
| Citizenship status ^{ccxi} | | | | | | | | | | |
| U.S. Citizen | 200 | 34.5 | 251 | 43.3 | 90 | 15.5 | 25 | 4.3 | 14 | 2.4 |
| U.S. Citizen, Naturalized | 15 | 34.9 | 12 | 27.9 | 13 | 30.2 | < 5 | --- | < 5 | --- |
| Non-U.S. Citizen | 51 | 32.3 | 81 | 51.3 | 22 | 13.9 | < 5 | --- | 0 | 0.0 |
| I feel valued by other students in classroom. | 257 | 32.7 | 341 | 43.4 | 139 | 17.7 | 37 | 4.7 | 12 | 1.5 |
| Income status ^{ccxii} | | | | | | | | | | |
| Low-Income Student | 94 | 26.8 | 164 | 46.7 | 75 | 21.4 | 14 | 4.0 | < 5 | --- |
| Not-Low-Income Student | 155 | 38.2 | 165 | 40.6 | 61 | 15.0 | 18 | 4.4 | 7 | 1.7 |
| I feel valued by other students outside of the classroom. | 201 | 25.7 | 294 | 37.6 | 215 | 27.5 | 59 | 7.6 | 12 | 1.5 |

Note: Table reports responses only from Graduate/Professional Student respondents ($n = 794$). For a combined list of Student respondents, see Table B115 in Appendix B.

Thirty-five percent ($n = 273$) of Graduate/Professional Student respondents “strongly agreed” or “agreed” that faculty prejudged their abilities based on their perception of their identity/background (Table 131). A higher percentage of Not-Low-Income Graduate/Professional Student respondents (16%, $n = 65$) than Low-Income Graduate/Professional Student respondents (11%, $n = 39$) “strongly agreed” that faculty prejudged their abilities based on their perception of their identity/background.

Fifty-four percent ($n = 418$) of Graduate/Professional Student respondents “strongly agreed” or “agreed” that the campus climate at the University encouraged free and open discussion of difficult topics. A larger percentage of Not-Low-Income Graduate/Professional Student respondents (22%, $n = 88$) than Low-Income Graduate/Professional Student respondents (13%, $n = 46$) “strongly agreed” that the campus climate at the University encouraged free and open

discussion of difficult topics. Thirty-nine percent ($n = 62$) of Non-U.S. Citizen Graduate/Professional Student respondents, 36% ($n = 209$) of U.S. Citizen Graduate/Professional Student respondents, and 16% ($n = 7$) of Naturalized U.S. Citizens Graduate/Professional Student respondents “agreed” that the campus climate at the University encouraged free and open discussion of difficult topics.

Table 131. Graduate/Professional Student Respondents’ Perceptions of Campus Climate

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I think that faculty prejudice my abilities based on their perception of my identity/background. | 109 | 13.9 | 164 | 20.9 | 200 | 25.4 | 209 | 26.6 | 104 | 13.2 |
| Income status ^{ccxiii} | | | | | | | | | | |
| Low-Income Student | 39 | 11.1 | 90 | 25.6 | 92 | 26.1 | 97 | 27.6 | 34 | 9.7 |
| Not-Low-Income Student | 65 | 16.0 | 69 | 17.0 | 99 | 24.4 | 105 | 25.9 | 67 | 16.5 |
| I believe that the campus climate encourages free and open discussion of difficult topics. | 139 | 17.8 | 279 | 35.7 | 208 | 26.6 | 104 | 13.3 | 52 | 6.6 |
| Income status ^{ccxiv} | | | | | | | | | | |
| Low-Income Student | 46 | 13.2 | 134 | 38.4 | 91 | 26.1 | 54 | 15.5 | 24 | 6.9 |
| Not-Low-Income Student | 88 | 21.8 | 135 | 33.4 | 111 | 27.5 | 48 | 11.9 | 22 | 5.4 |
| Citizenship status ^{ccxv} | | | | | | | | | | |
| U.S. Citizen | 91 | 15.8 | 209 | 36.2 | 148 | 25.6 | 87 | 15.1 | 42 | 7.3 |
| U.S. Citizen, Naturalized | 11 | 25.6 | 7 | 16.3 | 17 | 39.5 | < 5 | --- | < 5 | --- |
| Non-U.S. Citizen | 37 | 23.3 | 62 | 39.0 | 42 | 26.4 | 13 | 8.2 | 5 | 3.1 |

Note: Table reports responses only from Graduate/Professional Student respondents ($n = 794$). For a combined list of Student respondents, see Table B115 in Appendix B.

Eighty percent ($n = 631$) of Graduate/Professional Student respondents “strongly agreed” or “agreed” that they had faculty whom they perceived as role models (Table 132). A higher percent of White Graduate/Professional Student respondents (47%, $n = 217$) than Graduate/Professional Student Respondents of Color (36%, $n = 77$) “strongly agreed” that they had faculty whom they perceived as role models.

Fifty-five percent ($n = 434$) of Graduate/Professional Student respondents “strongly agreed” or “agreed” that they had staff whom they perceived as role models. A larger percentage of Not-

Low-Income Graduate/Professional Student respondents (28%, $n = 114$) than Low-Income Graduate/Professional Student respondents (20%, $n = 69$) “strongly agreed” that they had staff whom they perceived as role models.

Table 132. Graduate/Professional Student Respondents’ Perceptions of Faculty and Staff Role Models

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I have faculty whom I perceive as role models. | 343 | 43.5 | 288 | 36.5 | 97 | 12.3 | 42 | 5.3 | 18 | 2.3 |
| Racial identity ^{ccxvi} | | | | | | | | | | |
| People of Color | 77 | 36.3 | 76 | 35.8 | 37 | 17.5 | 13 | 6.1 | 9 | 4.2 |
| White | 217 | 46.5 | 166 | 35.5 | 49 | 10.5 | 27 | 5.8 | 8 | 1.7 |
| Multiracial | 33 | 41.3 | 37 | 46.3 | 7 | 8.8 | < 5 | --- | < 5 | --- |
| I have staff whom I perceive as role models | 186 | 23.7 | 248 | 31.6 | 240 | 30.6 | 87 | 11.1 | 23 | 2.9 |
| Income status ^{ccxvii} | | | | | | | | | | |
| Low-Income Student | 69 | 19.7 | 117 | 33.4 | 104 | 29.7 | 50 | 14.3 | 10 | 2.9 |
| Not-Low-Income Student | 114 | 28.1 | 121 | 29.8 | 127 | 31.3 | 32 | 7.9 | 12 | 3.0 |

Note: Table reports responses only from Graduate/Professional Student respondents ($n = 794$). For a combined list of Student respondents, see Table B115 in Appendix B.

Graduate/Professional Student Perceptions of Department/Program

The survey queried Graduate/Professional Student respondents about their perceptions about their departments, the quality of advising, program faculty and staff, and faculty and staff outside their programs. Chi-square analysis was conducted by gender identity, racial identity, sexual identity, disability status, income status, and citizenship status. Significant findings are presented in Table 133 and below.

Seventy percent ($n = 556$) of Graduate/Professional Student respondents “strongly agreed” or “agreed” that they were satisfied with the quality of advising they have received from their departments (Table 133).

Eighty percent ($n = 635$) of Graduate/Professional Student respondents “strongly agreed” or “agreed” that they had adequate access to their advisors.

Seventy percent ($n = 556$) of Graduate/Professional Student respondents “strongly agreed” or “agreed” that their advisors provided clear expectations. A higher percentage of Non-U.S. Citizen Graduate/Professional Student respondents (47%, $n = 76$) compared with U.S. Citizen Graduate/Professional Student respondents (35%, $n = 205$) “strongly agreed” with the statement.

Eighty-four percent ($n = 660$) of Graduate/Professional Student respondents “strongly agreed” or “agreed” that their advisors responded to their emails, calls, or voicemails in a prompt manner. A higher percentage of Men Graduate/Professional Student respondents (53%, $n = 160$) compared with Women Graduate/Professional Student respondents (46%, $n = 218$) “strongly agreed” with the statement. Fifty-two percent ($n = 183$) of Low-Income Graduate/Professional Student respondents compared with 47% ($n = 190$) of Not-Low-Income Graduate/Professional Student respondents “strongly agreed” that their advisors responded to emails, calls, or voicemails in a prompt manner.

Sixty-nine percent ($n = 544$) of Graduate/Professional Student respondents “strongly agreed” or “agreed” that they received support from their advisors to pursue personal research interests. A higher percentage of Men Graduate/Professional Student respondents (41%, $n = 123$) compared with Women Graduate/Professional Student respondents (35%, $n = 163$) “strongly agreed” with the statement.

Eighty percent ($n = 627$) of Graduate/Professional Student respondents “strongly agreed” or “agreed” that they felt comfortable sharing their professional goals with their advisors.

Table 133. Graduate/Professional Student Respondents’ Perceptions of Advising

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I am satisfied with the quality of advising I have received from my department. | 278 | 35.0 | 278 | 35.0 | 109 | 13.7 | 80 | 10.1 | 49 | 6.2 |
| I have adequate access to my advisor. | 371 | 46.8 | 264 | 33.3 | 88 | 11.1 | 38 | 4.8 | 31 | 3.9 |
| My advisor provides clear expectations. | 297 | 37.6 | 259 | 32.8 | 131 | 16.6 | 64 | 8.1 | 39 | 4.9 |
| Citizenship status ^{cexviii} | | | | | | | | | | |

Table 133. Graduate/Professional Student Respondents’ Perceptions of Advising

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| U.S. Citizen | 205 | 35.3 | 188 | 32.4 | 109 | 18.8 | 53 | 9.1 | 26 | 4.5 |
| U.S. Citizen, Naturalized | 15 | 34.9 | 14 | 32.6 | 6 | 14.0 | 5 | 11.6 | < 5 | --- |
| Non-U.S. Citizen | 76 | 46.6 | 57 | 35.0 | 15 | 9.2 | 6 | 3.7 | 9 | 5.5 |
| My advisor responds to my emails, calls, or voicemails in a prompt manner. | 388 | 49.1 | 272 | 34.4 | 68 | 8.6 | 37 | 4.7 | 26 | 3.3 |
| Gender identity ^{ccxix} | | | | | | | | | | |
| Men | 160 | 53.3 | 105 | 35.0 | 16 | 5.3 | 10 | 3.3 | 9 | 3.0 |
| Women | 218 | 46.3 | 160 | 34.0 | 52 | 11.0 | 25 | 5.3 | 16 | 3.4 |
| Income status ^{ccxx} | | | | | | | | | | |
| Low-Income Student | 183 | 52.1 | 121 | 34.5 | 19 | 5.4 | 16 | 4.6 | 12 | 3.4 |
| Not-Low-Income Student | 190 | 46.5 | 141 | 34.5 | 47 | 11.5 | 20 | 4.9 | 11 | 2.7 |
| I receive support from my advisor to pursue personal research interests. | 294 | 37.2 | 250 | 31.6 | 155 | 19.6 | 49 | 6.2 | 42 | 5.3 |
| Gender identity ^{ccxxi} | | | | | | | | | | |
| Men | 123 | 41.1 | 105 | 35.1 | 42 | 14.0 | 17 | 5.7 | 12 | 4.0 |
| Women | 163 | 34.6 | 139 | 29.5 | 111 | 23.6 | 31 | 6.6 | 27 | 5.7 |
| I feel comfortable sharing my professional goals with my advisor. | 371 | 47.1 | 256 | 32.5 | 98 | 12.4 | 31 | 3.9 | 32 | 4.1 |

Note: Table reports responses only from Graduate/Professional Student respondents (*n* = 794).

Most Graduate/Professional Student respondents “strongly agreed” or “agreed” that their department faculty members (82%, *n* = 651) and department administrative faculty and staff members (83%, *n* = 654) (other than advisors) responded to their emails, calls, or voicemails in a prompt manner (Table 134).

Fifty-six percent (*n* = 444) of Graduate/Professional Student respondents “strongly agreed” or “agreed” that adequate opportunities existed for them to interact with other university faculty outside of their departments. A higher percentage of Men Graduate/Professional Student respondents (30%, *n* = 91) compared with Women Graduate/Professional Student respondents (23%, *n* = 106) “strongly agreed” with the statement. Higher percentages of Graduate/Professional Student Respondents with Multiple Disabilities (17%, *n* = 5) and

Graduate/Professional Students Respondents with One Disability (17%, $n = 11$) than Graduate/Professional Student Respondents with No Disability (5%, $n = 33$) “strongly disagreed” that this was the case.

Sixty-eight percent ($n = 542$) of Graduate/Professional Student respondents “strongly agreed” or “agreed” that their department faculty members encouraged them to produce publications and present research. A higher percentage of Men Graduate/Professional Student respondents (34%, $n = 101$) than Women Graduate/Professional Student respondents (27%, $n = 128$) “agreed” with this statement. Thirty-four percent ($n = 119$) of Low-Income Graduate/Professional Student respondents compared with 27% ($n = 111$) of Not-Low-Income Graduate/Professional Student respondents “agreed” that their department faculty members encouraged them to produce publications and present research.

Fifty-one percent ($n = 404$) of Graduate/Professional Student respondents “strongly agreed” or “agreed” that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research. A higher percentage of Women Graduate/Professional Student respondents (18%, $n = 82$) than Men Graduate/Professional Student respondents (11%, $n = 33$) “disagreed” with this statement. Thirty percent ($n = 104$) of Low-Income Graduate/Professional Student respondents compared with 19% ($n = 78$) of Not-Low-Income Graduate/Professional Student respondents “agreed” that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research.

Table 134. Graduate/Professional Student Respondents’ Perceptions of Department/Program

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|-----|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Department/program faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner. | 298 | 37.5 | 353 | 44.5 | 86 | 10.8 | 43 | 5.4 | 14 | 1.8 |
| Department/program administrative faculty & staff members (other than my advisor) respond to my | 319 | 40.3 | 335 | 42.3 | 88 | 11.1 | 36 | 4.5 | 14 | 1.8 |

Table 134. Graduate/Professional Student Respondents' Perceptions of Department/Program

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| emails, calls, or voicemails in a prompt manner. | | | | | | | | | | |
| Adequate opportunities exist for me to interact with other university faculty outside of my department. | 201 | 25.4 | 243 | 30.7 | 191 | 24.1 | 106 | 13.4 | 51 | 6.4 |
| Gender identity ^{ccxxii} | | | | | | | | | | |
| Men | 91 | 30.2 | 101 | 33.6 | 63 | 20.9 | 29 | 9.6 | 17 | 5.6 |
| Women | 106 | 22.5 | 138 | 29.3 | 122 | 25.9 | 73 | 15.5 | 32 | 6.8 |
| Disability status ^{ccxxiii} | | | | | | | | | | |
| One Disability | 13 | 20.3 | 16 | 25.0 | 16 | 25.0 | 8 | 12.5 | 11 | 17.2 |
| No Disability | 181 | 26.1 | 218 | 31.5 | 165 | 23.8 | 96 | 13.9 | 33 | 4.8 |
| Multiple Disabilities | 7 | 23.3 | 8 | 26.7 | 10 | 33.3 | 0 | 0.0 | 5 | 16.7 |
| My department faculty members encourage me to produce publications and present research. | 305 | 38.5 | 237 | 29.9 | 150 | 18.9 | 61 | 7.7 | 39 | 4.9 |
| Gender identity ^{ccxxiv} | | | | | | | | | | |
| Men | 121 | 40.3 | 101 | 33.7 | 42 | 14.0 | 24 | 8.0 | 12 | 4.0 |
| Women | 176 | 37.3 | 128 | 27.1 | 105 | 22.2 | 37 | 7.8 | 26 | 5.5 |
| Income status ^{ccxxv} | | | | | | | | | | |
| Low-Income Student | 145 | 41.2 | 119 | 33.8 | 54 | 15.3 | 21 | 6.0 | 13 | 3.7 |
| Not-Low-Income Student | 150 | 36.7 | 111 | 27.1 | 88 | 21.5 | 39 | 9.5 | 21 | 5.1 |
| My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research. | 216 | 27.4 | 188 | 23.9 | 199 | 25.3 | 116 | 14.7 | 69 | 8.8 |
| Gender identity ^{ccxxvi} | | | | | | | | | | |
| Men | 88 | 29.3 | 81 | 27.0 | 79 | 26.3 | 33 | 11.0 | 19 | 6.3 |
| Women | 122 | 26.0 | 102 | 21.7 | 117 | 24.9 | 82 | 17.5 | 46 | 9.8 |
| Income status ^{ccxxvii} | | | | | | | | | | |
| Low-Income Student | 95 | 27.1 | 104 | 29.6 | 80 | 22.8 | 44 | 12.5 | 28 | 8.0 |
| Not-Low-Income Student | 115 | 28.3 | 78 | 19.2 | 106 | 26.0 | 70 | 17.2 | 38 | 9.3 |

Note: Table reports responses only from Graduate/Professional Student respondents (*n* = 794).

Qualitative comments analyses. Two hundred twelve, 27% of respondents elaborated on previous statements regarding advising, faculty communication, staff communication, faculty mentors/coaches, development opportunities, and research. Two themes emerged for Graduate//Professional Student respondents: supportive advisor and unsupportive advisor.

Supportive Advisor. The first theme that emerged for Graduate/Professional Students regarding advising, faculty communication, staff communication, faculty mentors/coaches, development opportunities, and research was a supportive advisor. Respondents stated, “I am very pleased with my academic advisor. Replies to emails/messages in a timely manner and offers useful feedback,” “I know my experience with my advisor is a more positive outcome than fellow students in my department,” and “The type and degree of advice vary much by faculty members (as far as I hear), but I am fortunate to have my advisor.” Other respondents offered, “My current advisor is great and supportive of goals I have,” “My advisor is the person that provides me with full support to excel academically and personally,” and “My program advisor is actually really great. They have a major load of responsibility, yet always make themselves available to assist students.” Respondents elaborated on their appreciation for their advisor’s support in addressing their questions promptly, stating, “My academic advisors and committee are very supportive, caring, and prompt when it comes to question, concerns, and providing guidance,” and “My advisor has always gone out of her way to meet with me and address any question I may have throughout my graduate career. If she is ever unsure as to how to answer a question, she makes sure to ask the correct sources and gets back to me asap.”

Unsupportive Advisor. The second theme that emerged for Graduate/Professional Student respondents regarding advising, faculty communication, staff communication, faculty mentors/coaches, development opportunities, and research was unsupportive advisor. Respondents elaborated that their advisors did not care about their academic growth, rather they were only concerned with their own personal interests. A respondent stated, “Advisors shouldn't be able to bully students into only doing what is good for the advisor and having no concern for the students' best interest.” Another respondent added, “My advisor only cares about things that impact her - the second I do anything that isn't related to her research or the advancement of her career - she ignores me and sends kind of horrible emails to me.” Other respondents offered, “My advisor doesn't care at all about my success in getting good grades or a good job.”

Absolutely non supportive,” “My advisor pushes me to do a research which I am not interested. When I talk to him about my personal interests, he criticized me. Other than 1-hour weekly meeting, he doesn't put time for me. His respond to my emails is slow mostly,” and “My advisor is only supportive of his interests, there is little regard for the interests and needs of the students.”

Students Who Have Seriously Considered Leaving the University of Nevada, Reno

Thirty-six percent ($n = 2,291$) of respondents had seriously considered leaving the University. With regard to student status, 26% ($n = 887$) of Undergraduate Student respondents and 26% ($n = 203$) of Graduate/Professional Student respondents had seriously considered leaving the University. Of the Student respondents who considered leaving, 62% ($n = 680$) considered leaving in their first year as a student, 44% ($n = 474$) in their second year, 25% ($n = 270$) in their third year, and 12% ($n = 130$) in their fourth year.

Subsequent analyses were run for both Undergraduate Student respondents and Graduate Student respondents who had considered leaving the University by gender identity, racial identity, sexual identity, disability status, religious affiliation, income status, and first-generation status.

Significant results for Undergraduate Student respondents indicated that:

- By racial identity, 37% ($n = 37$) of Black/African American Undergraduate Student respondents, 28% ($n = 162$) of Multiracial Undergraduate Student respondents, 26% ($n = 490$) of White Undergraduate Student respondents, 23% ($n = 90$) of Latina/x/o/Chicana/x/o Undergraduate Student respondents, 32% ($n = 28$) of Other Undergraduate Student Respondents of Color, and 21% ($n = 60$) of Asian/Asian American Undergraduate Student respondents considered leaving the institution.^{ccxxviii}
- By sexual identity, 36% ($n = 112$) of Queer-spectrum Undergraduate Student respondents, 35% ($n = 101$) of Bisexual Undergraduate Student respondents, and 24% ($n = 656$) of Heterosexual Undergraduate Student respondents considered leaving the institution.^{ccxxix}
- By disability status, 46% ($n = 87$) of Undergraduate Student Respondents with Multiple Disabilities, 38% ($n = 104$) of Undergraduate Student Respondents with

a Single Disability, and 24% ($n = 688$) of Undergraduate Student Respondents with No Disability considered leaving the institution.^{ccxxx}

- By religious affiliation, 33% ($n = 58$) of Undergraduate Student Respondents with Other Religious Affiliations, 28% ($n = 447$) of Undergraduate Student Respondents with No Religious Affiliation, 25% ($n = 39$) of Undergraduate Student Respondents with Multiple Religious Affiliations, and 24% ($n = 325$) of Undergraduate Student Respondents with Christian Religious Affiliations considered leaving the institution.^{ccxxxii}
- By income status, 30% ($n = 178$) of Low-Income Undergraduate Student respondents and 25% ($n = 691$) of Not-Low-Income Undergraduate Student respondents considered leaving the institution.^{ccxxxiii}
- By housing status, 27% ($n = 193$) of Undergraduate Student Respondents in Campus Housing, 21% ($n = 152$) of Undergraduate Student Respondents in Non-Campus Housing, and 28% ($n = 459$) of Undergraduate Student Respondents Living Independently considered leaving the institution.^{ccxxxiiii}

Significant results for Graduate/Professional Student respondents indicated that:

- By gender identity, 64% ($n = 9$) of Trans-spectrum Graduate/Professional Student respondents, 25% ($n = 79$) of Men Graduate/Professional Student respondents, and 24% ($n = 113$) of Women Graduate/Professional Student respondents considered leaving the institution.^{ccxxxv}
- By citizenship status, 37% ($n = 16$) of Naturalized U.S. Citizen Graduate/Professional Student respondents, 27% ($n = 156$) of U.S. Citizen Graduate/Professional Student respondents, and 18% ($n = 29$) of Non-U.S. Citizen Graduate/Professional Student respondents considered leaving the institution.^{ccxxxvi}
- By sexual identity, 42% ($n = 22$) of Bisexual Graduate/Professional Student respondents, 29% ($n = 20$) of Queer-spectrum Graduate/Professional Student respondents, and 24% ($n = 158$) of Heterosexual Graduate/Professional Student respondents considered leaving the institution.^{ccxxxvii}

- By disability status, 47% ($n = 14$) of Graduate/Professional Student Respondents with Multiple Disabilities, 34% ($n = 22$) of Graduate/Professional Student Respondents with a Single Disability, and 24% ($n = 163$) of Graduate/Professional Student Respondents with No Disability considered leaving the institution.^{ccxxxvii}

Fifty percent ($n = 441$) of Undergraduate Student respondents who considered leaving suggested that they lacked a sense of belonging at the University (Table 135). Others considered leaving because of personal reasons (42%, $n = 376$), financial reasons (33%, $n = 296$), and/or because of a lack of social life at the University (29%, $n = 258$).

Table 135. Top Reasons Why Undergraduate Student Respondents Considered Leaving the University

| Reason | <i>n</i> | % |
|---|----------|------|
| Lack of a sense of belonging | 441 | 49.7 |
| Personal reasons (e.g., medical, mental health, family emergencies) | 376 | 42.4 |
| Financial reasons | 296 | 33.4 |
| Lack of social life at the University | 258 | 29.1 |
| Climate was not welcoming | 227 | 25.6 |
| Homesick | 214 | 24.1 |
| Lack of support group | 177 | 20.0 |
| Coursework was too difficult | 131 | 14.8 |
| Did not like major | 131 | 14.8 |
| Lack of support services | 113 | 12.7 |
| Coursework was not challenging enough | 68 | 7.7 |
| My marital/relationship status | 40 | 4.5 |
| Did not have my major | 35 | 3.9 |
| Did not meet the selection criteria for a major | 29 | 3.3 |
| A reason not listed above | 209 | 23.6 |

Note: Table reports only Undergraduate Student respondents who indicated that they considered leaving the University ($n = 887$). Percentages may not sum to 100 as a result of multiple response choices.

Forty-five percent ($n = 91$) of Graduate/Professional Student respondents who considered leaving suggested that they lacked a sense of belonging at the University (Table 136). Others

contemplated leaving owing to the climate not being welcoming (31%, $n = 63$) and the lack of a support group (25%, $n = 51$).

Table 136. Reasons Why Graduate/Professional Student Respondents Considered Leaving the University

| Reason | <i>n</i> | % |
|---|----------|------|
| Lack of a sense of belonging | 91 | 44.8 |
| Climate was not welcoming | 63 | 31.0 |
| Lack of support group | 51 | 25.1 |
| Financial reasons | 48 | 23.6 |
| Personal reasons (e.g., medical, mental health, family emergencies) | 42 | 20.7 |
| Lack of support services | 40 | 19.7 |
| Lack of social life at the University | 27 | 13.3 |
| Coursework was not challenging enough | 18 | 8.9 |
| Coursework was too difficult | 18 | 8.9 |
| Homesick | 17 | 8.4 |
| Did not like major | 12 | 5.9 |
| My marital/relationship status | 11 | 5.4 |
| Did not meet the selection criteria for a major | < 5 | --- |
| Did not have my major | < 5 | --- |
| A reason not listed above | 97 | 47.8 |

Note: Table reports only Graduate/Professional Student respondents who indicated that they considered leaving the University ($n = 203$). Percentages may not sum to 100 as a result of multiple response choices.

Undergraduate Student respondents were asked two additional questions about their intent to persist at the University. Responses were analyzed by gender identity, racial identity, sexual identity, disability status, religious affiliation, income status, and first-generation status.

Table 137 illustrates that 84% ($n = 2,820$) of Undergraduate Student respondents “strongly disagreed” or “disagreed” that, thinking ahead, it was likely that they would leave the University without meeting their academic goal. A higher percentage of Women Undergraduate Student respondents (61%, $n = 1,271$) than Trans-spectrum Undergraduate Student respondents (42%, $n = 25$) “strongly disagreed” with this statement. A higher percentage of Black/African American Undergraduate Student respondents (36%, $n = 36$) than White Undergraduate Student respondents (22%, $n = 420$) “disagreed” with this statement.

Ninety-four percent ($n = 3,167$) of Undergraduate Student respondents “strongly agreed” or “agreed” that they intended to graduate from the University. No statistically significant differences were found between groups.

Table 137. Undergraduate Student Respondents’ Intent to Graduate From the University

| Intent | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Thinking ahead, it is likely that I will leave the University without meeting my academic goal. | 135 | 4.0 | 142 | 4.2 | 283 | 8.4 | 817 | 24.2 | 2,003 | 59.3 |
| Gender identity ^{ccxxxviii} | | | | | | | | | | |
| Men | 54 | 4.4 | 52 | 4.3 | 113 | 9.3 | 305 | 25.0 | 695 | 57.0 |
| Women | 75 | 3.6 | 87 | 4.2 | 158 | 7.6 | 487 | 23.4 | 1,271 | 61.2 |
| Trans-spectrum | < 5 | --- | < 5 | --- | 10 | 16.9 | 19 | 32.2 | 25 | 42.4 |
| Racial identity ^{ccxxxix} | | | | | | | | | | |
| People of Color | 0 | 0.0 | < 5 | --- | 15 | 17.4 | 23 | 26.7 | 45 | 52.3 |
| Asian/Asian American | 10 | 3.5 | 13 | 4.5 | 32 | 11.1 | 85 | 29.6 | 147 | 51.2 |
| Black/African American | 5 | 5.0 | 6 | 6.0 | 11 | 11.0 | 36 | 36.0 | 42 | 42.0 |
| Latina/x/o/Chicana/x/o | 12 | 3.1 | 17 | 4.4 | 27 | 7.0 | 94 | 24.5 | 233 | 60.8 |
| White | 78 | 4.1 | 76 | 4.0 | 139 | 7.3 | 420 | 22.1 | 1,185 | 62.4 |
| Multiracial | 25 | 4.3 | 21 | 3.6 | 50 | 8.7 | 151 | 26.2 | 330 | 57.2 |
| I intend to graduate from the University. | 2,376 | 70.7 | 791 | 23.5 | 146 | 4.4 | 27 | 0.8 | 20 | 0.6 |

Note: Table reports responses only from Undergraduate Student respondents ($n = 3,389$).

Eighty-eight percent ($n = 691$) of Graduate Student respondents “strongly disagreed” or “disagreed” that it was likely that they would leave the University without meeting their academic goal (Table 138). A higher percentage of Women Graduate/Professional Student respondents (73%, $n = 342$) than Men Graduate/Professional Student respondents (61%, $n = 181$) “strongly disagreed” with this statement.

Ninety-five percent ($n = 739$) of Graduate Student respondents “strongly agreed” or “agreed” that they intended to graduate from the University.

Table 138. Graduate/Professional Student Respondents’ Intent to Graduate From the University

| Intent | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|-----|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Thinking ahead, it is likely that I will leave the University without meeting my academic goal. | 24 | 3.0 | 15 | 1.9 | 58 | 7.4 | 158 | 20.1 | 533 | 67.6 |
| Gender identity ^{ccxl} | | | | | | | | | | |
| Men | 10 | 3.4 | 9 | 3.0 | 28 | 9.4 | 69 | 23.2 | 181 | 60.9 |
| Women | 14 | 3.0 | 6 | 1.3 | 29 | 6.1 | 81 | 17.2 | 342 | 72.5 |
| I intend to graduate from the University. | 580 | 74.2 | 159 | 20.3 | 34 | 4.3 | 5 | 0.6 | < 5 | --- |

Note: Table reports responses only from Graduate/Professional Student respondents (*n* = 794).

Qualitative comments analyses. One thousand four hundred eighty (1,480), 35% of Student respondents elaborated on why they had seriously considered leaving the University. Responses from Graduate/Professional Student respondents offered one theme: unsupportive faculty. Two themes emerged for Undergraduate Student respondents: financial burden and personal reasons.

Graduate/Professional Students

Unsupportive Faculty. One theme emerged for Graduate/Professional Student respondents as to why they considered leaving the University: unsupportive faculty. Respondents stated, “I seriously considered leaving the university when professors in my major made me feel unwelcomed, as well as making me feel like I did not belong” and “It felt like the faculty did not care about students graduating in a timely manner, but were more concerned with promoting their own careers (at the expense of student labor). There are also faculty that have too many students in their labs and these faculty are close to retirement and already have tenure. So rather than doing their jobs and helping students graduate, they avoid their job and are waiting it out until they are absolutely forced to retire.” Other respondents shared, “The environment created by the faculty is a farce and is borderline negligent,” “I had a professor who was consistent in belittling my ideas, and was not supportive of my field of study,” and “The university does not foster a welcoming environment, and it is even worse within my department. Faculty are too busy with their own research and trying to obtain tenure that they neglect their students.”

Undergraduate Students

Financial Burden. The first theme that emerged for Undergraduate Student respondents as to why they considered leaving the University was the financial burden of attending the university. Respondents stated, “Although I do love being at the University, the cost of living on campus/Reno is very expensive. I feel like a burden to my family and have seriously considered going to UNLV where my cost of attendance would be nothing,” “I had to seriously consider leaving the university because, even with two part-time jobs, I was barely affording the tuition. The situation is a little better this year but it’s a fine line between staying and having to drop out,” and “Apartment cost plus parking cost plus tuition is WAY too expensive!” Respondents also shared, “Cheaper and simpler to transfer to a college where I can live at home,” “Considered moving back to hometown for senior year since living at home would cost less,” and “It feels like at every semester I’m bound to not have enough funds and end up not getting my books, online homework sites, and other things on time putting me extremely behind.” According to other respondents, “I’ve lived in poverty for most of my entire life. I don’t know if I’ve ever seriously considered going to university or if it was just something I went along with due to societal norms and expectations. University is expensive, and this cost makes me consider leaving,” “I am a full-time student and almost a full-time worker. It is very hard to do all the coursework and be able to work to afford to come to this university.” Describing the overall cost of their educational experiences at University of Nevada, Reno, one respondent wrote, “It is rather difficult maintaining a budget when everything at the University is so expensive. Full time 15 credit schedule tuition? Around \$3500. Living in Campus? Another \$5000 per two semesters. Meal plans? an additional \$2500. Parking pass? \$500. Textbooks? \$500+ plus other fees. It gets seriously ridiculous the amount of money one has to pay. I get that a bachelors is not expensive, but come on, by the time I graduate I will be in serious debt.”

Personal Reasons. In the second theme, Undergraduate Student respondents offered that they had considered leaving UNR for personal reasons. Respondents stated, “I had a lot of personal projects I wanted to do but because of school, life, and work, I couldn’t really focus on the projects,” “Getting tired of the area. Would like to go somewhere else,” “My grandfather was really ill and I was one of his primary care takers and he lived in Las Vegas,” and “It just felt like school wasn’t for me.” Other respondents stated, “I thought about leaving the country.

Sometimes the whole stigma of getting a degree and then getting a 9 to 5 doesn't seem very rewarding," "I seriously considered leaving, and actually did leave for a year, because I had run myself into the ground. Unable to juggle both a physically demanding full-time job and upper-division full-time classes," and "I have a lot happening in my personal life back home with my family that has made it exponentially more difficult to successfully get through college."

Summary.

A factor analysis was conducted to explore the *Perceived Academic Success* of Student respondents. Significant differences existed by gender identity, racial identity, sexual identity, disability status, and first-generation status. Men Undergraduate Student respondents had less *Perceived Academic Success* than Women Undergraduate Student respondents. Multiracial Undergraduate Student respondents had less *Perceived Academic Success* than White Undergraduate Student respondents. Queer-spectrum Undergraduate Student respondents had less *Perceived Academic Success* than Heterosexual Undergraduate Student respondents. Bisexual Undergraduate Student respondents also had less *Perceived Academic Success* than Heterosexual Undergraduate Student respondents. Undergraduate Student Respondents with a Single Disability had less *Perceived Academic Success* than Undergraduate Student Respondents with No Disability. Undergraduate Student Respondents with Multiple Disabilities also had less *Perceived Academic Success* than Undergraduate Student Respondents with No Disability. Graduate/Professional Student Respondents with a Single Disability had less *Perceived Academic Success* than Graduate/Professional Student Respondents with No Disability. Graduate/Professional Student Respondents with Multiple Disabilities had less *Perceived Academic Success* than Graduate Student Respondents with No Disability. Finally, Not-First-Generation Undergraduate Student respondents had greater *Perceived Academic Success* than First-Generation Undergraduate Student respondents.

Most Student respondents revealed positive perceptions of campus climate as well as positive interactions with faculty, staff, and other students. For example, 63% ($n = 2,611$) of Student respondents "strongly agreed" or "agreed" that they felt valued by the University faculty, 61% ($n = 2,534$) "strongly agreed" or "agreed" that they felt valued by the University staff, and 61% ($n = 2,528$) "strongly agreed" or "agreed" that they felt valued by other students in the classroom.

Sixty-eight percent ($n = 2,826$) of Student respondents “strongly agreed” or “agreed” that they had faculty whom they perceived as role models. Fifty-four percent ($n = 2,221$) of Student respondents “strongly agreed” or “agreed” that the campus climate at the University encouraged free and open discussion of difficult topics. Significant differences existed by gender identity, racial identity, sexual identity, disability status, and income status (for graduate/professional students only).

Twenty-six percent ($n = 887$) of Undergraduate Student respondents and 26% ($n = 203$) of Graduate/Professional Student respondents had seriously considered leaving the University. A majority of those Student respondents (62%, $n = 680$) considered leaving in their first year as a student at the University. Also, a majority of those Student respondents (49%, $n = 532$) attributed a lack of a sense of belonging as the main reason why they seriously considered leaving the University.

^{elxiii} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by the University faculty by gender identity: $\chi^2(8, N = 3,351) = 30.0, p < .001$.

^{elxiv} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by the University faculty by racial identity: $\chi^2(20, N = 3,326) = 50.3, p < .001$.

^{elxv} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by the University faculty by sexual identity: $\chi^2(8, N = 3,309) = 20.5, p < .01$.

^{elxvi} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by the University faculty by disability status: $\chi^2(8, N = 3,350) = 41.0, p < .001$.

^{elxvii} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by the University faculty by generation/income status: $\chi^2(8, N = 3,304) = 22.5, p < .01$.

^{elxviii} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by the University staff by undergraduate status: $\chi^2(4, N = 3,296) = 12.1, p < .05$.

^{elxix} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by the University staff by gender identity: $\chi^2(8, N = 3,339) = 32.3, p < .001$.

^{elxx} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by the University staff by racial identity: $\chi^2(20, N = 3,314) = 50.0, p < .001$.

^{elxxi} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by the University staff by sexual identity: $\chi^2(8, N = 3,298) = 16.5, p < .05$.

^{elxxii} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by the University staff by disability status: $\chi^2(8, N = 3,339) = 42.8, p < .001$.

^{elxxiii} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by the University staff by generation/income status: $\chi^2(8, N = 3,294) = 20.7, p < .01$.

^{elxxiv} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by the University senior administrators by undergraduate status: $\chi^2(4, N = 3,302) = 11.8, p < .05$.

^{elxxv} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by the University senior administrators by gender identity: $\chi^2(8, N = 3,347) = 51.4, p < .001$.

^{elxxvi} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by the University senior administrators by racial identity: $\chi^2(20, N = 3,322) = 40.5, p < .01$.

^{elxxvii} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by the University senior administrators by sexual identity: $\chi^2(8, N = 3,305) = 58.1, p < .001$.

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- clxxviii A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by the University senior administrators by disability status: $\chi^2(8, N = 3,345) = 40.4, p < .001$.
- clxxix A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by University senior administrators by generation/income status: $\chi^2(8, N = 3,299) = 15.7, p < .05$.
- clxxx A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by University senior administrators by religious affiliation: $\chi^2(12, N = 3,319) = 31.2, p < .01$.
- clxxxi A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by faculty in the classroom by gender identity: $\chi^2(8, N = 3,334) = 39.2, p < .001$.
- clxxxii A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by faculty in the classroom by racial identity: $\chi^2(20, N = 3,309) = 44.6, p < .001$.
- clxxxiii A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by faculty in the classroom by sexual identity: $\chi^2(8, N = 3,292) = 22.9, p < .01$.
- clxxxiv A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by faculty in the classroom by disability status: $\chi^2(8, N = 3,333) = 37.5, p < .001$.
- clxxxv A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by other students in the classroom by gender identity: $\chi^2(8, N = 3,341) = 42.7, p < .001$.
- clxxxvi A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by other students in the classroom by racial identity: $\chi^2(20, N = 3,316) = 48.4, p < .001$.
- clxxxvii A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by other students in the classroom by sexual identity: $\chi^2(8, N = 3,299) = 36.6, p < .001$.
- clxxxviii A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by other students in the classroom by disability status: $\chi^2(8, N = 3,339) = 51.2, p < .001$.
- clxxxix A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by other students in the classroom by religious affiliation: $\chi^2(12, N = 3,313) = 24.5, p < .05$.
- cx c A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by other students outside the classroom by undergraduate student status: $\chi^2(4, N = 3,280) = 17.6, p < .001$.
- cxci A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by other students outside the classroom by gender identity: $\chi^2(8, N = 3,324) = 38.6, p < .001$.
- cxcii A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by other students outside the classroom by sexual identity: $\chi^2(8, N = 3,282) = 21.6, p < .01$.
- cxci A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by other students outside the classroom by disability status: $\chi^2(8, N = 3,323) = 46.0, p < .001$.
- cxci A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by other students outside the classroom by first-generation/income status: $\chi^2(8, N = 3,277) = 20.3, p < .01$.
- cxci A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt valued by other students outside the classroom by religious affiliation: $\chi^2(12, N = 3,297) = 46.9, p < .001$.
- cxevi A chi-square test was conducted to compare percentages of Undergraduate Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by gender identity: $\chi^2(8, N = 3,336) = 30.6, p < .001$.
- cxevii A chi-square test was conducted to compare percentages of Undergraduate Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by racial identity: $\chi^2(20, N = 3,311) = 85.5, p < .001$.
- cxeviii A chi-square test was conducted to compare percentages of Undergraduate Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by religious affiliation: $\chi^2(12, N = 3,308) = 50.4, p < .001$.
- cxci A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that the campus climate encouraged free and open discussion by gender identity: $\chi^2(8, N = 3,342) = 41.9, p < .001$.
- cc A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that the campus climate encouraged free and open discussion by racial identity: $\chi^2(20, N = 3,317) = 55.4, p < .001$.
- cci A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that the campus climate encouraged free and open discussion by disability status: $\chi^2(8, N = 3,342) = 27.7, p < .001$.
- ccii A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that they had faculty whom they perceived as role models by gender identity: $\chi^2(8, N = 3,342) = 23.5, p < .01$.

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- cciii A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that they had faculty whom they perceived as role models by racial identity: $\chi^2(20, N = 3,317) = 49.4, p < .001$.
- cciv A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that they had faculty whom they perceived as role models by disability status: $\chi^2(8, N = 3,341) = 17.0, p < .05$.
- ccv A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that they had staff whom they perceived as role models by gender identity: $\chi^2(8, N = 3,344) = 33.0, p < .001$.
- ccvi A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that they had staff whom they perceived as role models by disability status: $\chi^2(8, N = 3,343) = 19.1, p < .05$.
- ccvii A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that they had staff whom they perceived as role models by religious affiliation: $\chi^2(12, N = 3,316) = 25.1, p < .05$.
- ccviii A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who felt valued by University senior administrators by racial identity: $\chi^2(8, N = 758) = 16.6, p < .05$.
- ccix A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who felt valued by University senior administrators by sexual identity: $\chi^2(8, N = 776) = 23.5, p < .01$.
- ccx A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who felt valued by University senior administrators by citizenship status: $\chi^2(8, N = 785) = 32.0, p < .001$.
- ccxi A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who felt valued by faculty in the classroom by citizenship status: $\chi^2(8, N = 781) = 17.0, p < .05$.
- ccxii A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who felt valued by faculty in the classroom by income status: $\chi^2(4, N = 757) = 13.8, p < .01$.
- ccxiii A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who thought that faculty prejudged their abilities based on their perception of their identity/background by income status: $\chi^2(4, N = 757) = 17.0, p < .01$.
- ccxiv A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who believed that the campus climate encouraged free and open discussion by income status: $\chi^2(4, N = 753) = 11.6, p < .05$.
- ccxv A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who believed that the campus climate encouraged free and open discussion by citizenship status: $\chi^2(8, N = 779) = 22.2, p < .01$.
- ccxvi A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who believed that they had faculty whom they perceived as role models by racial identity: $\chi^2(8, N = 759) = 18.3, p < .05$.
- ccxvii A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who believed that they had staff whom they perceived as role models by income status: $\chi^2(4, N = 756) = 13.5, p < .01$.
- ccxviii A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who believed that their advisor provided clear expectations by citizenship status: $\chi^2(8, N = 787) = 18.0, p < .05$.
- ccxix A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who believed that their advisor responded to emails, calls, or voicemails in a prompt manner by gender identity: $\chi^2(4, N = 771) = 10.3, p < .05$.
- ccxx A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who believed that their advisor responded to emails, calls, or voicemails in a prompt manner by income status: $\chi^2(4, N = 760) = 9.7, p < .05$.
- ccxxi A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who believed that they received support from their advisor to pursue personal research interest by gender identity: $\chi^2(4, N = 770) = 13.6, p < .01$.
- ccxxii A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who believed that they had adequate opportunities to interact with other university academic faculty outside of their department by gender identity: $\chi^2(4, N = 772) = 12.4, p < .05$.
- ccxxiii A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who believed that they had adequate opportunities to interact with other university academic faculty outside of their department by disability status: $\chi^2(8, N = 787) = 27.1, p < .001$.
- ccxxiv A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who believed that their department academic faculty members encouraged them to produce publications and present research by gender identity: $\chi^2(4, N = 772) = 10.5, p < .05$.

^{ccxxv} A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who believed that their department academic faculty members encouraged them to produce publications and present research by income status: $\chi^2(4, N = 761) = 11.6, p < .05$.

^{ccxxvi} A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who believed that their department provided them opportunities to serve the department or university in various capacities outside of teaching or research by gender identity: $\chi^2(4, N = 769) = 10.8, p < .05$.

^{ccxxvii} A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who believed that their department provided them opportunities to serve the department or university in various capacities outside of teaching or research by income status: $\chi^2(4, N = 758) = 12.6, p < .05$.

^{ccxxviii} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving the University by racial identity: $\chi^2(5, N = 3,336) = 14.8, p < .05$.

^{ccxxix} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving the University by sexual identity: $\chi^2(2, N = 3,321) = 32.6, p < .001$.

^{ccxxx} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving the University by disability status: $\chi^2(2, N = 3,364) = 66.5, p < .001$.

^{ccxxxii} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving the University by religious identity: $\chi^2(3, N = 3,334) = 11.0, p < .05$.

^{ccxxxiii} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving the University by income status: $\chi^2(1, N = 3,326) = 4.5, p < .05$.

^{ccxxxiv} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving the University by housing status: $\chi^2(2, N = 3,068) = 12.5, p < .01$.

^{ccxxxv} A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who had seriously considered leaving the University by gender identity: $\chi^2(2, N = 788) = 11.8, p < .01$.

^{ccxxxvi} A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who had seriously considered leaving the University by citizenship status: $\chi^2(2, N = 791) = 8.6, p < .05$.

^{ccxxxvii} A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who had seriously considered leaving the University by sexual identity: $\chi^2(2, N = 781) = 8.4, p < .05$.

^{ccxxxviii} A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who had seriously considered leaving the University by disability status: $\chi^2(2, N = 789) = 11.3, p < .01$.

^{ccxxxix} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave the University without meeting their academic goals by gender identity: $\chi^2(8, N = 3,356) = 17.0, p < .05$.

^{ccxl} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave the University without meeting their academic goals by racial identity: $\chi^2(20, N = 3,331) = 48.1, p < .001$.

^{ccxli} A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who believed that, thinking ahead, it was likely that they would leave the University without meeting their academic goals by gender identity: $\chi^2(8, N = 769) = 12.6, p < .05$.

Institutional Actions

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

The survey asked Academic Faculty respondents to indicate if they believed certain initiatives currently were available at the University and the degree to which they thought that those initiatives influenced the climate if those initiatives currently were available. If respondents did not believe certain initiatives currently were available at the University, they were asked to rate the degree to which those initiatives would influence the climate if they were available (Table 139).

Seventy-two percent ($n = 481$) of Academic Faculty respondents thought that flexibility for calculating the tenure clock was available and 28% ($n = 184$) of Academic Faculty respondents thought that flexibility for calculating the tenure clock was not available. Seventy-five percent ($n = 361$) of the Academic Faculty respondents who thought that such flexibility was available believed that it positively influenced the climate and 67% ($n = 123$) of Academic Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Forty-nine percent ($n = 330$) of Academic Faculty respondents thought in-rank performance-based compensation (merit) was available and 51% ($n = 345$) of Academic Faculty respondents thought that in-rank performance-based compensation (merit) was not available. Seventy-seven percent ($n = 255$) of the Academic Faculty respondents who thought that such compensation was available believed that it positively influenced the climate and 80% ($n = 277$) of Academic Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Sixty percent ($n = 402$) of Academic Faculty respondents thought that recognition and rewards for including diversity issues in courses across the curriculum were available and 40% ($n = 271$)

of Academic Faculty respondents thought that they were not available. Fifty-nine percent ($n = 235$) of the Academic Faculty respondents who thought that recognition and rewards for including diversity issues in courses across the curriculum were available believed that they positively influenced the climate and 61% ($n = 165$) of Academic Faculty respondents who thought that they were not available thought that recognition and rewards for including diversity issues in courses across the curriculum would positively influence the climate if they were available.

Eighty-three percent ($n = 570$) of Academic Faculty respondents thought that diversity and inclusivity training for faculty was available and 17% ($n = 119$) of Academic Faculty respondents thought that such training for faculty was not available. Sixty-five percent ($n = 368$) of Academic Faculty respondents who thought that diversity and inclusivity training for faculty was available believed that it positively influenced the climate and 58% ($n = 69$) of Academic Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Sixty-four percent ($n = 436$) of Academic Faculty respondents thought that toolkits for faculty to create an inclusive classroom environment were available and 36% ($n = 243$) of Academic Faculty respondents thought that such toolkits were not available. Sixty-six percent ($n = 289$) of the Academic Faculty respondents who thought that toolkits for faculty to create an inclusive classroom environment were available believed that they positively influenced the climate and 73% ($n = 178$) of Academic Faculty respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Sixty-seven percent ($n = 442$) of Academic Faculty respondents thought that supervisory training for faculty was available and 34% ($n = 223$) of Academic Faculty respondents thought that it was not available. Sixty-two percent ($n = 276$) of the Academic Faculty respondents who thought that supervisory training for faculty was available believed that it positively influenced the climate and 66% ($n = 148$) of Academic Faculty respondents who did not think supervisory training for Academic Faculty was available thought that it would positively influence the climate if it were available.

Eighty-two percent ($n = 551$) of Academic Faculty respondents thought that access to counseling for people who had experienced harassment was available and 18% ($n = 124$) of Academic Faculty respondents thought that such counseling was not available. Eighty-nine percent ($n = 490$) of the Academic Faculty respondents who thought that access to counseling for people who had experienced harassment was available believed that it positively influenced the climate and 75% ($n = 93$) of Academic Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-eight percent ($n = 533$) of Academic Faculty respondents thought that mentorship for new faculty was available and 22% ($n = 154$) of Academic Faculty respondents thought that faculty mentorship was not available. Eighty-eight percent ($n = 468$) of Academic Faculty respondents who thought that mentorship for new faculty was available believed that it positively influenced the climate and 86% ($n = 132$) of Academic Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Sixty-seven percent ($n = 450$) of Academic Faculty respondents thought that a clear process to resolve conflicts was available and 33% ($n = 225$) of Academic Faculty respondents thought that such a process was not available. Eighty-eight percent ($n = 396$) of the Academic Faculty respondents who thought that a clear process to resolve conflicts was available believed that it positively influenced the climate and 84% ($n = 189$) of Academic Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Sixty-eight percent ($n = 455$) of Academic Faculty respondents thought that a fair process to resolve conflicts was available and 32% ($n = 217$) of Academic Faculty respondents thought that such a process was not available. Ninety percent ($n = 407$) of Academic Faculty respondents who thought that a fair process to resolve conflicts was available believed that it positively influenced the climate and 88% ($n = 190$) of Academic Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Sixty-eight percent ($n = 454$) of Academic Faculty respondents thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available and 32% ($n = 210$) of Academic Faculty respondents thought that it was not available at the

University. Fifty-four percent ($n = 245$) of Academic Faculty respondents who thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available believed that it positively influenced the climate and 55% ($n = 115$) of Academic Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Table 139. Academic Faculty Respondents' Perceptions of Institutional Initiatives

| | Initiative available at the University | | | | | | | Initiative NOT available at the University | | | | | | | | |
|---|--|------|-----------------------------|------|-------------------------------|-----|--|--|------------------------------------|------|------------------------------------|------|------------------------------------|------|--|------|
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total Academic Faculty respondents who believed initiative was available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total Academic Faculty respondents who believed initiative was not available | |
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Providing flexibility for calculating the tenure clock | 361 | 75.1 | 109 | 22.7 | 11 | 2.3 | 481 | 72.3 | 123 | 66.8 | 41 | 22.3 | 20 | 10.9 | 184 | 27.7 |
| Providing in-rank performance-based compensation (merit) | 255 | 77.3 | 49 | 14.8 | 26 | 7.9 | 330 | 48.9 | 277 | 80.3 | 23 | 6.7 | 45 | 13.0 | 345 | 51.1 |
| Providing recognition and rewards for including diversity issues in courses across the curriculum | 235 | 58.5 | 139 | 34.6 | 28 | 7.0 | 402 | 59.7 | 165 | 60.9 | 87 | 32.1 | 19 | 7.0 | 271 | 40.3 |
| Providing diversity and inclusivity training for faculty | 368 | 64.6 | 174 | 30.5 | 28 | 4.9 | 570 | 82.7 | 69 | 58.0 | 37 | 31.1 | 13 | 10.9 | 119 | 17.3 |
| Providing faculty with toolkits to create an inclusive classroom environment | 289 | 66.3 | 130 | 29.8 | 17 | 3.9 | 436 | 64.2 | 178 | 73.3 | 52 | 21.4 | 13 | 5.3 | 243 | 35.8 |
| Providing faculty with supervisory training | 276 | 62.4 | 144 | 32.6 | 22 | 5.0 | 442 | 66.5 | 148 | 66.4 | 59 | 26.5 | 16 | 7.2 | 223 | 33.5 |
| Providing access to counseling for people who have experienced harassment | 490 | 88.9 | 54 | 9.8 | 7 | 1.3 | 551 | 81.6 | 93 | 75.0 | 18 | 14.5 | 13 | 10.5 | 124 | 18.4 |
| Providing mentorship for new faculty | 468 | 87.8 | 54 | 10.1 | 11 | 2.1 | 533 | 77.6 | 132 | 85.7 | 11 | 7.1 | 11 | 7.1 | 154 | 22.4 |

Table 139. Academic Faculty Respondents' Perceptions of Institutional Initiatives

| | Initiative available at the University | | | | | | | Initiative NOT available at the University | | | | | | | | |
|---|--|------|-----------------------------|------|-------------------------------|------|--|--|-----|------------------------------------|----|------------------------------------|----|--|----------|------|
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total Academic Faculty respondents who believed initiative was available | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total Academic Faculty respondents who believed initiative was not available | | |
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | | <i>n</i> | % |
| Providing a clear process to resolve conflicts | 396 | 88.0 | 51 | 11.3 | < 5 | --- | 450 | 66.7 | 189 | 84.0 | 21 | 9.3 | 15 | 6.7 | 225 | 33.3 |
| Providing a fair process to resolve conflicts | 407 | 89.5 | 45 | 9.9 | < 5 | --- | 455 | 67.7 | 190 | 87.6 | 10 | 4.6 | 17 | 7.8 | 217 | 32.3 |
| Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty | 245 | 54.0 | 137 | 30.2 | 72 | 15.9 | 454 | 68.4 | 115 | 54.8 | 60 | 28.6 | 35 | 16.7 | 210 | 31.6 |

Note: Table includes responses only from those respondents who indicated that they were Academic Faculty, Post-Doctoral Scholars, President, Provost, Vice Provosts, Deans, or Associate Deans in Question 1 (*n* = 759).

Qualitative comments analyses. One hundred thirty-seven, 19% of participants elaborated on the influence of institutional initiatives on campus climate. One theme emerged from Academic Faculty responses: diversity fatigue.

Diversity Fatigue. The one theme that emerged from Academic Faculty respondents was diversity fatigue. Respondents elaborated on the ineffectiveness of diversity trainings to curbe discriminatory behavior and provided a critique of university hiring policies that lend preference to candidates with diversity-related professional experience. Related to diversity trainings, respondents stated, “The university has defaulted to assuming it can fix bias with implicit bias training. The researchers who study that topic do not believe such trainings work. If you want to improve bias, and diversify the campus, hire and retain more people of color and women and spend the money to do so,” “Training is window dressing. Diversity statements are ceremonial. If you want to create a diverse and inclusive environment, allocate portions of the budget to support students from marginalized backgrounds,” and “Adding additional training to faculty would, generally, negatively impact their work. Also, research on diversity-based hiring is not clearly positive and recent research suggests that it may have an overall negative effect on organizational climate.” One respondent offered, “Often compulsory diversity trainings are done without prior knowledge of the environment, and especially the training needs of the constituents. This results in bland, non-applicable, or otherwise useless training sessions.” Another respondent added, “Diversity and inclusivity training are a good idea in theory, but my observations are that 1) the faculty who need them most are those that choose not to attend, with little to no consequences. 2) Even when they do attend, they disregard the information, with little to no consequences.” Other respondents wrote, “I do not believe that the trainings carried out by HR can overcome the systemic problems around undervaluing diversity, and to some extent, I've found them dismissive or even downright offensive,” and “The training that has already taken place may often influence those who already use this lens, which could technically influence the climate, but this is often overshadowed by faculty that I witnessed (such as at the implicit bias trainings) who show up just to sign off on a paper but do not internalize any actual learning that leads to positive change and actions,” “The current diversity training is counterproductive and generally insults the intelligence of faculty members,” and “Implicit bias is hard to eradicate, and obligatory training might make people even more hostile towards minorities.”

Related to university diversity hiring policies, a respondent stated, “We should reward applicants for their understanding and appreciation of diversity and equity, but requiring certain types of ‘experiences’ sounds awful.” Other respondents offered, “Making it part of the hiring requirement is ridiculous, unless all you care about is having diverse faculty rather than qualified faculty,” and “Having, or not having had, diversity-related experiences should NOT be one of the CRITERIA for hiring staff/faculty...knowing someone has had experiences would certainly be good information to know - but a person does not HAVE to have had diversity-related experiences prior to application to still be the kind of person who would LIKE to have diversity-related experiences and who would handle it well.” Another respondent offered, “By requiring diversity experience as a hiring criterion, we would likely exclude many excellent young fresh candidates, who may end up be wonderful champions of diversity. Train them, don't exclude them!” While another respondent added, “I'm afraid if you put even more requirements on searches for new hires (adding requirement of diversity-related experiences), it would anger a lot of people who already feel that the search process is getting more and more cumbersome and exhausting. Many of the new requirements is not changing the outcome of hiring more diverse candidates.”

The survey asked Administrative Faculty and Classified Staff respondents ($n = 1,473$) to respond regarding similar initiatives, which are listed in Table 140. Eighty-seven percent ($n = 1,199$) of the Administrative Faculty and Classified Staff respondents thought that diversity and equity training for administrators and staff was available at the University and 13% ($n = 184$) of Administrative Faculty and Classified Staff respondents thought that it was not available. Seventy-five percent ($n = 897$) of the Administrative Faculty and Classified Staff respondents who thought that diversity and equity training for administrators and staff was available believed that it positively influenced the climate and 58% ($n = 106$) of Administrative Faculty and Classified Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Eighty-seven percent ($n = 1,186$) of Administrative Faculty and Classified Staff respondents thought that access to counseling for people who had experienced harassment was available at the University and 13% ($n = 183$) of Administrative Faculty and Classified Staff respondents thought that such access to counseling was not available. Eighty-nine percent ($n = 1,053$) of

Administrative Faculty and Classified Staff respondents who thought that access to counseling for people who had experienced harassment was available believed that it positively influenced the climate and 68% ($n = 124$) of Administrative Faculty and Classified Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-eight percent ($n = 1,069$) of Administrative Faculty and Classified Staff respondents thought that supervisory training for supervisors/managers was available and 22% ($n = 297$) of Administrative Faculty and Classified Staff respondents thought that such training was not available. Eighty-five percent ($n = 907$) of Administrative Faculty and Classified Staff respondents who thought that supervisory training for supervisors/managers was available believed that it positively influenced the climate and 82% ($n = 242$) of Administrative Faculty and Classified Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-five percent ($n = 1,023$) of Administrative Faculty and Classified Staff respondents thought that supervisory training for faculty supervisors was available and 25% ($n = 337$) of Administrative Faculty and Classified Staff respondents thought that such training was not available. Eighty-five percent ($n = 867$) of Administrative Faculty and Staff respondents who thought that supervisory training for faculty supervisors was available believed that it positively influenced the climate and 83% ($n = 278$) of Administrative Faculty and Classified Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Sixty-two percent ($n = 843$) of Administrative Faculty and Classified Staff respondents thought that mentorship for new staff was available and 38% ($n = 514$) of Administrative Faculty and Classified Staff respondents thought that new staff mentorship was not available. Eighty-five percent ($n = 714$) of Administrative Faculty and Classified Staff respondents who thought that mentorship for new staff was available believed that it positively influenced the climate and 85% ($n = 435$) of Administrative Faculty and Classified Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-two percent ($n = 975$) of Administrative Faculty and Classified Staff respondents thought that a clear process to resolve conflicts was available at the University and 28% ($n = 384$) of Administrative Faculty and Classified Staff respondents thought that such a process was not available. Eighty-five percent ($n = 830$) of Administrative Faculty and Classified Staff respondents who thought that a clear process to resolve conflicts was available believed that it positively influenced the climate and 83% ($n = 320$) of Administrative Faculty and Classified Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-three percent ($n = 972$) of Administrative Faculty and Classified Staff respondents thought that a fair process to resolve conflicts was available at the University and 27% ($n = 362$) of Administrative Faculty and Classified Staff respondents thought that such a process was not available. Eighty-six percent ($n = 836$) of Administrative Faculty and Classified Staff respondents who thought that a fair process to resolve conflicts was available believed that it positively influenced the climate and 84% ($n = 303$) of Administrative Faculty and Classified Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-eight percent ($n = 1,045$) of Administrative Faculty and Classified Staff respondents thought that including diversity-related professional experiences as one of the criteria for hiring of administrators/staff/faculty was available and 22% ($n = 303$) of Administrative Faculty and Classified Staff respondents thought that it was not available. Sixty-two percent ($n = 645$) of Administrative Faculty and Classified Staff respondents who thought that including diversity-related professional experiences as one of the criteria for hiring of administrators/staff/faculty was available believed that it positively influenced the climate and 59% ($n = 178$) of Administrative Faculty and Classified Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-seven percent ($n = 1,269$) of Administrative Faculty and Classified Staff respondents thought that career development opportunities for administrators and staff were available and 23% ($n = 371$) of Administrative Faculty and Classified Staff respondents thought that they were not available. Eighty-eight percent ($n = 869$) of Administrative Faculty and Classified Staff

respondents who thought that career development opportunities for administrators and staff were available believed that they positively influenced the climate and 87% ($n = 324$) of Administrative Faculty and Classified Staff respondents who did not think such opportunities were available thought that they would positively influence the climate if they were available.

Sixty-one percent ($n = 825$) of Administrative Faculty and Classified Staff respondents thought that performance-based compensation was available at the University and 39% ($n = 535$) of Administrative Faculty and Classified Staff respondents thought that it was not available. Eighty-two percent ($n = 673$) of Administrative Faculty and Classified Staff respondents who thought that performance-based compensation was available believed that it positively influenced the climate and 81% ($n = 434$) of Administrative Faculty and Classified Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Sixty-five percent ($n = 872$) of Administrative Faculty and Classified Staff respondents thought that affordable child care was available at the University and 35% ($n = 476$) of Administrative Faculty and Classified Staff respondents thought that it was not available. Eighty-one percent ($n = 708$) of Administrative Faculty and Classified Staff respondents who thought that affordable child care was available believed that it positively influenced the climate and 83% ($n = 397$) of Administrative Faculty and Classified Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Sixty-seven percent ($n = 905$) of Administrative Faculty and Classified Staff respondents thought that support/resources for spouse/partner employment were available and 33% ($n = 439$) of Administrative Faculty and Classified Staff respondents thought that they were not available. Seventy-six percent ($n = 684$) of Administrative Faculty and Classified Staff respondents who thought that support/resources for spouse/partner employment were available believed that they positively influenced the climate and 78% ($n = 341$) of Administrative Faculty and Classified Staff respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Table 140. Administrative Faculty and Classified Staff Respondents' Perceptions of Institutional Initiatives

| | Initiative available at the University | | | | | | | | Initiative NOT available at the University | | | | | | | |
|---|--|------|-----------------------------|------|-------------------------------|-----|---|------|--|------|------------------------------------|------|------------------------------------|------|---|------|
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total Staff respondents who believed initiative was available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total Staff respondents who believed initiative was not available | |
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Providing diversity and equity training for administrators and staff | 897 | 74.8 | 264 | 22.0 | 38 | 3.2 | 1,199 | 86.7 | 106 | 57.6 | 35 | 19.0 | 43 | 23.4 | 184 | 13.3 |
| Providing access to counseling for people who have experienced harassment | 1,053 | 88.8 | 128 | 10.8 | 5 | 0.4 | 1,186 | 86.6 | 124 | 67.8 | 24 | 13.1 | 35 | 19.1 | 183 | 13.4 |
| Providing supervisors/managers with supervisory training | 907 | 84.8 | 154 | 14.4 | 8 | 0.7 | 1,069 | 78.3 | 242 | 81.5 | 22 | 7.4 | 33 | 11.1 | 297 | 21.7 |
| Providing faculty supervisors with supervisory training | 867 | 84.8 | 150 | 14.7 | 6 | 0.6 | 1,023 | 75.2 | 278 | 82.5 | 27 | 8.0 | 32 | 9.5 | 337 | 24.8 |
| Providing mentorship for new administrators and staff | 714 | 84.7 | 123 | 14.6 | 6 | 0.7 | 843 | 62.1 | 435 | 84.6 | 45 | 8.8 | 34 | 6.6 | 514 | 37.9 |
| Providing a clear process to resolve conflicts | 830 | 85.1 | 141 | 14.5 | < 5 | --- | 975 | 71.7 | 320 | 83.3 | 31 | 8.1 | 33 | 8.6 | 384 | 28.3 |
| Providing a fair process to resolve conflicts | 836 | 86.0 | 133 | 13.7 | < 5 | --- | 972 | 72.9 | 303 | 83.7 | 26 | 7.2 | 33 | 9.1 | 362 | 27.1 |
| Considering diversity-related professional experiences as one of the | 645 | 61.7 | 297 | 28.4 | 103 | 9.9 | 1,045 | 77.5 | 178 | 58.7 | 78 | 25.7 | 47 | 15.5 | 303 | 22.5 |

Table 140. Administrative Faculty and Classified Staff Respondents' Perceptions of Institutional Initiatives

| | Initiative available at the University | | | | | | | | Initiative NOT available at the University | | | | | | | |
|---|--|------|-----------------------------|------|-------------------------------|-----|---|------|--|------|------------------------------------|------|------------------------------------|------|---|------|
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total Staff respondents who believed initiative was available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total Staff respondents who believed initiative was not available | |
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| criteria for hiring of administrators/staff/faculty | | | | | | | | | | | | | | | | |
| Providing career development opportunities for administrators and staff | 869 | 87.8 | 297 | 11.7 | 103 | 0.5 | 1,269 | 77.4 | 324 | 87.3 | 19 | 5.1 | 28 | 7.5 | 371 | 22.6 |
| Providing performance-based compensation | 673 | 81.6 | 119 | 14.4 | 33 | 4.0 | 825 | 60.7 | 434 | 81.1 | 45 | 8.4 | 56 | 10.5 | 535 | 39.3 |
| Providing affordable child care | 708 | 81.2 | 160 | 18.3 | < 5 | --- | 872 | 64.7 | 397 | 83.4 | 52 | 10.9 | 27 | 5.7 | 476 | 35.3 |
| Providing support/resources for spouse/partner employment | 684 | 75.6 | 203 | 22.4 | 18 | 2.0 | 905 | 67.3 | 341 | 77.7 | 73 | 16.6 | 25 | 5.7 | 439 | 32.7 |

Note: Table includes responses only from those respondents who indicated that they were Administrative Faculty, Vice Presidents, Associate Vice Presidents, or Classified Staff in Question 1 (*n* = 1,473).

Qualitative comments analyses. One hundred eighty-two, 12% of participants elaborated on their responses regarding their opinion of institutional initiatives at the University of Nevada, Reno. Administrative Faculty respondents generated four themes: inadequate child care, diversity hiring bias, merit pay, and confusing survey design. One theme emerged for Classified Staff respondents: diversity hiring bias.

Administrative Faculty

Inadequate Child Care. The first theme to emerge for Administrative Faculty respondents was inadequate child care. Respondents stated, “Regarding childcare, what is currently offered on campus is inadequate. There is not enough space for younger children especially infants,” “CHILD CARE!!!!!!!!!!!!!!,” “Access to affordable infant child care is a major problem. Eight (?) spots for the entire campus is completely insufficient. To get an infant spot, you need your name on the list roughly one year prior to conception, and then it STILL depends on how many siblings/daycare staff children/military spouses want care that year,” and “Providing affordable child care--UNR offers but it's limited to how many people it can serve.” Other respondents offered, “Again, child care at the University is extremely needed. The current center has a waitlist that is years long,” “The university need vast improvement in access to childcare and other family friendly policies. The current policy on children barely tolerates children in the workplace, for instance. Childcare is also very limited on campus,” and “Affordable child care is an initiative; however, it is very limited in scope and with few openings. In order to really support students and staff with families, this should be increased with flexible, part-time offerings.” Respondents also wrote, “More access to child care. the wait list for infant care is very long, and I don't know if my child will be accepted before I have to return to work,” “Child care is limited and not affordable,” and “Child care is a huge challenge for faculty and students on campus.”

Diversity Hiring Bias. The second theme to emerge for Administrative Faculty respondents was diversity bias. One respondent stated, “Considering diversity-related professional experiences as one of the criteria for hiring of administrators/staff/faculty would actually be negative for the climate.” Another respondent stated, “UNR should hire the best person for the job. Worrying about checking the box for diversity-related professional experiences could slow down the hiring

process. UNR is a diverse, inclusive group that should not need a prompt or requirement to fill a position with the best person skilled to fulfill the job requirements.” Other respondents elaborated, “Including a mandatory, diversity requirement on the 2019 yearly evaluation for all Administrative Faculty is hurtful. It’s a good checkbox for marketing purposes, but the feeling from myself and at least two other co-workers is that the policy assumes that we all need to prove we’re not racist” and “I think that ‘diversity’ training and hiring based on how much ‘diversity’ someone has experience with is very limiting to how people perceive diversity and creates an environment in which people pay lip service to ‘diversity’ but don’t truly respect it or understand it. Diversity is not just about things like skin color, sexuality, or religion. And sometimes people with invisible statuses or who are private get the short end of the stick when we are clamoring for ‘diversity’ hires or whatever.” One respondent offered, “Diversity is being crammed down our throat. We are being pushed so much to hire diverse employees that not always the best person for the job is being hired, but instead the most diverse person is being hired,”

Merit Pay. The third theme to emerge for Administrative Faculty respondents was merit pay. Respondents stated, “Providing performance-based compensation would be a great offering,” “Bring back merit pay,” “We need a performance-based compensation program. We have lost many good people over it,” “Performance-based merit would definitely help people feel more valued here, but I know we don’t really have any control over that at this point,” and “Lack of in-rank salary advancement is demoralizing, particularly for individuals who have no upward mobility within a position they are valued and successful.” According to other respondents, “In the time I have been here there has not been any merit or performance-based compensation. Performance based also lends to subjective ratings. Compensation in my area would be well received, but is unheard of. It would help keep people at the university” and “Performance compensation helps show how well an employee is doing and would assist in creating a positive climate.” Conversely to these responses, other respondents identified the potential complexities of merit pay, they stated, “In my opinion performance-based compensation can be problematic. While I totally agree with the premise, I think a consensus on the metrics would be hard to come by. Invariably someone will feel slighted by this compensation method,” “I don’t think a university environment is best served by performance-based compensation. This would drive competition rather than collaboration, which is fundamental to a university climate,” and “While

I think performance-based compensation may be a good idea, it makes me feel uneasy not being confident about the fairness of my evaluation.”

Confusing Survey Design. The fourth theme to emerge for Administrative Faculty respondents was confusing survey design. Respondents stated, “This question was confusing,” “This part of the survey is confusing,” “This is a challenging section to respond to - not sure which initiatives exist and which don't,” and “There is a presumption of knowledge of these items--so if I did not actually know of its existence I presumed we do not have/use it. We should have been allowed to opt as 'don't know if it's in existence.” One respondent offered, “I really don't know what this means, but this initiative sounds like stupid criteria: Considering diversity-related professional experiences as one of the criteria for hiring of administrators/staff/faculty.” Other respondents wrote, “Not a good set of response options,” and “I wasn't sure how to answer these questions because: how would I know about ALL the programs and policies currently part of the university? I don't, I'm just guessing.”

Classified Staff

Diversity Hiring Bias. One theme emerged for Classified Staff respondents: diversity bias. Respondents stated, “While diversity should be one of the criteria for hiring - it should always be the most qualified” and “I feel that it is unfair to hire a less qualified candidate for a position because they add diversity to a department. I feel that those who have diversity-related professional experiences will positively influence the climate does not mean that they have to identify as a minority as criteria for hiring. I have no problem hiring those that add diversity, as long as they are qualified for the job and are the best candidate.” Other respondents wrote, “I don't believe having a diversity officer or the like will benefit the vast majority of students or employees. I feel it is a complete waste of money to be honest & these duties could be assigned to a current faculty member” and “If diversity is focused on one group at a time, that again creates inequality. If e.g. separate recruiting events are created for e.g. Asian and Hispanics, each group feels odd about why they were singled out. Why can diversity not be a general topic but needs to be split up into the groups? This singles them out again.” A respondent also shared, “I feel that the University already considers diversity related experiences for faculty hires and my opinion is that just because someone doesn't have the diverse experiences or doesn't fall into a

category that is diverse enough for the position, the search shouldn't be considered 'failed.' I feel they are missing out on very good candidates just because there are too many of one race/color/background to fill a quota.”

The survey also asked Student respondents ($n = 4,183$) to consider a similar list of initiatives, provided in Table 141. Seventy-four percent ($n = 2,895$) of the Student respondents thought that diversity and equity training for students was available at the University and 26% ($n = 1,003$) of Student respondents thought that it was not available. Seventy-two percent ($n = 2,087$) of the Student respondents who thought that diversity and equity training for students was available believed that it positively influenced the climate and 68% ($n = 677$) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Eighty percent ($n = 3,075$) of Student respondents thought that diversity and equity training for staff and administrators was available at the University and 21% ($n = 791$) of Student respondents thought that it was not available. Seventy-nine percent ($n = 2,422$) of Student respondents who thought that diversity and equity training for staff and administrators was available believed that it positively influenced the climate and 74% ($n = 584$) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-nine percent ($n = 3,043$) of Student respondents thought that diversity and equity training for faculty was available at the University and 21% ($n = 798$) of Student respondents thought that it was not available. Seventy-eight percent ($n = 2,382$) of Student respondents who thought that diversity and equity training for faculty was available believed that it positively influenced the climate and 73% ($n = 586$) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-two percent ($n = 2,757$) of Student respondents thought that a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories) was available and 28% ($n = 1,090$) of Student respondents thought that such a person was not available. Eighty percent ($n = 2,193$) of Student respondents who thought that a person to address student complaints of bias by faculty/staff in learning environments was available

believed such a resource positively influenced the climate and 79% ($n = 862$) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Seventy percent ($n = 2,701$) of Student respondents thought that a person to address student complaints of bias by other students in learning environments was available and 30% ($n = 1,143$) of Student respondents thought that such a resource was not available. Seventy-seven percent ($n = 2,086$) of the Student respondents who thought that a person to address student complaints of bias by other students in learning environments was available believed that resource positively influenced the climate and 76% ($n = 863$) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Seventy-two percent ($n = 2,739$) of Student respondents thought that increasing opportunities for cross-cultural dialogue between students was available and 28% ($n = 1,089$) of Student respondents thought that increasing opportunities for dialogue was not available. Seventy-nine percent ($n = 2,167$) of Student respondents who thought that increasing opportunities for cross-cultural dialogue between students was available believed that it positively influenced the climate and 78% ($n = 854$) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy percent ($n = 2,671$) of Student respondents thought that increasing opportunities for cross-cultural dialogue among faculty, administrators, staff, and students was available at the University and 30% ($n = 1,152$) of Student respondents thought that increasing opportunities for dialogue was not available. Eight percent ($n = 2,126$) of Student respondents who thought that increasing opportunities for cross-cultural dialogue among faculty, administrators, staff, and students was available believed that they positively influenced the climate and 80% ($n = 920$) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-two percent ($n = 2,767$) of Student respondents thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available at the University and 28% ($n = 1,071$) of Student respondents thought that it was not available. Seventy-five percent ($n = 2,063$) of Student respondents who thought that incorporating issues of

diversity and cross-cultural competence more effectively into the curriculum was available believed that it positively influenced the climate and 73% ($n = 782$) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-eight percent ($n = 2,998$) of Student respondents thought that providing additional service learning opportunities was available and 22% ($n = 834$) of Student respondents thought that it was not available. Eighty-one percent ($n = 2,438$) of Student respondents who thought that providing additional service learning opportunities was available believed that it positively influenced the climate and 76% ($n = 635$) of Student respondents who did not think that it was available thought providing additional service learning opportunities would positively influence the climate if it were available.

Seventy-six percent ($n = 2,885$) of Student respondents thought that effective faculty mentorship of students was available and 24% ($n = 935$) of Student respondents thought that it was not available. Eighty-five percent ($n = 2,444$) of Student respondents who thought that effective faculty mentorship of students was available believed that it positively influenced the climate and 83% ($n = 774$) of Student respondents who did not think that it was available thought faculty mentorship of students would positively influence the climate if it were available.

Eighty-four percent ($n = 3,219$) of Student respondents thought that effective academic advising was available at the University and 16% ($n = 630$) of Student respondents thought that it was not available. Eighty-seven percent ($n = 2,811$) of Student respondents who thought that effective academic advising was available believed that it positively influenced the climate and 81% ($n = 513$) of Student respondents who did not think that it was available thought effective academic advising would positively influence the climate if it were available.

Seventy-eight percent ($n = 2,991$) of Student respondents thought that diversity training for student staff (e.g., student union, resident assistants) was available and 22% ($n = 830$) of Student respondents thought that it was not available. Seventy-seven percent ($n = 2,316$) of Student respondents who thought that diversity training for student staff (e.g., student union, resident assistants) was available believed that it positively influenced the climate and 74% ($n = 611$) of

Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Table 141. Student Respondents' Perceptions of Institutional Initiatives

| | Initiative available at the University | | | | | | | | Initiative NOT available at the University | | | | | | | |
|---|--|------|-----------------------------|------|-------------------------------|-----|---|------|--|------|------------------------------------|------|------------------------------------|-----|---|------|
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total Student respondents who believed initiative was available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total Student respondents who believed initiative was not available | |
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Providing diversity and equity training for students | 2,087 | 72.1 | 694 | 24.0 | 114 | 3.9 | 2,895 | 74.3 | 677 | 67.5 | 250 | 24.9 | 76 | 7.6 | 1,003 | 25.7 |
| Providing diversity and equity training for staff | 2,422 | 78.8 | 559 | 18.2 | 94 | 3.1 | 3,075 | 79.5 | 584 | 73.8 | 137 | 17.3 | 70 | 8.8 | 791 | 20.5 |
| Providing diversity and equity training for faculty | 2,382 | 78.3 | 561 | 18.4 | 100 | 3.3 | 3,043 | 79.2 | 586 | 73.4 | 146 | 18.3 | 66 | 8.3 | 798 | 20.8 |
| Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs) | 2,193 | 79.5 | 485 | 17.6 | 79 | 2.9 | 2,757 | 71.7 | 862 | 79.1 | 154 | 14.1 | 74 | 6.8 | 1,090 | 28.3 |

Table 141. Student Respondents' Perceptions of Institutional Initiatives

| | Initiative available at the University | | | | | | | | Initiative NOT available at the University | | | | | | | |
|--|--|------|-----------------------------|------|-------------------------------|-----|---|------|--|------|------------------------------------|------|------------------------------------|-----|---|------|
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total Student respondents who believed initiative was available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total Student respondents who believed initiative was not available | |
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, labs) | 2,086 | 77.2 | 514 | 19.0 | 101 | 3.7 | 2,701 | 70.3 | 863 | 75.5 | 192 | 16.8 | 88 | 7.7 | 1,143 | 29.7 |
| Increasing opportunities for cross-cultural dialogue between students | 2,167 | 79.1 | 509 | 18.6 | 63 | 2.3 | 2,739 | 71.6 | 854 | 78.4 | 174 | 16.0 | 61 | 5.6 | 1,089 | 28.4 |
| Increasing opportunities for cross-cultural dialogue among faculty, staff and students | 2,126 | 79.6 | 486 | 18.2 | 59 | 2.2 | 2,671 | 69.9 | 920 | 79.9 | 174 | 15.1 | 58 | 5.0 | 1,152 | 30.1 |

Table 141. Student Respondents' Perceptions of Institutional Initiatives

| | Initiative available at the University | | | | | | | | Initiative NOT available at the University | | | | | | | |
|--|--|------|-----------------------------|------|-------------------------------|-----|---|------|--|------|------------------------------------|------|------------------------------------|-----|---|------|
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total Student respondents who believed initiative was available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total Student respondents who believed initiative was not available | |
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum | 2,063 | 74.6 | 563 | 20.3 | 141 | 5.1 | 2,767 | 72.1 | 782 | 73.0 | 201 | 18.8 | 88 | 8.2 | 1,071 | 27.9 |
| Providing additional service learning opportunities | 2,438 | 81.3 | 504 | 16.8 | 56 | 1.9 | 2,998 | 78.2 | 635 | 76.1 | 150 | 18.0 | 49 | 5.9 | 834 | 21.8 |
| Providing effective faculty mentorship of students | 2,444 | 84.7 | 406 | 14.1 | 35 | 1.2 | 2,885 | 75.5 | 774 | 82.8 | 109 | 11.7 | 52 | 5.6 | 935 | 24.5 |
| Providing effective academic advising | 2,811 | 87.3 | 374 | 11.6 | 34 | 1.1 | 3,219 | 83.6 | 513 | 81.4 | 67 | 10.6 | 50 | 7.9 | 630 | 16.4 |
| Providing diversity training for student staff (e.g., student | 2,316 | 77.4 | 574 | 19.2 | 101 | 3.4 | 2,991 | 78.3 | 611 | 73.6 | 151 | 18.2 | 68 | 8.2 | 830 | 21.7 |

Table 141. Student Respondents' Perceptions of Institutional Initiatives

| | Initiative available at the University | | | | | | | Initiative NOT available at the University | | | | | | |
|-----------------------------|--|---|-----------------------------|---|-------------------------------|---|---|--|---|------------------------------------|---|------------------------------------|---|---|
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total Student respondents who believed initiative was available | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total Student respondents who believed initiative was not available |
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | |
| union, resident assistants) | | | | | | | | | | | | | | |

Note: Table reports responses only from Student respondents (*n* = 4,183).

Qualitative comments analyses. Six hundred forty-four, 15% of Undergraduate Student and Graduate/Professional Student respondents elaborated on their responses regarding the influence of institutional initiatives on campus climate. One theme emerged for Graduate/Professional Student respondents: diversity training fatigue. One theme emerged for Undergraduate Student respondents: diversity overemphasized.

Graduate/Professional Students

Diversity Training Fatigue. The one theme that emerged from Graduate/Professional Student respondents was diversity fatigue. Respondents stated, “I feel that too much diversity emphasis will separate people into identity-based categories/cliques and reduce actual connections across group lines. These trainings focus on all of the differences between people, and I believe that more often than not this divides more than it unites,” “I think providing all this training on diversity only causes more diversity. Ultimately, people are there to learn. When you force diversity into a learning environment, the focus is no longer on real-world learning and instead on how people ‘feel.’ This solves nothing,” “I resent the idea of wasting more time with mandatory diversity and equity training. I also question the need to expand that particular bureaucracy any more. I think that most people at this campus already understand the idea of treating others fairly, no matter what they look like,” “Diversity and equity training has a long history of being bigoted towards straight people, men, those of high socioeconomic status, and non-Hispanic whites,” and “People do not like to be forced, and people do not like being told they are racist, sexist, or bigoted as a fundamental nature of their own race, gender, or identity. In fact, that is the very definition of racism. We can tackle bigotry without redirecting hate towards groups that have been deemed somehow ok to be bigoted against.”

Undergraduate Students

Diversity Overemphasized. The one theme that emerged for Undergraduate Student respondents was diversity fatigue. One respondent stated, “I think that shoving the idea of diversity into student's heads does not help anything. The vast majority of people are not racist, sexist, etc. Institutional actions will turn these issues into a much bigger deal than they actually are and will ultimately hurt the campus climate.” Another respondent added, “I have yet to run into anybody that actually discriminates on this campus. I’m in the college of agriculture, arguably the most

red-blooded college on campus, and not a single person I know has a problem with someone just because of their race, ethnicity, gender, or sexual orientation.” Other respondents stated, “Many attempts to increase diversity seems to be meaningless and not make a difference,” “Who even cares about most of this garbage. It's only a big deal because a vocal minority that feels victimized for no reason throws a fit and the whole group has to suffer with trivial, useless diversity training that doesn't even emphasize difference in ideas or approach,” and “The more the campus does to help the diversity the more I feel attacked. I want people to be equal I don't want to be blamed for the actions of people in the past. I am not a racist.” According to one respondent, “Diversity training is a waste of time for everyone. You're not going to change people minds overnight. We are all part of the human race. I see no difference in people. However, what I do see is certain groups of people pushing their agenda on others that may not agree with them. This makes the climate hostile because they portray your disagreement to their agenda as racist.”

Summary.

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

Next Steps

Embarking on this campus-wide assessment is further evidence of the University's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of this assessment was to investigate the climate within the University and to shed light on respondents' personal experiences and observations of living, learning, and working at the University. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions of the community as a whole and the various sub-populations within the University community.

Assessments and reports, however, are not enough to effect change. A plan to develop strategic actions and a subsequent implementation plan are critical to improving the campus climate. At the outset of this project, the University community committed to using the assessment data to build on the successes and address the challenges uncovered in the report. Additionally, the assessment process could be repeated regularly to respond to an ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

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Appendices

Appendix A – Cross Tabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Comment Analyses (Questions #118, #119, and #120)

Appendix D – Survey: *University of Nevada, Reno, Assessment of Climate for Learning, Living, and Working*

Appendix A – Cross Tabulations by Selected Demographics

Table 142. Cross Tabulations of Level 1 Demographic Categories by Primary Status

| | | Undergraduate Student | | Graduate Student | | Academic Faculty/Post-doc/Research Scientist, Librarian | | Administrative Faculty/Exec Level Admin Faculty | | Classified Staff | | Total | |
|-----------------|------------------------|-----------------------|------|------------------|------|---|------|---|------|------------------|------|----------|------|
| | | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Gender identity | Women | 2,084 | 61.5 | 473 | 59.6 | 372 | 50.4 | 455 | 58.3 | 464 | 65.1 | 3,848 | 60.0 |
| | Men | 1,221 | 36.0 | 301 | 37.9 | 337 | 45.7 | 308 | 39.4 | 238 | 33.4 | 2,405 | 37.5 |
| | Trans-spectrum | 59 | 1.7 | 14 | 1.8 | 7 | 0.9 | 3 | 0.4 | 4 | 0.6 | 87 | 1.4 |
| | Unknown/Missing/Other | 25 | 0.7 | 6 | 0.8 | 22 | 3.0 | 15 | 1.9 | 7 | 1.0 | 75 | 1.2 |
| Racial identity | People of Color | 86 | 2.5 | 69 | 8.7 | 34 | 4.6 | 14 | 1.8 | 13 | 1.8 | 216 | 3.4 |
| | Asian/Asian American | 288 | 8.5 | 69 | 8.7 | 47 | 6.4 | 28 | 3.6 | 20 | 2.8 | 452 | 7.0 |
| | Black/African American | 100 | 3.0 | 24 | 3.0 | 12 | 1.6 | 31 | 4.0 | 17 | 2.4 | 184 | 2.9 |
| | Latina/x/o/Chicana/x/o | 385 | 11.4 | 51 | 6.4 | 29 | 3.9 | 52 | 6.7 | 63 | 8.8 | 580 | 9.0 |
| | White | 1,902 | 56.1 | 470 | 59.2 | 524 | 71.0 | 563 | 72.1 | 512 | 71.8 | 3,971 | 61.9 |
| | Multiracial | 577 | 17.0 | 81 | 10.2 | 35 | 4.7 | 58 | 7.4 | 53 | 7.4 | 804 | 12.5 |
| | Unknown/Missing/Other | 51 | 1.5 | 30 | 3.8 | 57 | 7.7 | 35 | 4.5 | 35 | 4.9 | 208 | 3.2 |
| Sexual identity | Queer-spectrum | 309 | 9.1 | 69 | 8.7 | 46 | 6.2 | 49 | 6.3 | 36 | 5.0 | 509 | 7.9 |
| | Bisexual | 293 | 8.6 | 53 | 6.7 | 19 | 2.6 | 24 | 3.1 | 22 | 3.1 | 411 | 6.4 |
| | Heterosexual | 2,721 | 80.3 | 659 | 83.0 | 613 | 83.1 | 685 | 87.7 | 631 | 88.5 | 5,309 | 82.8 |
| | Missing/Unknown/Other | 66 | 1.9 | 13 | 1.6 | 60 | 8.1 | 23 | 2.9 | 24 | 3.4 | 186 | 2.9 |

Table 142. Cross Tabulations of Level 1 Demographic Categories by Primary Status

| | | Undergraduate Student | | Graduate Student | | Academic Faculty/Post-doc/Research Scientist, Librarian | | Administrative Faculty/Exec Level Admin Faculty | | Classified Staff | | Total | |
|-----------------------|---|-----------------------|------|------------------|------|---|------|---|------|------------------|------|----------|------|
| | | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Citizenship status | U.S. Citizen | 3,092 | 91.2 | 585 | 73.7 | 563 | 76.3 | 697 | 89.2 | 637 | 89.3 | 5,574 | 86.9 |
| | U.S. Citizen, Naturalized | 153 | 4.5 | 43 | 5.4 | 69 | 9.3 | 56 | 7.2 | 52 | 7.3 | 373 | 5.8 |
| | Non-U.S. Citizen | 121 | 3.6 | 163 | 20.5 | 93 | 12.6 | 22 | 2.8 | 19 | 2.7 | 418 | 6.5 |
| | Unknown/Missing/ | 23 | 0.7 | 3 | 0.4 | 13 | 1.8 | 6 | 0.8 | 5 | 0.7 | 50 | 0.8 |
| Disability status | Single Disability | 276 | 8.1 | 64 | 8.1 | 48 | 6.5 | 47 | 6.0 | 46 | 6.5 | 481 | 7.5 |
| | No Disability | 2,901 | 85.6 | 695 | 87.5 | 660 | 89.4 | 711 | 91.0 | 628 | 88.1 | 5,595 | 87.2 |
| | Multiple Disabilities | 189 | 5.6 | 30 | 3.8 | 19 | 2.6 | 15 | 1.9 | 32 | 4.5 | 285 | 4.4 |
| | Unknown/Missing/Other | 23 | 0.7 | 5 | 0.6 | 11 | 1.5 | 8 | 1.0 | 7 | 1.0 | 54 | 0.8 |
| Religious affiliation | Christian Affiliation | 1,384 | 40.8 | 235 | 29.6 | 199 | 27.0 | 324 | 41.5 | 342 | 48.0 | 2,484 | 38.7 |
| | Other Religious Affiliation | 177 | 5.2 | 106 | 13.4 | 58 | 7.9 | 44 | 5.6 | 21 | 2.9 | 406 | 6.3 |
| | No Religious Affiliation Including Not Listed | 1,621 | 47.8 | 397 | 50.0 | 383 | 51.9 | 340 | 43.5 | 289 | 40.5 | 3,030 | 47.2 |
| | Multiple Religious Affiliations | 154 | 4.5 | 35 | 4.4 | 31 | 4.2 | 40 | 5.1 | 22 | 3.1 | 282 | 4.4 |
| | Unknown/Missing | 53 | 1.6 | 21 | 2.6 | 67 | 9.1 | 33 | 4.2 | 39 | 5.5 | 213 | 3.3 |

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

Appendix B – Data Tables

PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Table B1. What is your primary position at University of Nevada, Reno (the University)? (Question 1)

| Position | <i>n</i> | % |
|---|--------------|-------------|
| Undergraduate student | 3,389 | 52.8 |
| Started at the University as a first-year student (fall or spring semester) | 2,652 | 41.3 |
| Transferred from another institution | 671 | 10.5 |
| Second baccalaureate | 44 | 0.7 |
| Undergraduate certificate – non-degree seeking | 11 | 0.2 |
| Early entry student | 11 | 0.2 |
| Graduate/professional student | 794 | 12.4 |
| Doctoral degree (e.g., PhD, EdD) | 336 | 5.2 |
| Professional degree (e.g., MD, PA) | 64 | 1.0 |
| Resident/fellow | 4 | 0.1 |
| Graduate certificate/licensure | 21 | 0.3 |
| Graduate special – non-degree seeking | 26 | 0.4 |
| Master’s degree candidate | 343 | 5.3 |
| Faculty - tenured | 250 | 3.9 |
| Assistant professor | 5 | 0.1 |
| Associate professor | 116 | 1.8 |
| Professor | 129 | 2.0 |
| Faculty - tenure-track | 202 | 3.1 |
| Assistant professor | 178 | 2.8 |
| Associate professor | 13 | 0.2 |
| Professor | 11 | 0.2 |
| Faculty non-tenure-track | 256 | 4.0 |
| Letter of appointment (LOA) | 69 | 1.1 |
| Letter of appointment with benefits (LOB) | 15 | 0.2 |
| Lecturer | 112 | 1.7 |
| Clinical faculty | 37 | 0.6 |
| Assistant professor | 20 | 0.3 |
| Associate professor | 10 | 0.2 |
| Professor | 7 | 0.1 |
| Research faculty | 17 | 0.3 |

Table B1. What is your primary position at University of Nevada, Reno (the University)? (Question 1)

| Position | <i>n</i> | % |
|---|------------|-------------|
| Assistant professor | 11 | 0.2 |
| Associate professor | 4 | 0.1 |
| Professor | 2 | 0.0 |
| Research scientist, librarian | 6 | 0.1 |
| Post-Doctoral scholar | 30 | 0.5 |
| Administrative faculty (full-time) | 750 | 11.7 |
| Executive-level administrative faculty | 31 | 0.5 |
| President, provost, vice provosts, deans | 21 | 0.3 |
| Vice presidents, associate vice presidents | 10 | 0.2 |
| Classified staff | 713 | 11.1 |

Note: No missing data exist for the primary categories in this question; all respondents were required to select an answer.

Table B2. Are you full-time or part-time in that primary position? (Question 2)

| Status | <i>n</i> | % |
|-----------|----------|------|
| Full-time | 5,890 | 91.8 |
| Part-time | 518 | 8.1 |
| Missing | 7 | 0.1 |

Table B3. Students only: What percentage of your classes have you taken exclusively online at the University? (Question 3)

| Percentage of online classes | <i>n</i> | % |
|------------------------------|----------|------|
| 100% | 200 | 4.8 |
| 76% - 99% | 96 | 2.3 |
| 51% - 75% | 49 | 1.2 |
| 26% - 50% | 177 | 4.2 |
| 1% - 25% | 1,926 | 46.0 |
| 0% | 1,733 | 41.4 |
| Missing | 2 | 0.0 |

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 4,183).

Table B4. What is your birth sex (assigned)? (Question 47)

| Birth sex | <i>n</i> | % |
|-----------|----------|------|
| Female | 3,912 | 61.0 |
| Intersex | 5 | 0.1 |
| Male | 2,460 | 38.3 |
| Missing | 38 | 0.6 |

Table B5. What is your gender/gender identity? (Mark all that apply.) (Question 48)

| Gender identity | <i>n</i> | % |
|--------------------------|----------|------|
| Genderqueer | 27 | 0.4 |
| Man | 2,405 | 37.5 |
| Nonbinary | 43 | 0.7 |
| Transgender | 17 | 0.3 |
| Woman | 3,848 | 60.0 |
| A gender not listed here | 8 | 0.1 |
| Missing | 67 | 1.0 |

Table B6. What is your current gender expression? (Question 49)

| Gender expression | <i>n</i> | % |
|-------------------------------------|----------|------|
| Androgynous | 114 | 1.8 |
| Feminine | 3,785 | 59.0 |
| Masculine | 2,383 | 37.1 |
| A gender expression not listed here | 34 | 0.5 |
| Missing | 99 | 1.5 |

Table B7. What is your citizenship/immigrant status in the U.S.? (Question 50)

| Citizenship/immigrant status | <i>n</i> | % |
|--|----------|------|
| A visa holder (such as F-1, J-1, H1-B, U) | 220 | 3.4 |
| Currently under a withholding of removal status | 1 | 0.0 |
| DACA (Deferred Action for Childhood Arrival) | 30 | 0.5 |
| DAPA (Deferred Action for Parental Accountability) | 1 | 0.0 |
| Other legally documented status | 3 | 0.0 |
| Permanent resident | 159 | 2.5 |
| Refugee status | 1 | 0.0 |
| Undocumented resident | 3 | 0.0 |
| U.S. citizen, birth | 5,574 | 86.9 |
| U.S. citizen, naturalized | 373 | 5.8 |
| Missing | 50 | 0.8 |

Table B8. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. (If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.) (Question 51)

| Racial/ethnic identity | <i>n</i> | % |
|--|----------|------|
| Alaska Native | 8 | 0.1 |
| American Indian/Native American | 187 | 2.9 |
| Asian/Asian American | 676 | 10.5 |
| Black/African American | 307 | 4.8 |
| Latina/x/o/Chicana/x/o | 924 | 14.4 |
| Middle Eastern | 115 | 1.8 |
| Native Hawaiian | 34 | 0.5 |
| Pacific Islander | 132 | 2.1 |
| South Asian | 122 | 1.9 |
| White/European American | 4,657 | 72.6 |
| A racial/ethnic identity not listed here | 82 | 1.3 |
| Missing | 208 | 3.2 |

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

Table B9. What is your age? (Question 52)

| Age | <i>n</i> | % |
|---------------|----------|------|
| 19 or younger | 1,070 | 16.7 |
| 20-21 | 1,403 | 21.9 |
| 22-24 | 811 | 12.6 |
| 25-34 | 1,040 | 16.2 |
| 35-44 | 661 | 10.3 |
| 45-54 | 493 | 7.7 |
| 55-64 | 403 | 6.3 |
| 65-74 | 102 | 1.6 |
| 75 and older | 4 | 0.1 |
| Missing | 428 | 6.7 |

Table B10. What is your current political party affiliation? (Question 53)

| Political affiliation | <i>n</i> | % |
|--|----------|------|
| No political affiliation | 1,652 | 25.8 |
| Democrat | 2,623 | 40.9 |
| Green | 10 | 0.2 |
| Independent | 670 | 10.4 |
| Libertarian | 185 | 2.9 |
| Republican | 1,055 | 16.4 |
| Socialist | 12 | 0.2 |
| Political affiliation not listed above | 75 | 1.2 |
| Missing | 133 | 2.1 |

Table B11. How would you describe your current political views? (Question 54)

| Political views | <i>n</i> | % |
|-------------------|----------|------|
| Very conservative | 148 | 2.3 |
| Conservative | 821 | 12.8 |
| Moderate | 2,521 | 39.3 |
| Liberal | 1,919 | 29.9 |
| Very liberal | 839 | 13.1 |
| Missing | 167 | 2.6 |

Table B12. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity. (Question 55)

| Sexual identity | <i>n</i> | % |
|-----------------------------------|----------|------|
| Asexual | 25 | 0.4 |
| Bisexual | 411 | 6.4 |
| Gay | 164 | 2.6 |
| Heterosexual (straight) | 5,309 | 82.8 |
| Lesbian | 74 | 1.2 |
| Pansexual | 97 | 1.5 |
| Queer | 67 | 1.0 |
| Questioning | 107 | 1.7 |
| A sexual identity not listed here | 30 | 0.5 |
| Missing | 131 | 2.0 |

Table B13. Do you have substantial parenting or caregiving responsibility? (Mark all that apply.) (Question 56)

| Parenting or caregiving responsibility | <i>n</i> | % |
|---|--------------|-------------|
| No | 5,098 | 79.5 |
| Yes | 1,256 | 19.6 |
| Children 5 years or under | 436 | 34.7 |
| Children 6-18 years old | 654 | 52.1 |
| Children over 18 years of age, but still legally dependent (e.g., in college, disabled) | 201 | 16.0 |
| Independent adult children over 18 years of age | 140 | 11.1 |
| Partner with disability or illness | 46 | 3.7 |
| Senior or other family member | 235 | 18.7 |
| A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending) | 56 | 4.5 |
| Missing | 61 | 1.0 |

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

Table B14. Have you ever served in the U.S. Armed Forces, on active duty, in the National Guard, or in the Reserves? If so, please indicate your current primary status. (Question 57)

| Military status | <i>n</i> | % |
|---|------------|------------|
| I have never served in the U.S. Armed Forces. | 5,653 | 88.1 |
| I am currently on active duty. | 2 | 0.0 |
| I am currently a member of the National Guard (but not in ROTC). | 28 | 0.4 |
| I am currently a member of the Reserves (but not in ROTC). | 8 | 0.1 |
| I am not currently serving, but have served (e.g., retired/veteran). | 154 | 2.4 |
| I am in ROTC. | 21 | 0.3 |
| I am a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces. | 321 | 5.0 |
| Missing | 228 | 3.6 |

Table B15. What is the highest level of education achieved by your primary parent(s)/guardian(s)? (Question 58)

| Level of education | Parent/guardian 1 | | Parent/guardian 2 | |
|--|-------------------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % |
| No high school | 254 | 4.0 | 260 | 4.1 |
| Some schooling but no high school degree | 309 | 4.8 | 319 | 5.0 |
| Completed high school/GED | 1,202 | 18.7 | 1,316 | 20.5 |
| Some college | 936 | 14.6 | 1,061 | 16.5 |
| Business/technical certificate/degree | 208 | 3.2 | 255 | 4.0 |
| Associate's degree | 392 | 6.1 | 397 | 6.2 |
| Bachelor's degree | 1,540 | 24.0 | 1,474 | 23.0 |
| Some graduate work | 105 | 1.6 | 108 | 1.7 |
| Master's degree (e.g., MA, MS, MBA) | 866 | 13.5 | 606 | 9.4 |
| Specialist degree (e.g., EdS) | 35 | 0.5 | 16 | 0.2 |
| Doctoral degree (e.g., PhD, EdD) | 240 | 3.7 | 116 | 1.8 |
| Professional degree (e.g., MD, JD) | 209 | 3.3 | 119 | 1.9 |
| Unknown | 22 | 0.3 | 94 | 1.5 |
| Not applicable | 50 | 0.8 | 183 | 2.9 |
| Missing | 47 | 0.7 | 91 | 1.4 |

Table B16. Administrative Faculty/Classified Staff only: What is your highest level of education? (Question 59)

| Level of education | <i>n</i> | % |
|--|----------|------|
| No high school | 8 | 0.6 |
| Some high school | 6 | 0.4 |
| Completed high school/GED | 61 | 4.2 |
| Some college | 167 | 11.5 |
| Business/technical certificate/degree | 36 | 2.5 |
| Associate's degree | 89 | 6.1 |
| Bachelor's degree | 422 | 29.0 |
| Some graduate work | 138 | 9.5 |
| Master's degree (e.g., MA, MS, MBA, MLS) | 421 | 29.0 |
| Specialist degree (e.g., EdS) | 4 | 0.3 |
| Doctoral degree (e.g., PhD, EdD) | 74 | 5.1 |
| Professional degree (e.g., MD, JD) | 28 | 1.9 |
| Missing | 19 | 1.3 |

Note: Table includes responses only from those respondents who indicated that they were Administrative Faculty, Vice Presidents, Associate Vice Presidents, or Classified Staff in Question 1 (*n* = 1,473).

Table B17. Academic Faculty/Administrative Faculty/Classified Staff only: How long have you been employed at the University? (Question 60)

| Length of employment | <i>n</i> | % |
|----------------------|----------|------|
| Less than one year | 238 | 10.7 |
| 1-5 years | 810 | 36.3 |
| 6-10 years | 363 | 16.3 |
| 11-15 years | 326 | 14.6 |
| 16-20 years | 193 | 8.6 |
| More than 20 years | 265 | 11.9 |
| Missing | 37 | 1.7 |

Note: Table includes responses only from those respondents who indicated that they were Academic Faculty, Post-Doctoral Scholars, Administrative Faculty, Executive-level Administrative Faculty, or Classified Staff in Question 1 (*n* = 2,232).

Table B18. Undergraduate Students only: Where are you in your college career at the University? (Question 61)

| Year | <i>n</i> | % |
|----------------------|----------|------|
| First year | 715 | 21.1 |
| Second year | 728 | 21.5 |
| Third year | 873 | 25.8 |
| Fourth year | 789 | 23.3 |
| Fifth year | 196 | 5.8 |
| Sixth year (or more) | 80 | 2.4 |
| Missing | 8 | 0.2 |

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 3,389).

Table B19. Graduate/Professional Students only: Where are you in your graduate studies program at the University? (Question 62)

| Year | <i>n</i> | % |
|------------------------------------|------------|-------------|
| Certificate student | 6 | 0.8 |
| Graduate special | 35 | 4.4 |
| Master degree student | 375 | 47.2 |
| First year | 180 | 49.3 |
| Second year | 134 | 36.7 |
| Third year | 42 | 11.5 |
| Fourth year or more | 9 | 2.5 |
| Doctoral degree student | 341 | 42.9 |
| First year | 79 | 24.2 |
| Second year | 81 | 24.8 |
| Third year | 66 | 20.2 |
| Fourth year or more | 100 | 30.7 |
| Professional degree student | 36 | 4.5 |
| First year | 11 | 32.4 |
| Second year | 6 | 17.6 |
| Third year | 6 | 17.6 |
| Fourth year or more | 11 | 32.4 |
| Missing | 1 | 0.1 |

Note: Table includes responses only from those respondents who indicated that they were Graduate/Professional Students in Question 1 (*n* = 794). Percentages for sub-categories are valid percentages and do not include missing responses.

Table B20. Academic Faculty only: With which academic division are you primarily affiliated at this time? (Question 63)

| Academic division/college | <i>n</i> | % |
|--|----------|------|
| College of Agriculture, Biotechnology, and Natural Resources | 62 | 8.2 |
| College of Business | 48 | 6.3 |
| College of Education | 52 | 6.9 |
| College of Engineering | 56 | 7.4 |
| College of Liberal Arts | 195 | 25.7 |
| College of Science | 135 | 17.8 |
| Division of Health Sciences | 9 | 1.2 |
| Orvis School of Nursing | 28 | 3.7 |
| Reynolds School of Journalism | 21 | 2.8 |
| School of Community Health Sciences | 48 | 6.3 |
| School of Medicine | 49 | 6.5 |
| Missing | 56 | 7.4 |

Note: Table includes responses only from those respondents who indicated that they were Faculty, Post-Doctoral Scholars, or President, Provost, Vice Provosts, or Deans in Question 1 ($n = 759$).

Table B21. Administrative Faculty/Classified Staff only: With which academic division/work unit are you primarily affiliated at this time? (Question 64)

| Academic division/work unit | <i>n</i> | % |
|--|----------|------|
| Athletics | 77 | 5.2 |
| Academic offices (Academic Advising and Student Achievement, Core Curriculum, Honors Program, Intensive English Language Center, University Math Center, University Tutoring Center, Assessment and Accreditation, Composition and Communication in the Disciplines, University Writing Center, Office of Service Learning and Civic Engagement) | 11 | 0.7 |
| College of Agriculture, Biotechnology, and Natural Resources | 40 | 2.7 |
| College of Business | 18 | 1.2 |
| College of Education | 45 | 3.1 |
| College of Engineering | 29 | 2.0 |
| College of Liberal Arts | 47 | 3.2 |
| College of Science | 41 | 2.8 |
| Development and Alumni Relations | 37 | 2.5 |
| Facilities Services | 175 | 11.9 |
| <i>Facilities Maintenance Services</i> | 92 | 6.2 |
| <i>Planning and Construction Services</i> | 28 | 1.9 |
| <i>Facilities Services</i> | 26 | 1.8 |
| <i>Missing</i> | 29 | 2.0 |
| Finance and Administration (Business and Finance, Human Resources, Planning Budget and Analysis, Real Estate) | 113 | 7.7 |
| Orvis School of Nursing | 3 | 0.2 |
| Office of Research and Innovation (Animal Resources, Enterprise and Innovation, Environmental Health and Safety, InNevation Center, Nevada Center for Applied Research, Nevada Industry Excellence, Research Integrity, Sponsored Projects, Undergraduate Research) | 82 | 5.6 |
| Office of Information Technology | 68 | 4.6 |
| President's Office (e.g., Diversity Initiatives, External Relations, General Counsel, Marketing and Communications) | 33 | 2.2 |
| Provost's Office (e.g., Extended Studies, Graduate School, Equal Opportunity and Title IX, Organizational Resilience, University of Nevada Press) | 68 | 4.6 |
| Police Services | 22 | 1.5 |
| Reynolds School of Journalism | 10 | 0.7 |
| School of Medicine | 137 | 9.3 |
| School of Social Work | 7 | 0.5 |

| | | |
|---|-----|------|
| School of Community Health Sciences | 54 | 3.7 |
| Student Services | 165 | 11.2 |
| <i>Enrollment Services</i> | 58 | 3.9 |
| <i>Student Life Services and Counseling</i> | 72 | 4.9 |
| <i>Missing</i> | 35 | 2.4 |
| University of Nevada Cooperative Extension | 57 | 3.9 |
| University Libraries | 66 | 4.5 |
| Missing | 68 | 4.6 |

Note: Table includes responses only from those respondents who indicated that they that they were Administrative Faculty, Vice Presidents, Associate Vice Presidents, or Classified Staff in Question 1 ($n = 1,473$).

Table B22. Undergraduate Students only: What is your major (if modified choose the primary department/program, excluding minors)? (Mark all that apply.) (Question 65)

| Academic major | <i>n</i> | % |
|----------------------------------|----------|------|
| Undeclared | 58 | 1.7 |
| Accounting | 48 | 1.4 |
| Accounting & information systems | 9 | 0.3 |
| Agricultural sciences | 10 | 0.1 |
| Anthropology | 36 | 1.1 |
| Art | 52 | 1.5 |
| Art (Art history) | 10 | 0.3 |
| Atmospheric science | 6 | 0.2 |
| Biochemistry & molecular biology | 81 | 2.4 |
| Biology | 209 | 6.2 |
| Biomedical engineering | 28 | 0.8 |
| Biotechnology | 19 | 0.6 |
| Chemical engineering | 46 | 1.4 |
| Chemistry | 48 | 1.4 |
| Civil engineering | 97 | 2.9 |
| Communication studies | 37 | 1.1 |
| Community health sciences | 385 | 11.4 |
| Computer science & engineering | 149 | 4.4 |
| Criminal justice | 116 | 3.4 |
| Dance | 1 | 0.0 |
| Ecohydrology | 6 | 0.2 |
| Economics | 38 | 1.1 |
| Electrical engineering | 70 | 2.1 |
| Engineering physics | 2 | 0.1 |
| English | 68 | 2.0 |

Table B22. Undergraduate Students only: What is your major (if modified choose the primary department/program, excluding minors)? (Mark all that apply.) (Question 65)

| Academic major | <i>n</i> | % |
|--------------------------------------|----------|-----|
| Environmental engineering | 34 | 1.0 |
| Environmental science | 41 | 1.2 |
| Finance | 50 | 1.5 |
| Forest management & ecology | 9 | 0.3 |
| French | 27 | 0.8 |
| Gender, race & identity | 9 | 0.3 |
| General business | 27 | 0.8 |
| General studies | 12 | 0.4 |
| Geography | 16 | 0.5 |
| Geological engineering | 17 | 0.5 |
| Geology | 7 | 0.2 |
| Geophysics | 2 | 0.1 |
| History | 24 | 0.7 |
| Human development and family studies | 152 | 4.5 |
| Hydrogeology | 1 | 0.0 |
| Information systems | 46 | 1.4 |
| Integrated elementary teaching | 47 | 1.4 |
| International affairs | 37 | 1.1 |
| International business | 25 | 0.7 |
| Journalism | 89 | 2.6 |
| Kinesiology | 91 | 2.7 |
| Management | 82 | 2.4 |
| Marketing | 95 | 2.8 |
| Materials science & engineering | 13 | 0.4 |
| Mathematics | 67 | 2.0 |
| Mechanical engineering | 148 | 4.4 |
| Metallurgical engineering | 1 | 0.0 |
| Mining engineering | 7 | 0.2 |
| Molecular microbiology & immunology | 69 | 2.0 |
| Music | 16 | 0.5 |
| Music applied | 14 | 0.4 |
| Music education | 13 | 0.4 |
| Neuroscience | 89 | 2.6 |
| NevadaTeach | 21 | 0.6 |

Table B22. Undergraduate Students only: What is your major (if modified choose the primary department/program, excluding minors)? (Mark all that apply.) (Question 65)

| Academic major | <i>n</i> | % |
|---|----------|-----|
| Nursing | 244 | 7.2 |
| Nutrition | 32 | 0.9 |
| Philosophy | 21 | 0.6 |
| Physics | 26 | 0.8 |
| Political science | 89 | 2.6 |
| Psychology | 199 | 5.9 |
| Rangeland ecology & management | 3 | 0.1 |
| Secondary education | 47 | 1.4 |
| Secondary education & English | 18 | 0.5 |
| Secondary education & history | 10 | 0.3 |
| Secondary education & political science | 2 | 0.1 |
| Secondary education & Spanish | 1 | 0.0 |
| Social work | 42 | 1.2 |
| Sociology | 26 | 0.8 |
| Spanish | 53 | 1.6 |
| Speech pathology | 33 | 1.0 |
| Theatre | 16 | 0.5 |
| Veterinary science | 40 | 1.2 |
| Wildlife ecology & conservation | 23 | 0.7 |
| Missing | 13 | 0.4 |

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 3,389). Percentages may not sum to 100 as a result of multiple response choices.

Table B23. Graduate/Professional Students only: What is your academic division? (Mark all that apply.) (Question 66)

| Academic division | <i>n</i> | % |
|-----------------------------|----------|-----|
| Master's degree | | |
| Accountancy | 3 | 0.4 |
| Animal & rangeland sciences | 4 | 0.5 |
| Anthropology | 6 | 0.8 |
| Art | 2 | 0.3 |
| Atmospheric science | 6 | 0.8 |
| Biochemistry | 3 | 0.4 |
| Biology | 14 | 1.8 |
| Biomedical engineering | 4 | 0.5 |
| Business administration | 38 | 4.8 |

**Table B23. Graduate/Professional Students only: What is your academic division?
 (Mark all that apply.) (Question 66)**

| Academic division | <i>n</i> | % |
|---|----------|-----|
| CASAT | 0 | 0.0 |
| Cellular & molecular biology | 5 | 0.6 |
| Chemical engineering | 3 | 0.4 |
| Chemistry | 9 | 1.1 |
| Civil & environmental engineering | 18 | 2.3 |
| Communication studies | 7 | 0.9 |
| Computer science & engineering | 28 | 3.5 |
| Counseling | 34 | 4.3 |
| Criminal justice | 4 | 0.5 |
| Economics | 3 | 0.4 |
| Educational leadership | 22 | 2.8 |
| Electrical engineering | 4 | 0.5 |
| Elementary education | 5 | 0.6 |
| English | 9 | 1.1 |
| English, creative writing emphasis | 13 | 1.6 |
| Environmental sciences | 7 | 0.9 |
| Equity & diversity in education | 4 | 0.5 |
| Executive master of business administration | 1 | 0.1 |
| Finance | 0 | 0.0 |
| Gender, race, & identity studies | 0 | 0.0 |
| Geography | 9 | 1.1 |
| Geological engineering | 0 | 0.0 |
| Geology | 7 | 0.9 |
| Geophysics | 3 | 0.4 |
| Higher education administration | 4 | 0.5 |
| History | 2 | 0.3 |
| Human development & family studies | 9 | 1.1 |
| Hydrogeology | 1 | 0.1 |
| Hydrology | 4 | 0.5 |
| Information systems | 5 | 0.6 |
| Journalism | 9 | 1.1 |
| Judicial studies | 2 | 0.3 |
| Justice management | 1 | 0.1 |
| Land use planning policy | 0 | 0.0 |
| Literacy studies | 1 | 0.1 |

**Table B23. Graduate/Professional Students only: What is your academic division?
 (Mark all that apply.) (Question 66)**

| Academic division | <i>n</i> | % |
|---|----------|-----|
| Materials science & engineering | 4 | 0.5 |
| Mathematics | 9 | 1.1 |
| Mechanical engineering | 10 | 1.3 |
| Metallurgical engineering | 2 | 0.3 |
| Mining engineering | 3 | 0.4 |
| Music | 4 | 0.5 |
| Natural resources & environmental science | 8 | 1.0 |
| Neuroscience | 4 | 0.5 |
| Nursing | 32 | 4.0 |
| Nursing/public health | 5 | 0.6 |
| Nutrition | 4 | 0.5 |
| Philosophy | 5 | 0.6 |
| Physician assistant studies | 1 | 0.1 |
| Physics | 6 | 0.8 |
| Political science | 3 | 0.4 |
| Psychology | 18 | 2.3 |
| Public administration & policy | 2 | 0.3 |
| Public health | 62 | 7.8 |
| Secondary education | 5 | 0.6 |
| Secondary education teacher licensure | 2 | 0.3 |
| Social work | 29 | 3.7 |
| Sociology | 3 | 0.4 |
| Special education | 11 | 1.4 |
| Speech pathology & audiology | 1 | 0.1 |
| Teaching of history | 0 | 0.0 |
| World languages & literatures | 3 | 0.4 |
| Doctoral degree | | |
| Animal & rangeland sciences | 1 | 0.1 |
| Anthropology | 10 | 1.3 |
| Atmospheric science | 4 | 0.5 |
| Basque studies | 0 | 0.0 |
| Biochemistry | 7 | 0.9 |
| Biomedical engineering | 3 | 0.4 |
| Business administration | 1 | 0.1 |
| Cellular & molecular biology | 16 | 2.0 |

**Table B23. Graduate/Professional Students only: What is your academic division?
 (Mark all that apply.) (Question 66)**

| Academic division | <i>n</i> | % |
|--|----------|-----|
| Cellular & molecular pharmacology & physiology | 6 | 0.8 |
| Chemical engineering | 7 | 0.9 |
| Chemical physics | 1 | 0.1 |
| Chemistry | 24 | 3.0 |
| Civil & environmental engineering | 15 | 1.9 |
| Computer science & engineering | 19 | 2.4 |
| Counselor education and supervision | 5 | 0.6 |
| Ecology, evolution & conservation biology | 24 | 3.0 |
| Economics | 3 | 0.4 |
| Education | 32 | 4.0 |
| Electrical engineering | 7 | 0.9 |
| English | 3 | 0.4 |
| Environmental sciences | 2 | 0.3 |
| Geo-engineering | 3 | 0.4 |
| Geography | 4 | 0.5 |
| Geology | 1 | 0.1 |
| Geophysics | 2 | 0.3 |
| History | 1 | 0.1 |
| Hydrogeology | 0 | 0.0 |
| Hydrology | 2 | 0.3 |
| Interdisciplinary social psychology | 17 | 2.1 |
| Judicial sciences | 0 | 0.0 |
| Materials science & engineering | 6 | 0.8 |
| Mathematics | 1 | 0.1 |
| Mechanical engineering | 5 | 0.6 |
| Neuroscience | 12 | 1.5 |
| Nursing | 6 | 0.8 |
| Nursing practice (from BSN) | 9 | 1.1 |
| Nursing practice (from MSN) | 10 | 1.3 |
| Physics | 14 | 1.8 |
| Political science | 6 | 0.8 |
| Psychology | 25 | 3.1 |
| Public health | 8 | 1.0 |
| Speech language pathology | 0 | 0.0 |
| Statistics and data science | 5 | 0.6 |

Table B23. Graduate/Professional Students only: What is your academic division? (Mark all that apply.) (Question 66)

| Academic division | <i>n</i> | % |
|--|----------|-----|
| Certifications | | |
| Addiction treatment & prevention services | 4 | 0.5 |
| Adult gerontology acute care nurse practitioner | 3 | 0.4 |
| Clinical nurse leader | 0 | 0.0 |
| Cybersecurity | 0 | 0.0 |
| Early intervention/early childhood special education | 3 | 0.4 |
| Ethics, law, & politics | 1 | 0.1 |
| Gender, race, & identity | 8 | 1.0 |
| Gerontology | 2 | 0.3 |
| Gifted and talented education | 1 | 0.1 |
| Graduate studies in history | 1 | 0.1 |
| International water resources | 0 | 0.0 |
| Nuclear packaging | 2 | 0.3 |
| Nurse practitioner | 14 | 1.8 |
| Nursing education | 1 | 0.1 |
| Peer support specialist in behavioral health | 0 | 0.0 |
| Psychiatric-mental health nurse practitioner | 2 | 0.3 |
| Renewable energy | 4 | 0.5 |
| Social justice | 3 | 0.4 |
| Teaching English to speakers of other languages | 1 | 0.1 |
| UNR med post-baccalaureate program | 3 | 0.4 |
| Missing | 67 | 8.4 |

Note: Table includes responses only from those respondents who indicated that they were Graduate/Professional Students in Question 1 (*n* = 794). Percentages may not sum to 100 as a result of multiple response choices.

Table B24. Do you have a condition/disability that influences your learning, living, or working activities? (Question 67)

| Condition | <i>n</i> | % |
|-----------|----------|------|
| No | 5,595 | 87.2 |
| Yes | 795 | 12.4 |
| Missing | 25 | 0.4 |

Table B25. Which, if any, of the conditions listed below influence your learning, living, or working activities? (Mark all that apply.) (Question 68)

| Condition | <i>n</i> | % |
|--|----------|------|
| ADD/ADHD | 165 | 20.8 |
| Cognitive (e.g., acquired/traumatic brain injury, PTSD) | 103 | 13.0 |
| Developmental | 12 | 1.5 |
| Hearing impaired | 54 | 6.8 |
| Learning | 84 | 10.6 |
| Other health related (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia) | 192 | 24.2 |
| Physical | 95 | 11.9 |
| Psychological (e.g., anxiety, depression) | 382 | 48.1 |
| Speech language | 18 | 2.3 |
| Substance abuse | 19 | 2.4 |
| Vision | 58 | 7.3 |
| Missing | 29 | 3.6 |

Note: Table includes responses from only those respondents who indicated that they had a disability in Question 67 (*n* = 795). Percentages may not sum to 100 as a result of multiple response choices.

Table B26. Students only: Are you registered with the Disabilities Resource Center? (Question 69)

| Registered | <i>n</i> | % |
|------------|----------|------|
| No | 312 | 54.2 |
| Yes | 263 | 45.7 |
| Missing | 1 | 0.0 |

Note: Table includes responses only from those Student respondents who indicated that they had a disability in Question 67 (*n* = 576).

Table B27. Academic Faculty/Administrative Faculty/Classified Staff only: Are you receiving accommodations for your disability? (Question 70)

| Requested accommodations | <i>n</i> | % |
|--------------------------|----------|------|
| No | 158 | 72.1 |
| Yes | 57 | 26.0 |
| Missing | 4 | 1.8 |

Note: Table includes responses only from those Academic Faculty, Post-Doctoral Scholars, Administrative Faculty, Executive-level Administrative Faculty, and Classified Staff respondents who indicated that they had a disability in Question 67 (*n* = 219).

Table B28. Is English your primary language? (Question 71)

| English primary language | <i>n</i> | % |
|--------------------------|----------|------|
| Yes | 5,740 | 89.5 |
| No | 557 | 8.7 |
| Missing | 118 | 1.8 |

**Table B29. What is your religious or spiritual identity? (Mark all that apply.)
 (Question 72)**

| Religious/spiritual identity | <i>n</i> | % |
|--|----------|------|
| Agnostic | 877 | 13.7 |
| Atheist | 713 | 11.1 |
| Baha'i | 7 | 0.1 |
| Buddhist | 157 | 2.4 |
| Christian | 2,648 | 41.3 |
| <i>African Methodist Episcopal</i> | 1 | 0.0 |
| <i>African Methodist Episcopal Zion</i> | 2 | 0.0 |
| <i>Assembly of God</i> | 16 | 0.2 |
| <i>Baptist</i> | 144 | 2.2 |
| <i>Catholic/Roman Catholic</i> | 990 | 15.4 |
| <i>Church of Christ</i> | 47 | 0.7 |
| <i>Church of God in Christ</i> | 10 | 0.2 |
| <i>Christian Orthodox</i> | 22 | 0.3 |
| <i>Christian Methodist Episcopal</i> | 5 | 0.2 |
| <i>Christian Reformed Church (CRC)</i> | 4 | 0.2 |
| <i>Episcopalian</i> | 62 | 2.5 |
| <i>Evangelical</i> | 52 | 2.1 |
| <i>Greek Orthodox</i> | 16 | 0.2 |
| <i>Lutheran</i> | 121 | 1.9 |
| <i>Mennonite</i> | 1 | 0.0 |
| <i>Moravian</i> | 2 | 0.0 |
| <i>Nondenominational Christian</i> | 361 | 5.6 |
| <i>Pentecostal</i> | 31 | 0.5 |
| <i>Presbyterian</i> | 63 | 1.0 |
| <i>Protestant</i> | 81 | 1.3 |
| <i>Protestant Reformed Church (PR)</i> | 3 | 0.0 |
| <i>Quaker</i> | 3 | 0.0 |
| <i>Reformed Church of America (RCA)</i> | 6 | 0.1 |
| <i>Russian Orthodox</i> | 7 | 0.1 |
| <i>Seventh Day Adventist</i> | 11 | 0.2 |
| <i>The Church of Jesus Christ of Latter-day Saints</i> | 112 | 1.7 |
| <i>United Methodist</i> | 60 | 0.9 |
| <i>United Church of Christ</i> | 15 | 0.2 |
| <i>A Christian affiliation not listed here</i> | 44 | 0.7 |
| Confucianist | 6 | 0.1 |

**Table B29. What is your religious or spiritual identity? (Mark all that apply.)
 (Question 72)**

| Religious/spiritual identity | <i>n</i> | % |
|--|----------|------|
| Druid | 6 | 0.1 |
| Hindu | 78 | 1.2 |
| Jain | 4 | 0.1 |
| Jehovah's Witness | 15 | 0.2 |
| Jewish | 107 | 1.7 |
| <i>Conservative</i> | 16 | 0.2 |
| <i>Orthodox</i> | 4 | 0.1 |
| <i>Reform</i> | 60 | 0.9 |
| <i>A Jewish affiliation not listed here</i> | 11 | 0.2 |
| Muslim | 74 | 1.2 |
| <i>Ahmadi</i> | 2 | 0.0 |
| <i>Shi'ite</i> | 11 | 0.2 |
| <i>Sufi</i> | 2 | 0.0 |
| <i>Sunni</i> | 39 | 0.6 |
| <i>A Muslim affiliation not listed here</i> | 2 | 0.0 |
| Native American Traditional Practitioner or Ceremonial | 18 | 0.3 |
| Pagan | 39 | 0.6 |
| Oriental Orthodox (e.g., Coptic, Eritrean, Armenian) | 10 | 0.2 |
| Rastafarian | 7 | 0.1 |
| Scientologist | 6 | 0.1 |
| Secular Humanist | 34 | 0.5 |
| Shinto | 4 | 0.1 |
| Sikh | 23 | 0.4 |
| Taoist | 21 | 0.3 |
| Tenrikyo | 2 | 0.0 |
| Unitarian Universalist | 19 | 0.3 |
| Wiccan | 35 | 0.5 |
| Spiritual but no religious affiliation | 569 | 8.9 |
| No affiliation | 1,268 | 19.8 |
| A religious affiliation or spiritual identity not listed above | 85 | 1.3 |
| Missing | 213 | 3.3 |

Table B30. Students only: Do you receive financial support from a family member or guardian to assist with your living/educational expenses? (Question 73)

| Receive financial support | <i>n</i> | % |
|---------------------------|----------|------|
| Yes | 2,615 | 62.5 |
| No | 1,455 | 34.8 |
| Missing | 113 | 2.7 |

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 4,183).

Table B31. Students only: What is your best estimate of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)? (Question 74)

| Income | <i>n</i> | % |
|-----------------------|----------|------|
| \$29,999 and below | 955 | 22.8 |
| \$30,000 - \$49,999 | 514 | 12.3 |
| \$50,000 - \$69,999 | 524 | 12.5 |
| \$70,000 - \$99,999 | 662 | 15.8 |
| \$100,000 - \$149,999 | 735 | 17.6 |
| \$150,000 - \$199,999 | 320 | 7.7 |
| \$200,000 - \$249,999 | 192 | 4.6 |
| \$250,000 - \$499,999 | 142 | 3.4 |
| \$500,000 or more | 47 | 1.1 |
| Missing | 92 | 2.2 |

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 4,183).

Table B32. Students only: Where do you live? (Question 75)

| Residence | <i>n</i> | % |
|--|--------------|-------------|
| Campus housing | 772 | 18.5 |
| Argenta Hall | 106 | 16.4 |
| Canada Hall | 57 | 8.8 |
| Great Basin Hall | 110 | 17.0 |
| Juniper Hall | 14 | 2.2 |
| Nevada Living Learning Community | 83 | 12.8 |
| Nye Hall | 84 | 13.0 |
| Peavine Hall | 91 | 14.0 |
| Ponderosa Village | 40 | 6.2 |
| Sierra Hall | 63 | 9.7 |
| Non-campus housing | 3,358 | 80.3 |
| Independently in an apartment/house | 2,174 | 73.3 |
| Living with family member/guardian | 740 | 25.0 |
| Fraternity housing | 9 | 0.3 |
| Sorority housing | 41 | 1.4 |
| Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/laboratory) | 27 | 0.6 |
| Missing | 26 | 0.6 |

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 4,183). Percentages for sub-categories are valid percentages and do not include missing responses.

Table B33. Students only: Since having been a student at the University, have you been a member or participated in any of the following? (Mark all that apply.) (Question 76)

| Clubs/organizations | <i>n</i> | % |
|--|----------|------|
| I do not participate in any clubs or organizations at the University | 1,666 | 39.8 |
| Academic and academic honorary organizations | 643 | 15.4 |
| Club sport | 445 | 10.6 |
| Culture and/or identity specific organization | 254 | 6.1 |
| Religious or spirituality-based organization | 177 | 4.2 |
| Governance organization | 144 | 3.4 |
| Greek letter organization | 638 | 15.3 |
| Health and wellness organization | 196 | 4.7 |
| Intercollegiate athletic team | 160 | 3.8 |
| Performance organization | 149 | 3.6 |
| Political or issue-oriented organization | 173 | 4.1 |
| Professional or pre-professional organization | 497 | 11.9 |
| Publication/media organization | 66 | 1.6 |
| Recreational organization | 319 | 7.6 |
| Service or philanthropic organization | 356 | 8.5 |
| A student organization not listed above | 245 | 5.9 |

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 4,183). Percentages may not sum to 100 as a result of multiple response choices.

Table B34. Students only: At the end of your last semester, what was your cumulative grade point average? (Question 77)

| GPA | <i>n</i> | % |
|--|----------|------|
| No GPA at this time – first semester at the University | 85 | 2.0 |
| 3.75 – 4.00 | 1,490 | 35.6 |
| 3.50 – 3.74 | 741 | 17.7 |
| 3.25 – 3.49 | 609 | 14.6 |
| 3.00 – 3.24 | 546 | 13.1 |
| 2.75 – 2.99 | 336 | 8.0 |
| 2.50 – 2.74 | 155 | 3.7 |
| 2.25 – 2.49 | 73 | 1.7 |
| 2.00 – 2.24 | 67 | 1.6 |
| Below 2.00 | 60 | 1.4 |
| Missing | 21 | 0.5 |

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 4,183).

Table B35. Students only: Have you experienced financial hardship while attending the University? (Question 78)

| Financial hardship | <i>n</i> | % |
|---|--------------|-------------|
| No | 2,135 | 51.0 |
| Yes, I have had difficulty affording... | 1,999 | 47.8 |
| Alternative spring breaks | 312 | 15.6 |
| Books/course materials | 1,164 | 58.2 |
| Child care | 62 | 3.1 |
| Clothing | 405 | 20.3 |
| Cocurricular events or activities | 208 | 10.4 |
| Commuting to campus | 357 | 17.9 |
| Counseling | 163 | 8.2 |
| Food | 871 | 43.6 |
| Medical care (e.g., health, dental, vision) | 555 | 27.8 |
| Housing (on-campus) | 291 | 14.6 |
| Housing (off-campus) | 927 | 46.4 |
| Other campus fees | 435 | 21.8 |
| Parking | 1,010 | 50.5 |
| Participation in social events | 424 | 21.2 |
| Studying abroad | 336 | 16.8 |
| Technology (e.g., laptops, software, clickers) | 508 | 25.4 |
| Travel during mandatory evacuation | 27 | 1.4 |
| Travel to and from the University (e.g., returning home from break) | 288 | 14.4 |
| Tuition | 1,222 | 61.1 |
| Tutoring | 54 | 2.7 |
| Unpaid internships/research opportunities | 303 | 15.2 |
| A financial hardship not listed here | 73 | 3.7 |
| Missing | 49 | 1.2 |

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (n = 4,183). Percentages may not sum to 100 as a result of multiple response choices. Percentages for sub-categories are valid percentages and do not include missing responses.

Table B36. Students only: How are you currently paying for your education at the University? (Mark all that apply.) (Question 79)

| Source of funding | <i>n</i> | % |
|--|----------|------|
| Campus employment | 560 | 13.4 |
| Credit card | 709 | 16.9 |
| Family contribution | 2,003 | 47.9 |
| Graduate assistantship (e.g., teaching, research) | 397 | 9.5 |
| Home country contribution | 12 | 0.3 |
| Loans | 1,562 | 37.3 |
| Military educational benefits (e.g., GI Bill, NGEAP) | 119 | 2.8 |
| Need-based scholarship (e.g., Trio, McNair) | 348 | 8.3 |
| Non-need-based scholarship (e.g., merit, ROTC, Millennium, Presidential) | 1,486 | 35.5 |
| Grant (e.g., Pell) | 1,025 | 24.5 |
| Personal contribution/job | 1,235 | 29.5 |
| Resident assistantship | 57 | 1.4 |
| A method of payment not listed here | 199 | 4.8 |
| Missing | 33 | 0.8 |

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (n = 4,183). Percentages may not sum to 100 as a result of multiple response choices.

Table B37. Students only: Are you employed on campus, off campus, or both during the academic year? (Mark all that apply.) (Question 80)

| Employed | <i>n</i> | % |
|-------------------------------|--------------|-------------|
| No | 1,304 | 31.2 |
| Yes, I work on campus | 1,436 | 34.3 |
| 1-10 hours/week | 342 | 8.2 |
| 11-20 hours/week | 763 | 18.2 |
| 21-30 hours/week | 215 | 5.1 |
| 31-40 hours/week | 50 | 1.2 |
| More than 40 hours/week | 31 | 0.7 |
| Missing | 35 | 0.8 |
| Yes, I work off campus | 1,627 | 38.9 |
| 1-10 hours/week | 280 | 6.7 |
| 11-20 hours/week | 533 | 12.7 |
| 21-30 hours/week | 380 | 9.1 |
| 31-40 hours/week | 243 | 5.8 |
| More than 40 hours/week | 121 | 2.9 |
| Missing | 70 | 1.7 |
| Missing | 27 | 0.6 |

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 4,183).

Table B38. How many minutes do you commute to the University one-way? (Mark all that apply.) (Question 81)

| Minutes | <i>n</i> | % |
|-------------|----------|------|
| 10 or fewer | 2,530 | 39.4 |
| 11-20 | 2,369 | 36.9 |
| 21-30 | 909 | 13.2 |
| 31-40 | 278 | 4.3 |
| 41-50 | 121 | 1.9 |
| 51-60 | 55 | 0.9 |
| 60 or more | 85 | 1.3 |
| Missing | 68 | 1.1 |

**Table B39. What is your primary method of transportation to the University?
 (Question 82)**

| Method of transportation | <i>n</i> | % |
|--|----------|------|
| Bicycle | 153 | 2.4 |
| Campus escort | 8 | 0.1 |
| Carpool (e.g., private pool) | 169 | 2.6 |
| Lime bikes | 3 | 0.0 |
| PACK transit | 81 | 1.3 |
| Personal vehicle | 4,241 | 66.1 |
| Public transportation | 65 | 1.0 |
| Ride-sharing services (e.g., Lyft, Uber) | 17 | 0.3 |
| Walk | 1,600 | 24.9 |
| Missing | 78 | 1.2 |

PART II: Findings

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

Table B40. Overall, how comfortable are you with the climate at the University? (Question 4)

| Comfort | <i>n</i> | % |
|---------------------------------------|----------|------|
| Very comfortable | 1,276 | 19.9 |
| Comfortable | 3,292 | 51.3 |
| Neither comfortable nor uncomfortable | 1,213 | 18.9 |
| Uncomfortable | 515 | 8.0 |
| Very uncomfortable | 118 | 1.8 |

Table B41. Academic Faculty/Post-Doctoral Scholars/Administrative Faculty/Administrative Faculty Executive Level/Classified Staff only: Overall, how comfortable are you with the climate in your department or work unit at the University? (Question 5)

| Comfort | <i>n</i> | % |
|---------------------------------------|----------|------|
| Very comfortable | 701 | 31.5 |
| Comfortable | 848 | 38.1 |
| Neither comfortable nor uncomfortable | 320 | 14.4 |
| Uncomfortable | 246 | 11.0 |
| Very uncomfortable | 113 | 5.1 |

Note: Table includes responses from only those respondents who indicated that they were Academic Faculty, Post-Doctoral Scholars, Administrative Faculty, Administrative Faculty Executive Level, or Classified Staff in Question 1 (*n* = 2,232).

Table B42. Students/Academic Faculty only: Overall, how comfortable are you with the climate in your classes at the University? (Question 6)

| Comfort | <i>n</i> | % |
|---------------------------------------|----------|------|
| Very comfortable | 1,238 | 25.2 |
| Comfortable | 2,630 | 53.5 |
| Neither comfortable nor uncomfortable | 768 | 15.6 |
| Uncomfortable | 239 | 4.9 |
| Very uncomfortable | 40 | 0.8 |

Note: Table includes responses only from those respondents who indicated that they were Students, Academic Faculty, Post-Doctoral Scholars, President, Provost, Vice Provosts, or Deans in Question 1 (*n* = 4,942).

Table B43. Have you ever seriously considered leaving the University? (Question 7)

| Considered leaving | <i>n</i> | % |
|--------------------|----------|------|
| No | 4,116 | 64.2 |
| Yes | 2,291 | 35.8 |

**Table B44. Students only: When did you seriously consider leaving the University?
 (Mark all that apply.) (Question 8)**

| Year | <i>n</i> | % |
|------------------------------------|----------|------|
| During my first year as a student | 680 | 62.4 |
| During my second year as a student | 474 | 43.5 |
| During my third year as a student | 270 | 24.8 |
| During my fourth year as a student | 130 | 11.9 |
| During my fifth year as a student | 44 | 4.0 |
| After my fifth year as a student | 37 | 3.4 |

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 7 (*n* = 1,090). Percentages may not sum to 100 as a result of multiple response choices.

**Table B45. Students only: Why did you seriously consider leaving the University?
 (Mark all that apply.) (Question 9)**

| Reasons | <i>n</i> | % |
|---|----------|------|
| Lack of a sense of belonging | 532 | 48.8 |
| Personal reasons (e.g., medical, mental health, family emergencies) | 418 | 38.3 |
| Financial reasons | 344 | 31.6 |
| Climate was not welcoming | 290 | 26.6 |
| Lack of social life at the University | 285 | 26.1 |
| Homesick | 231 | 21.2 |
| Lack of support group | 228 | 20.9 |
| Lack of support services | 153 | 14.0 |
| Coursework was too difficult | 149 | 13.7 |
| Did not like major | 143 | 13.1 |
| Coursework was not challenging enough | 86 | 7.9 |
| My marital/relationship status | 51 | 4.7 |
| Did not have my major | 37 | 3.4 |
| Did not meet the selection criteria for a major | 33 | 3.0 |
| A reason not listed above | 306 | 28.1 |

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 7 (*n* = 1,090). Percentages may not sum to 100 as a result of multiple response choices.

Table B46. Academic Faculty/Post-Doctoral Scholars/Administrative Faculty/Administrative Faculty Executive Level/Classified Staff only: Why did you seriously consider leaving the University? (Mark all that apply.) (Question 10)

| Reasons | <i>n</i> | % |
|---|----------|------|
| Low salary/pay rate | 668 | 55.6 |
| Limited advancement opportunities | 496 | 41.3 |
| Increased workload | 401 | 33.4 |
| Tension with supervisor/manager | 387 | 32.2 |
| Lack of a sense of belonging | 355 | 29.6 |
| Tension with coworkers | 326 | 27.1 |
| In rank compensation | 285 | 23.7 |
| Lack of professional development opportunities | 263 | 21.9 |
| Interested in a position at another institution | 248 | 20.6 |
| Recruited or offered a position at another institution/organization | 230 | 19.2 |
| Institutional support (e.g., technical support, laboratory space/equipment) | 204 | 17.0 |
| Campus climate was unwelcoming | 178 | 14.8 |
| Lack of benefits | 138 | 11.5 |
| Lack of diversity | 132 | 11.0 |
| Personal reasons (e.g., medical, mental health, family emergencies) | 99 | 8.2 |
| Family responsibilities | 73 | 6.1 |
| Local community climate was not welcoming | 71 | 5.9 |
| Spouse or partner unable to find suitable employment | 61 | 5.1 |
| Relocation | 57 | 4.7 |
| Local community did not meet my (my family) needs | 54 | 4.5 |
| Spouse or partner relocated | 26 | 2.2 |
| A reason not listed above | 259 | 21.6 |

Note: Table includes responses only from Academic Faculty, Post-Doctoral Scholars, Administrative Faculty, Administrative Faculty Executive Level, or Classified Staff who indicated that they considered leaving in Question 7 (*n* = 1,201). Percentages may not sum to 100 as a result of multiple response choices.

Table B47. Students only: Please indicate the extent to which you agree with each of the following statements regarding your academic experience at the University. (Question 12)

| | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I am performing up to my full academic potential. | 1,010 | 24.4 | 2,139 | 51.2 | 499 | 11.9 | 456 | 10.9 | 63 | 1.5 |
| I am satisfied with my academic experience at the University. | 813 | 19.5 | 2,225 | 53.4 | 666 | 16.0 | 397 | 9.5 | 67 | 1.6 |
| I am satisfied with the extent of my intellectual development since enrolling at the University. | 1,154 | 27.7 | 2,124 | 51.0 | 604 | 14.5 | 230 | 5.5 | 50 | 1.2 |
| I have performed academically as well as I anticipated I would. | 1,000 | 24.0 | 1,782 | 42.8 | 746 | 17.9 | 529 | 12.7 | 105 | 2.5 |
| My academic experience has had a positive influence on my intellectual growth and interest in ideas. | 1,323 | 31.8 | 2,038 | 49.1 | 528 | 12.7 | 196 | 4.7 | 69 | 1.7 |
| My interest in ideas and intellectual matters has increased since coming to the University. | 1,411 | 33.9 | 1,872 | 45.0 | 601 | 14.5 | 212 | 5.1 | 62 | 1.5 |
| I intend to graduate from the University. | 2,956 | 71.3 | 950 | 22.9 | 183 | 4.4 | 32 | 0.8 | 24 | 0.6 |
| Thinking ahead, it is likely that I will leave the University before I graduate. | 159 | 3.8 | 157 | 3.8 | 341 | 8.2 | 975 | 23.4 | 2,536 | 60.8 |

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 4,183).

Table B48. Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to learn, live, or work at the University? (Question 13)

| Experienced | <i>n</i> | % |
|-------------|----------|------|
| No | 5,053 | 78.8 |
| Yes | 1,357 | 21.2 |

**Table B49. What do you believe was the basis of the conduct? (Mark all that apply.)
 (Question 14)**

| Basis | <i>n</i> | % |
|---|----------|------|
| Position (e.g., administrative faculty, staff, academic faculty, student) | 405 | 29.8 |
| Gender/gender identity | 289 | 21.3 |
| Age | 240 | 17.7 |
| Ethnicity | 237 | 17.5 |
| Political views | 216 | 15.9 |
| Racial identity | 204 | 15.0 |
| Philosophical views | 166 | 12.2 |
| Educational credentials (e.g., BS, MS, PhD, MD) | 137 | 10.1 |
| Physical characteristics | 133 | 9.8 |
| Length of service at the University | 128 | 9.4 |
| Religious/spiritual views | 117 | 8.6 |
| Major field of study | 116 | 8.5 |
| Socioeconomic status | 107 | 7.9 |
| Academic performance | 105 | 7.7 |
| Participation in an organization/team | 102 | 7.5 |
| Sexual identity | 101 | 7.4 |
| Gender expression | 67 | 4.9 |
| Disability/condition | 64 | 4.7 |
| English language proficiency/accent | 55 | 4.1 |
| International status/national origin | 47 | 3.5 |
| Medical disability/condition | 46 | 3.4 |
| Parental status (e.g., having children) | 45 | 3.3 |
| Immigrant/citizen status | 44 | 3.2 |
| Marital status (e.g., single, married, partnered) | 44 | 3.2 |
| Pregnancy | 13 | 1.0 |
| Military/veteran status | 11 | 0.8 |
| Do not know | 232 | 17.1 |
| A reason not listed above | 177 | 13.0 |

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 1,357).

Table B50. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you experience? (Question 15)

| Instances | <i>n</i> | % |
|---------------------|----------|------|
| 1 instance | 256 | 19.2 |
| 2 instances | 322 | 24.1 |
| 3 instances | 262 | 19.6 |
| 4 instances | 100 | 7.5 |
| 5 or more instances | 394 | 29.5 |

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 1,357).

Table B51. How would you describe what happened? (Mark all that apply.) (Question 16)

| Form | <i>n</i> | % |
|---|----------|------|
| I was ignored or excluded. | 606 | 44.7 |
| I was isolated or left out. | 543 | 40.0 |
| I experienced a hostile work environment. | 430 | 31.7 |
| I was intimidated/bullied. | 406 | 29.9 |
| I was the target of derogatory verbal remarks. | 385 | 28.4 |
| I was the target of workplace incivility. | 282 | 20.8 |
| I experienced a hostile classroom environment. | 241 | 17.8 |
| I felt others staring at me. | 239 | 17.6 |
| I received a low or unfair performance evaluation. | 192 | 14.1 |
| The conduct made me fear that I would get a poor grade. | 178 | 13.1 |
| I was the target of racial/ethnic profiling. | 135 | 9.9 |
| I was singled out as the spokesperson for my identity group. | 125 | 9.2 |
| I received derogatory written comments. | 120 | 8.8 |
| I received derogatory phone calls/text messages/email. | 115 | 8.5 |
| I was not fairly evaluated in the promotion and tenure process. | 101 | 7.4 |
| Someone assumed I was admitted/hired/promoted due to my identity group. | 80 | 5.9 |
| I received derogatory/unsolicited messages on social media (e.g., Facebook, Twitter, Snapchat). | 65 | 4.8 |
| The conduct threatened my physical safety. | 64 | 4.7 |
| I was the target of stalking. | 36 | 2.7 |
| I received threats of physical violence. | 35 | 2.6 |
| Someone assumed I was <u>not</u> admitted/hired/promoted due to my identity group. | 30 | 2.2 |
| I was the target of graffiti/vandalism. | 25 | 1.8 |
| I was the target of physical violence. | 21 | 1.5 |
| The conduct threatened my family's safety. | 12 | 0.9 |
| An experience not listed above | 119 | 8.8 |

Note: Table includes responses only from those respondents who indicated that they experienced conduct ($n = 1,357$). Percentages may not sum to 100 as a result of multiple response choices.

Table B52. Where did the conduct occur? (Mark all that apply.) (Question 17)

| Location | <i>n</i> | % |
|--|----------|------|
| While working at a University job | 482 | 35.5 |
| In a class/laboratory | 367 | 27.0 |
| In a meeting with a group of people | 309 | 22.8 |
| In a meeting with one other person | 226 | 16.7 |
| In other public spaces at the University | 209 | 15.4 |
| In a University administrative office | 194 | 14.3 |
| On phone calls/text messages/email | 190 | 14.0 |
| While walking on campus | 180 | 13.3 |
| In an academic faculty office | 161 | 11.9 |
| Off campus | 157 | 11.6 |
| At an event/program on campus | 104 | 7.7 |
| In campus housing | 98 | 7.2 |
| In the Joe Crowley Student Union | 79 | 5.8 |
| In the University library | 69 | 5.1 |
| On social media sites (e.g., Facebook, Twitter, Snapchat, Instagram) | 59 | 4.3 |
| In off-campus housing | 50 | 3.7 |
| In a University fitness center | 36 | 2.7 |
| In the University dining facility | 36 | 2.7 |
| In athletic facilities | 35 | 2.6 |
| In a parking garage | 34 | 2.5 |
| In a fraternity house | 24 | 1.8 |
| In an experiential learning environment (e.g., community-based learning, externship, internship) | 23 | 1.7 |
| In the University Student Health Center | 15 | 1.1 |
| In a sorority house | 10 | 0.7 |
| In the University Counseling Services Office | 8 | 0.6 |
| On a campus shuttle | 4 | 0.3 |
| In a religious center | 1 | 0.1 |
| On a campus escort van | 2 | 0.1 |
| A venue not listed above | 35 | 2.6 |

Note: Table includes responses only from those respondents who indicated that they experienced conduct ($n = 1,357$). Percentages may not sum to 100 as a result of multiple response choices.

**Table B53. Who/what was the source of the conduct? (Mark all that apply.)
 (Question 18)**

| Source | <i>n</i> | % |
|---|----------|------|
| Student | 455 | 33.5 |
| Academic faculty member/other instructional staff | 349 | 25.7 |
| Administrative faculty/staff member | 341 | 25.1 |
| Coworker/colleague | 335 | 24.7 |
| Supervisor or manager | 237 | 17.5 |
| Department/program chair | 134 | 9.9 |
| Stranger | 132 | 9.7 |
| Senior administrator (e.g., president, provost, dean, vice president, vice provost) | 121 | 8.9 |
| Friend | 99 | 7.3 |
| Student staff | 76 | 5.6 |
| Teaching assistant/laboratory assistant/tutor | 56 | 4.1 |
| Academic advisor | 46 | 3.4 |
| Off-campus community member | 45 | 3.3 |
| Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram) | 43 | 3.2 |
| University media (e.g., posters, brochures, flyers, handouts, websites) | 34 | 2.5 |
| Student organization | 34 | 2.5 |
| Direct report (e.g., person who reports to me) | 24 | 1.8 |
| University Police Services | 20 | 1.5 |
| Alumnus/a | 15 | 1.1 |
| Athletic coach/trainer | 12 | 0.9 |
| Construction worker/contractor | 8 | 0.6 |
| Outside security staff (e.g., ESI, CCS) | 4 | 0.3 |
| Donor | 3 | 0.2 |
| Don't know source | 58 | 4.3 |
| A source not listed above | 27 | 2.0 |

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 1,357). Percentages may not sum to 100 as a result of multiple response choices.

**Table B54. How did you feel after experiencing the conduct? (Mark all that apply.)
 (Question 19)**

| Emotional response | <i>n</i> | % |
|-----------------------------|----------|------|
| I was angry. | 840 | 61.9 |
| I felt anxious. | 705 | 52.0 |
| I felt distressed. | 674 | 49.7 |
| I felt depressed. | 570 | 42.0 |
| I felt embarrassed. | 463 | 34.1 |
| I was afraid/intimidated. | 422 | 31.1 |
| I ignored it. | 298 | 22.0 |
| I felt somehow responsible. | 228 | 16.8 |
| A feeling not listed above | 218 | 16.1 |

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 1,357). Percentages may not sum to 100 as a result of multiple response choices.

Table B55. What did you do in response to experiencing the conduct? (Mark all that apply.) (Question 20)

| Response | <i>n</i> | % |
|--|----------|------|
| I told a friend. | 580 | 42.7 |
| I told a family member. | 495 | 36.5 |
| I avoided the person/venue. | 477 | 35.2 |
| I did not do anything. | 422 | 31.1 |
| I contacted a University resource. | 301 | 22.2 |
| <i>Academic faculty member</i> | 73 | 24.3 |
| <i>Senior administrator (e.g., dean, vice president, provost)</i> | 63 | 20.9 |
| <i>Office of Human Resources</i> | 62 | 20.6 |
| <i>Supervisor</i> | 55 | 18.3 |
| <i>Administrative faculty (Residential Life staff, advisor, department chair)</i> | 52 | 17.3 |
| <i>Equal Opportunity and Title IX Office</i> | 51 | 16.9 |
| <i>Counseling Services</i> | 27 | 9.0 |
| <i>Student staff (e.g., resident assistant, student coordinators, building managers, event staff)</i> | 15 | 5.0 |
| <i>University Police Services</i> | 13 | 4.3 |
| <i>Student Conduct Office or Dean of Students</i> | 8 | 2.7 |
| <i>The Center. Every Student. Every Story.</i> | 4 | 1.3 |
| <i>University Psychological Services Center</i> | 4 | 1.3 |
| <i>Victims of Crime Treatment Center</i> | 3 | 1.0 |
| <i>Student teaching assistant (tutor, graduate teaching assistant)</i> | 3 | 1.0 |
| <i>Diversity Initiatives</i> | 2 | 0.7 |
| <i>Student Health Center</i> | 2 | 0.7 |
| <i>Confidential Campus Victim Advocate</i> | 1 | 0.3 |
| <i>Downing Counseling Clinic</i> | 1 | 0.3 |
| <i>Social Services Coordinator</i> | 0 | 0.0 |
| I did not know to whom to go. | 232 | 17.1 |
| I confronted the person(s) at the time. | 166 | 12.2 |
| I confronted the person(s) later. | 147 | 10.8 |
| I sought information online. | 82 | 6.0 |
| I sought support from off campus hotline/advocacy services. | 24 | 1.8 |
| I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam). | 24 | 1.8 |
| I contacted a local law enforcement official. | 22 | 1.6 |
| I submitted a bias incident report or a report through the Bias and Hate Incident Reporting Hotline. | 12 | 0.9 |
| A response not listed above | 129 | 9.5 |

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 1,357).

Table B56. Did you officially report the conduct? (Question 21)

| Reported conduct | <i>n</i> | % |
|---|----------|------|
| No, I did not report it. | 1,146 | 85.9 |
| Yes, I reported it. | 188 | 14.1 |
| <i>Yes, I reported the incident and was satisfied with the outcome.</i> | 19 | 11.3 |
| <i>Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i> | 21 | 12.5 |
| <i>Yes, I reported the incident, but felt that it was not addressed appropriately.</i> | 79 | 47.0 |
| <i>Yes, I reported the conduct and the outcome is still pending.</i> | 28 | 16.7 |
| <i>Yes, I reported the conduct, but the outcome was not shared.</i> | 21 | 12.5 |
| <i>Yes, I reported the conduct, but was never made aware of the process for determining the outcome.</i> | 0 | 0.0 |

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 1,357).

Table B57. While a member of the University community, have you experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy)? (Mark all that apply.) (Question 23).

| Unwanted sexual contact/conduct | <i>n</i> | % |
|---|----------|------|
| No | 5,629 | 87.7 |
| Yes – relationship violence (e.g., ridiculed, controlling, hitting) | 115 | 1.8 |
| Yes – stalking (e.g., following me, on social media, texting, phone calls) | 186 | 2.9 |
| Yes – unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) | 491 | 7.7 |
| Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) | 270 | 4.2 |

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

Table B58. Students only: Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculed, controlling, hitting)? (Question 24rv)

| Alcohol and/or drugs involved | <i>n</i> | % |
|-------------------------------|----------|------|
| No | 73 | 70.2 |
| Yes | 31 | 29.8 |
| <i>Alcohol only</i> | 20 | 65.5 |
| <i>Both alcohol and drugs</i> | 11 | 35.5 |
| <i>Drugs only</i> | 0 | 0.0 |

Note: Table includes responses only from Student respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 104).

Table B59. When did the incidents of relationship violence occur? (Question 25rv)

| When incident(s) occurred | <i>n</i> | % |
|---------------------------|----------|------|
| Less than 6 months ago | 20 | 17.5 |
| 6 – 12 months ago | 25 | 21.9 |
| 13 – 23 months ago | 24 | 21.1 |
| 2 – 4 years ago | 36 | 31.6 |
| 5 – 10 years ago | 8 | 7.0 |
| 11 – 20 years ago | 1 | 0.9 |
| More than 20 years ago | 0 | 0.0 |

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 115).

Table B60. Students only: What semester were you in when you experienced the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 26rv)

| Semester | <i>n</i> | % |
|--|----------|------|
| During my time as a graduate/professional student at the University | 5 | 4.8 |
| Prior to my first semester at the University (e.g., Nevada FIT, Nevada Bound, Summer Bridge Program, Upward Bound, Dean’s Future Scholars) | 9 | 8.7 |
| Undergraduate first year | 51 | 49.0 |
| <i>Fall semester</i> | 34 | 68.0 |
| <i>Spring semester</i> | 35 | 70.0 |
| <i>Summer semester</i> | 13 | 26.0 |
| Undergraduate second year | 42 | 40.4 |
| <i>Fall semester</i> | 34 | 81.0 |
| <i>Spring semester</i> | 23 | 54.8 |
| <i>Summer semester</i> | 7 | 16.7 |
| Undergraduate third year | 31 | 29.8 |
| <i>Fall semester</i> | 20 | 64.5 |
| <i>Spring semester</i> | 19 | 61.3 |
| <i>Summer semester</i> | 6 | 19.4 |
| Undergraduate fourth year | 7 | 6.7 |
| <i>Fall semester</i> | 6 | 85.7 |
| <i>Spring semester</i> | 4 | 57.1 |
| <i>Summer semester</i> | 3 | 42.9 |
| After my fourth year as an undergraduate | 1 | 1.0 |

Note: Table includes responses only from Student respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 104). Percentages may not sum to 100 as a result of multiple response choices.

Table B61. Who did this to you? (Mark all that apply.) (Question 27rv)

| Source | <i>n</i> | % |
|---|----------|------|
| Current or former dating/intimate partner | 86 | 74.8 |
| University student | 39 | 33.9 |
| Acquaintance/friend | 14 | 12.2 |
| University academic faculty member | 2 | 1.7 |
| University staff member | 2 | 1.7 |
| Stranger | 2 | 1.7 |
| Family member | 1 | 0.9 |
| University administrative faculty | 0 | 0.0 |
| Other role/relationship not listed above | 5 | 4.3 |

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 115). Percentages may not sum to 100 as a result of multiple response choices.

Table B62. Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? (Question 28rv)

| Location | <i>n</i> | % |
|------------|----------|------|
| Off campus | 100 | 87.0 |
| On campus | 31 | 27.0 |

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 115). Percentages may not sum to 100 as a result of multiple response choices.

Table B63. How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Question 29rv)

| Emotional response | <i>n</i> | % |
|-----------------------------|----------|------|
| I felt somehow responsible. | 72 | 62.6 |
| I felt afraid. | 72 | 62.6 |
| I felt embarrassed. | 67 | 58.3 |
| I felt angry. | 64 | 55.7 |
| I ignored it. | 27 | 23.5 |
| A feeling not listed above | 19 | 16.5 |

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 115). Percentages may not sum to 100 as a result of multiple response choices.

Table B64. What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 30rv)

| Response | <i>n</i> | % |
|---|----------|------|
| I told a friend. | 60 | 52.2 |
| I did not do anything. | 43 | 37.4 |
| I avoided the person/venue. | 39 | 33.9 |
| I confronted the person(s) later. | 33 | 28.7 |
| I confronted the person(s) at the time. | 25 | 21.7 |
| I did not know to whom to go. | 25 | 21.7 |
| I told a family member. | 24 | 20.9 |
| I contacted a University resource. | 16 | 13.9 |
| <i>Counseling Services</i> | 9 | 56.3 |
| <i>Equal Opportunity and Title IX Office</i> | 4 | 25.0 |
| <i>University Psychological Services Center – Cain Hall rm 206</i> | 2 | 12.5 |
| <i>Senior administrator (e.g., dean, vice president, provost)</i> | 1 | 6.3 |
| <i>Student staff (e.g., resident assistant, student coordinators, building managers, event staff)</i> | 1 | 6.3 |
| <i>Office of Human Resources</i> | 1 | 6.3 |
| <i>Confidential Campus Victim Advocate</i> | 1 | 6.3 |
| <i>Victims of Crime Treatment Center – Cain Hall rm 206</i> | 1 | 6.3 |
| <i>Student Health Center – Redfield Building, University Med</i> | 1 | 6.3 |
| <i>Academic faculty member</i> | 0 | 0.0 |
| <i>Administrative faculty (Residential Life staff, advisor, department chair)</i> | 0 | 0.0 |
| <i>Student teaching assistant (tutor, graduate teaching assistant)</i> | 0 | 0.0 |
| <i>University Police Services</i> | 0 | 0.0 |
| <i>Diversity Initiatives</i> | 0 | 0.0 |
| <i>The Center. Every Student. Every Story.</i> | 0 | 0.0 |
| <i>Social Services Coordinator</i> | 0 | 0.0 |
| <i>Downing Counseling Clinic</i> | 0 | 0.0 |
| <i>Student Conduct Office (Dean of Students)</i> | 0 | 0.0 |
| I sought information online. | 13 | 11.3 |
| I contacted a local law enforcement official. | 7 | 6.1 |
| I sought support from off campus hotline/advocacy services. | 3 | 2.6 |

| | | |
|--|----|------|
| I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam). | 3 | 2.6 |
| A response not listed above | 12 | 10.4 |

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) ($n = 115$). Percentages may not sum to 100 as a result of multiple response choices.

Table B65. Did you officially report the relationship violence (e.g., ridiculed, controlling, hitting)? (Question 31rv)

| Reported conduct | <i>n</i> | % |
|---|----------|------|
| No, I did not report it. | 103 | 90.4 |
| Yes, I reported it. | 11 | 9.6 |
| <i>Yes, I reported the incident and was satisfied with the outcome.</i> | 5 | 45.5 |
| <i>Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i> | 3 | 27.3 |
| <i>Yes, I reported the incident, but felt that it was not addressed appropriately.</i> | 3 | 27.3 |
| <i>Yes, I reported the conduct and the outcome is still pending.</i> | 0 | 0.0 |

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) ($n = 115$). Percentages may not sum to 100 as a result of multiple response choices.

Table B66. Students only: Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls)? (Question 24stlk)

| Alcohol and/or drugs involved | <i>n</i> | % |
|-------------------------------|----------|------|
| No | 132 | 88.0 |
| Yes | 18 | 12.0 |
| <i>Alcohol only</i> | 9 | 56.3 |
| <i>Both alcohol and drugs</i> | 6 | 37.5 |
| <i>Drugs only</i> | 1 | 6.3 |

Note: Table includes responses only from Student respondents who indicated that they experienced stalking ($n = 151$).

Table B67. When did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Question 25stlk)

| When incident(s) occurred | <i>n</i> | % |
|---------------------------|----------|------|
| Less than 6 months ago | 53 | 28.8 |
| 6 – 12 months ago | 40 | 21.7 |
| 13 – 23 months ago | 33 | 17.9 |
| 2 – 4 years ago | 39 | 21.2 |
| 5 – 10 years ago | 10 | 5.4 |
| 11 – 20 years ago | 8 | 4.3 |
| More than 20 years ago | 1 | 0.5 |

Note: Table includes responses only from respondents who indicated that they experienced stalking ($n = 186$). Percentages may not sum to 100 as a result of multiple response choices.

Table B68. Students only: What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 26stlk)

| Semester | <i>n</i> | % |
|--|----------|------|
| During my time as a graduate/professional student at the University | 12 | 7.9 |
| Prior to my first semester at the University (e.g., Nevada FIT, Nevada Bound, Summer Bridge Program, Upward Bound, Dean's Future Scholars) | 7 | 4.6 |
| Undergraduate first year | 75 | 49.7 |
| <i>Fall semester</i> | 53 | 70.7 |
| <i>Spring semester</i> | 46 | 61.3 |
| <i>Summer semester</i> | 8 | 10.7 |
| Undergraduate second year | 52 | 34.4 |
| <i>Fall semester</i> | 36 | 69.2 |
| <i>Spring semester</i> | 28 | 53.8 |
| <i>Summer semester</i> | 10 | 19.2 |
| Undergraduate third year | 34 | 22.5 |
| <i>Fall semester</i> | 21 | 61.8 |
| <i>Spring semester</i> | 21 | 61.8 |
| <i>Summer semester</i> | 3 | 8.8 |
| Undergraduate fourth year | 13 | 8.6 |
| <i>Fall semester</i> | 11 | 84.6 |
| <i>Spring semester</i> | 7 | 53.8 |
| <i>Summer semester</i> | 1 | 7.7 |
| After my fourth year as an undergraduate | 5 | 3.3 |

Note: Table includes responses only from Student respondents who indicated that they experienced stalking (*n* = 151). Percentages may not sum to 100 as a result of multiple response choices.

Table B69. Who did this to you? (Mark all that apply.) (Question 27stlk)

| Source | <i>n</i> | % |
|---|----------|------|
| University student | 91 | 48.9 |
| Current or former dating/intimate partner | 54 | 29.0 |
| Acquaintance/friend | 41 | 22.0 |
| Stranger | 36 | 19.4 |
| University staff member | 6 | 3.2 |
| University academic faculty member | 3 | 1.6 |
| Family member | 0 | 0.0 |
| University administrative faculty | 0 | 0.0 |
| Other role/relationship not listed above | 8 | 4.3 |

Note: Table includes responses only from respondents who indicated that they experienced stalking ($n = 186$). Percentages may not sum to 100 as a result of multiple response choices.

Table B70. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Question 28stlk)

| Location | <i>n</i> | % |
|------------|----------|------|
| Off campus | 113 | 60.8 |
| On campus | 118 | 63.4 |

Note: Table includes responses only from respondents who indicated that they experienced stalking ($n = 186$). Percentages may not sum to 100 as a result of multiple response choices.

Table B71. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Question 29stlk)

| Emotional response | <i>n</i> | % |
|-----------------------------|----------|------|
| I felt afraid. | 122 | 65.6 |
| I felt angry. | 98 | 52.7 |
| I ignored it. | 54 | 29.0 |
| I felt embarrassed. | 52 | 28.0 |
| I felt somehow responsible. | 43 | 23.1 |
| A feeling not listed above | 24 | 12.9 |

Note: Table includes responses only from respondents who indicated that they experienced stalking ($n = 186$). Percentages may not sum to 100 as a result of multiple response choices.

Table B72. What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 30stlk)

| Response | <i>n</i> | % |
|--|----------|------|
| I told a friend. | 120 | 64.5 |
| I avoided the person/venue. | 96 | 51.6 |
| I told a family member. | 65 | 34.9 |
| I did not do anything. | 35 | 18.8 |
| I contacted a University resource. | 35 | 18.8 |
| <i>Equal Opportunity and Title IX Office</i> | 13 | 37.1 |
| <i>University Police Services</i> | 11 | 31.4 |
| <i>Academic faculty member</i> | 10 | 28.6 |
| <i>Counseling Services</i> | 7 | 20.0 |
| <i>Senior administrator (e.g., dean, vice president, provost)</i> | 5 | 14.3 |
| <i>Administrative faculty (Residential Life staff, advisor, department chair)</i> | 5 | 14.3 |
| <i>Confidential Campus Victim Advocate</i> | 4 | 11.4 |
| <i>Student staff (e.g., resident assistant, student coordinators, building managers, event staff)</i> | 3 | 8.6 |
| <i>Office of Human Resources</i> | 3 | 8.6 |
| <i>Student Conduct Office (Dean of Students)</i> | 3 | 8.6 |
| <i>Victims of Crime Treatment Center – Cain Hall rm 206</i> | 1 | 2.9 |
| <i>University Psychological Services Center – Cain Hall rm 206</i> | 1 | 2.9 |
| <i>Student teaching assistant (tutor, graduate teaching assistant)</i> | 0 | 0.0 |
| <i>Diversity Initiatives</i> | 0 | 0.0 |
| <i>The Center. Every Student. Every Story.</i> | 0 | 0.0 |
| <i>Social Services Coordinator</i> | 0 | 0.0 |
| <i>Downing Counseling Clinic</i> | 0 | 0.0 |
| <i>Student Health Center – Redfield Building, University Med</i> | 0 | 0.0 |
| I confronted the person(s) at the time. | 29 | 15.6 |
| I confronted the person(s) later. | 24 | 12.9 |
| I did not know to whom to go. | 23 | 12.4 |
| I contacted a local law enforcement official. | 22 | 11.8 |
| I sought information online. | 16 | 8.6 |
| I sought support from off-campus hotline/advocacy services. | 10 | 5.4 |
| I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam). | 4 | 2.2 |
| A response not listed above | 21 | 11.3 |

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 186). Percentages may not sum to 100 as a result of multiple response choices.

Table B73. Did you officially report the stalking (e.g., following me, on social media, texting, phone calls)? (Question 31stlk)

| Reported conduct | <i>n</i> | % |
|---|----------|------|
| No, I did not report it. | 148 | 80.4 |
| Yes, I reported it. | 36 | 19.6 |
| <i>Yes, I reported the incident and was satisfied with the outcome.</i> | 12 | 35.3 |
| <i>Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i> | 4 | 11.8 |
| <i>Yes, I reported the incident, but felt that it was not addressed appropriately.</i> | 14 | 41.2 |
| <i>Yes, I reported the conduct and the outcome is still pending.</i> | 4 | 11.8 |

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 186). Percentages may not sum to 100 as a result of multiple response choices.

Table B74. Students only: Were alcohol and/or drugs involved in the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)? (Question 24si)

| Alcohol and/or drugs involved | <i>n</i> | % |
|-------------------------------|----------|------|
| No | 258 | 61.7 |
| Yes | 160 | 38.3 |
| <i>Alcohol only</i> | 116 | 82.3 |
| <i>Both alcohol and drugs</i> | 25 | 17.7 |
| <i>Drugs only</i> | 0 | 0.0 |

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 421). Percentages may not sum to 100 as a result of multiple response choices.

Table B75. When did the incidents of unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) occur? (Question 25si)

| When incident(s) occurred | <i>n</i> | % |
|---------------------------|----------|------|
| Less than 6 months ago | 158 | 32.2 |
| 6 – 12 months ago | 140 | 28.6 |
| 13 – 23 months ago | 87 | 17.8 |
| 2 – 4 years ago | 78 | 15.9 |
| 5 – 10 years ago | 19 | 3.9 |
| 11 – 20 years ago | 6 | 1.2 |
| More than 20 years ago | 2 | 0.4 |

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 491). Percentages may not sum to 100 as a result of multiple response choices.

Table B76. Students only: What semester were you in when you experienced the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 26si)

| Semester | <i>n</i> | % |
|--|----------|------|
| During my time as a graduate/professional student at the University | 29 | 6.9 |
| Prior to my first semester at the University (e.g., Nevada FIT, Nevada Bound, Summer Bridge Program, Upward Bound, Dean's Future Scholars) | 17 | 4.0 |
| Undergraduate first year | 229 | 54.4 |
| <i>Fall semester</i> | 155 | 67.7 |
| <i>Spring semester</i> | 127 | 55.5 |
| <i>Summer semester</i> | 17 | 7.4 |
| Undergraduate second year | 166 | 39.4 |
| <i>Fall semester</i> | 103 | 62.0 |
| <i>Spring semester</i> | 80 | 48.2 |
| <i>Summer semester</i> | 22 | 13.3 |
| Undergraduate third year | 117 | 27.8 |
| <i>Fall semester</i> | 64 | 54.7 |
| <i>Spring semester</i> | 56 | 47.9 |
| <i>Summer semester</i> | 16 | 13.7 |
| Undergraduate fourth year | 46 | 10.9 |
| <i>Fall semester</i> | 29 | 63.0 |
| <i>Spring semester</i> | 17 | 37.0 |
| <i>Summer semester</i> | 11 | 23.9 |
| After my fourth year as an undergraduate | 9 | 2.1 |

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) ($n = 421$). Percentages may not sum to 100 as a result of multiple response choices.

Table B77. Who did this to you? (Mark all that apply.) (Question 27si)

| Source | <i>n</i> | % |
|---|----------|------|
| Stranger | 224 | 45.6 |
| University student | 220 | 44.8 |
| Acquaintance/friend | 103 | 21.0 |
| Current or former dating/intimate partner | 28 | 5.7 |
| University academic faculty member | 26 | 5.3 |
| University administrative faculty | 20 | 4.1 |
| University staff member | 17 | 3.5 |
| Family member | 2 | 0.4 |
| Other role/relationship not listed above | 26 | 5.3 |

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 491). Percentages may not sum to 100 as a result of multiple response choices.

Table B78. Where did the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) occur? (Question 28si)

| Location | <i>n</i> | % |
|------------|----------|------|
| Off campus | 310 | 63.1 |
| On campus | 238 | 48.5 |

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 491). Percentages may not sum to 100 as a result of multiple response choices.

Table B79. How did you feel after experiencing the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)? (Question 29si)

| Emotional response | <i>n</i> | % |
|-----------------------------|----------|------|
| I felt angry. | 238 | 48.5 |
| I felt embarrassed. | 226 | 46.0 |
| I ignored it. | 205 | 41.8 |
| I felt afraid. | 178 | 36.3 |
| I felt somehow responsible. | 112 | 22.8 |
| A feeling not listed above | 82 | 16.7 |

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 491). Percentages may not sum to 100 as a result of multiple response choices.

Table B80. What did you do in response to experiencing the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 30si)

| Response | n | % |
|--|-----|------|
| I told a friend. | 267 | 54.4 |
| I did not do anything. | 203 | 41.3 |
| I avoided the person/venue. | 176 | 35.8 |
| I told a family member. | 64 | 13.0 |
| I confronted the person(s) at the time. | 61 | 12.4 |
| I confronted the person(s) later. | 42 | 8.6 |
| I did not know to whom to go. | 38 | 7.7 |
| I contacted a University resource. | 36 | 7.3 |
| <i>Equal Opportunity and Title IX Office</i> | 17 | 47.2 |
| <i>Academic faculty member</i> | 12 | 33.3 |
| <i>Counseling Services</i> | 10 | 27.8 |
| <i>Administrative faculty (Residential Life staff, advisor, department chair)</i> | 6 | 16.7 |
| <i>Senior administrator (e.g., dean, vice president, provost)</i> | 5 | 13.9 |
| <i>University Police Services</i> | 4 | 11.1 |
| <i>Student staff (e.g., resident assistant, student coordinators, building managers, event staff)</i> | 2 | 5.6 |
| <i>University Psychological Services Center – Cain Hall rm 206</i> | 2 | 5.6 |
| <i>Student teaching assistant (tutor, graduate teaching assistant)</i> | 1 | 2.9 |
| <i>Office of Human Resources</i> | 1 | 2.8 |
| <i>Confidential Campus Victim Advocate</i> | 1 | 2.8 |
| <i>Student Conduct Office (Dean of Students)</i> | 1 | 2.8 |
| <i>Victims of Crime Treatment Center – Cain Hall rm 206</i> | 1 | 2.8 |
| <i>Diversity Initiatives</i> | 0 | 0.0 |
| <i>The Center. Every Student. Every Story.</i> | 0 | 0.0 |
| <i>Social Services Coordinator</i> | 0 | 0.0 |
| <i>Downing Counseling Clinic</i> | 0 | 0.0 |
| <i>Student Health Center – Redfield Building, University Med</i> | 0 | 0.0 |
| I sought information online. | 20 | 4.1 |
| I contacted a local law enforcement official. | 7 | 1.4 |
| I sought support from off-campus hotline/advocacy services. | 5 | 1.0 |
| I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam). | 4 | 0.8 |
| A response not listed above | 38 | 7.3 |

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (n = 491). Percentages may not sum to 100 as a result of multiple response choices.

Table B81. Did you officially report the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)? (Question 31si)

| Reported conduct | <i>n</i> | % |
|---|----------|------|
| No, I did not report it. | 442 | 91.1 |
| Yes, I reported it. | 43 | 8.9 |
| <i>Yes, I reported the incident and was satisfied with the outcome.</i> | 6 | 15.0 |
| <i>Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i> | 7 | 17.5 |
| <i>Yes, I reported the incident, but felt that it was not addressed appropriately.</i> | 20 | 50.0 |
| <i>Yes, I reported the conduct and the outcome is still pending.</i> | 7 | 17.5 |

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 491). Percentages may not sum to 100 as a result of multiple response choices

Table B82. Students only: Were alcohol and/or drugs involved in the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Question 24sc)

| Alcohol and/or drugs involved | <i>n</i> | % |
|-------------------------------|----------|------|
| No | 96 | 39.3 |
| Yes | 148 | 60.7 |
| <i>Alcohol only</i> | 113 | 83.7 |
| <i>Both alcohol and drugs</i> | 18 | 13.3 |
| <i>Drugs only</i> | 4 | 3.0 |

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 247). Percentages may not sum to 100 as a result of multiple response choices.

Table B83. When did the incidents of unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Question 25sc)

| When incident(s) occurred | <i>n</i> | % |
|---------------------------|----------|------|
| Less than 6 months ago | 51 | 19.1 |
| 6 – 12 months ago | 58 | 21.7 |
| 13 – 23 months ago | 61 | 22.8 |
| 2 – 4 years ago | 77 | 28.8 |
| 5 – 10 years ago | 16 | 6.0 |
| 11 – 20 years ago | 4 | 1.5 |
| More than 20 years ago | 0 | 0.0 |

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 270). Percentages may not sum to 100 as a result of multiple response choices.

Table B84. Students only: What semester were you in when you experienced the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 26sc)

| Semester | <i>n</i> | % |
|--|----------|------|
| During my time as a graduate/professional student at the University | 14 | 5.7 |
| Prior to my first semester at the University (e.g., Nevada FIT, Nevada Bound, Summer Bridge Program, Upward Bound, Dean's Future Scholars) | 13 | 5.3 |
| Undergraduate first year | 128 | 51.8 |
| <i>Fall semester</i> | 80 | 62.5 |
| <i>Spring semester</i> | 50 | 39.1 |
| <i>Summer semester</i> | 10 | 7.8 |
| Undergraduate second year | 71 | 28.7 |
| <i>Fall semester</i> | 42 | 59.2 |
| <i>Spring semester</i> | 29 | 40.8 |
| <i>Summer semester</i> | 9 | 12.7 |
| Undergraduate third year | 33 | 13.4 |
| <i>Fall semester</i> | 12 | 36.4 |
| <i>Spring semester</i> | 18 | 54.5 |
| <i>Summer semester</i> | 4 | 12.1 |
| Undergraduate fourth year | 20 | 8.1 |
| <i>Fall semester</i> | 12 | 60.0 |
| <i>Spring semester</i> | 7 | 35.0 |
| <i>Summer semester</i> | 2 | 10.0 |
| After my fourth year as an undergraduate | 0 | 0.0 |

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 247). Percentages may not sum to 100 as a result of multiple response choices.

Table B85. Who did this to you? (Mark all that apply.) (Question 27sc)

| Source | <i>n</i> | % |
|---|----------|------|
| Acquaintance/friend | 110 | 40.7 |
| University student | 110 | 40.7 |
| Stranger | 59 | 21.9 |
| Current or former dating/intimate partner | 49 | 18.1 |
| University staff member | 4 | 1.5 |
| University academic faculty member | 3 | 1.1 |
| Family member | 2 | 0.7 |
| University administrative faculty | 1 | 0.4 |
| Other role/relationship not listed above | 12 | 4.4 |

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 270). Percentages may not sum to 100 as a result of multiple response choices.

Table B86. Where did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Question 28sc)

| Location | <i>n</i> | % |
|------------|----------|------|
| Off campus | 217 | 80.4 |
| On campus | 61 | 22.6 |

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 270). Percentages may not sum to 100 as a result of multiple response choices.

Table B87. How did you feel after experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Question 29sc)

| Emotional response | <i>n</i> | % |
|-----------------------------|----------|------|
| I felt embarrassed. | 167 | 61.9 |
| I felt somehow responsible. | 167 | 61.9 |
| I felt angry. | 140 | 51.9 |
| I felt afraid. | 131 | 48.5 |
| I ignored it. | 114 | 42.2 |
| A feeling not listed above | 52 | 19.3 |

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 270). Percentages may not sum to 100 as a result of multiple response choices.

Table B88. What did you do in response to experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 30sc)

| Response | <i>n</i> | % |
|--|----------|------|
| I told a friend. | 164 | 60.7 |
| I avoided the person/venue. | 123 | 45.6 |
| I did not do anything. | 90 | 33.3 |
| I told a family member. | 49 | 18.1 |
| I did not know to whom to go. | 48 | 17.8 |
| I confronted the person(s) later. | 35 | 13.0 |
| I contacted a University resource. | 32 | 11.9 |
| <i>Equal Opportunity and Title IX Office</i> | 18 | 56.3 |
| <i>Counseling Services</i> | 17 | 53.1 |
| <i>Student staff (e.g., resident assistant, student coordinators, building managers, event staff)</i> | 6 | 18.8 |
| <i>Administrative faculty (Residential Life staff, advisor, department chair)</i> | 4 | 12.5 |
| <i>Student Health Center – Redfield Building, University Med</i> | 3 | 9.4 |
| <i>Academic faculty member</i> | 2 | 6.3 |
| <i>University Police Services</i> | 2 | 6.3 |
| <i>Confidential Campus Victim Advocate</i> | 2 | 6.3 |
| <i>Student Conduct Office (Dean of Students)</i> | 2 | 6.3 |
| <i>University Psychological Services Center – Cain Hall rm 206</i> | 2 | 6.3 |
| <i>Downing Counseling Clinic</i> | 1 | 3.1 |
| <i>Victims of Crime Treatment Center – Cain Hall rm 206</i> | 1 | 3.1 |
| <i>Senior administrator (e.g., dean, vice president, provost)</i> | 0 | 0.0 |
| <i>Student teaching assistant (tutor, graduate teaching assistant)</i> | 0 | 0.0 |
| <i>Diversity Initiatives</i> | 0 | 0.0 |
| <i>Office of Human Resources</i> | 0 | 0.0 |
| <i>The Center. Every Student. Every Story.</i> | 0 | 0.0 |
| <i>Social Services Coordinator</i> | 0 | 0.0 |
| I sought information online. | 27 | 10.0 |
| I confronted the person(s) at the time. | 23 | 8.5 |
| I sought support from off-campus hotline/advocacy services. | 16 | 5.9 |
| I contacted a local law enforcement official. | 15 | 5.6 |
| I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam). | 4 | 1.5 |
| A response not listed above | 22 | 8.1 |

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 270). Percentages may not sum to 100 as a result of multiple response choices.

Table B89. Did you officially report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Question 31sc)

| Reported conduct | <i>n</i> | % |
|---|----------|------|
| No, I did not report it. | 241 | 90.6 |
| Yes, I reported it. | 25 | 9.4 |
| <i>Yes, I reported the incident and was satisfied with the outcome.</i> | 6 | 25.0 |
| <i>Yes, I reported the incident, and while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i> | 8 | 33.3 |
| <i>Yes, I reported the incident, but felt that it was not addressed appropriately.</i> | 8 | 33.3 |
| <i>Yes, I reported the conduct and the outcome is still pending.</i> | 2 | 8.3 |

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (n = 270). Percentages may not sum to 100 as a result of multiple response choices

Table B90. Please indicate how much you agree or disagree with each of the following statements. (Question 34)

| | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I am aware of the definition of Affirmative Consent. | 3,585 | 56.2 | 2,193 | 34.4 | 326 | 5.1 | 223 | 3.5 | 51 | 0.8 |
| I am generally aware of the role of the University Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct. | 2,698 | 42.3 | 2,784 | 43.6 | 492 | 7.7 | 333 | 5.2 | 77 | 1.2 |
| I know how and where to report such incidents. | 2,068 | 32.5 | 2,438 | 38.3 | 840 | 13.2 | 871 | 13.7 | 154 | 2.4 |
| I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking. | 2,103 | 33.1 | 2,550 | 40.1 | 838 | 13.2 | 732 | 11.5 | 130 | 2.0 |
| I am generally aware of the campus resources listed here: unr.edu/equal-opportunity-title-ix . | 2,078 | 32.6 | 2,797 | 43.9 | 751 | 11.8 | 622 | 9.8 | 117 | 1.8 |
| I have a responsibility to report such incidents when I see them occurring on campus or off campus. | 3,300 | 52.0 | 2,366 | 37.3 | 540 | 8.5 | 103 | 1.6 | 36 | 0.6 |
| I understand that the University standards of conduct and penalties differ from standards of conduct and penalties under the criminal law. | 2,281 | 36.0 | 2,598 | 41.0 | 876 | 13.8 | 473 | 7.5 | 103 | 1.6 |
| I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in Annual Security and Fire Safety Report Daily Crime Log at: unr.edu/police/data-center/daily-crime-log | 1,727 | 27.2 | 1,900 | 29.9 | 1,061 | 16.7 | 1,287 | 20.3 | 370 | 5.8 |
| I know that the University sends an Emergency Notification Alert to the campus community when such an incident occurs. | 3,014 | 47.3 | 2,431 | 38.2 | 452 | 7.1 | 374 | 5.9 | 96 | 1.5 |

Table B91. Tenured and Tenure-Track Faculty, Post-Doctoral Scholars, President, Provost, Vice Provosts, Deans, Associate Deans only: As a faculty member at the University, I feel... (Question 35)

| | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| The criteria for tenure are clear. | 78 | 15.8 | 188 | 38.0 | 92 | 18.6 | 100 | 20.2 | 37 | 7.5 |
| The tenure standards/promotion standards are applied equally to faculty in my school/division. | 68 | 13.8 | 135 | 27.4 | 130 | 26.4 | 105 | 21.3 | 55 | 11.2 |
| Supported and mentored during the tenure-track years. | 80 | 16.5 | 151 | 31.1 | 115 | 23.7 | 88 | 18.1 | 51 | 10.5 |
| University faculty who qualify for delaying their tenure-clock feel empowered to do so. | 64 | 13.2 | 112 | 23.0 | 226 | 46.5 | 62 | 12.8 | 22 | 4.5 |
| Research is valued by the University. | 228 | 46.3 | 179 | 36.4 | 37 | 7.5 | 33 | 6.7 | 15 | 3.0 |
| Teaching is valued by the University. | 92 | 18.6 | 203 | 41.1 | 103 | 20.9 | 71 | 14.4 | 25 | 5.1 |
| Service contributions are valued by the University. | 55 | 11.2 | 151 | 30.8 | 122 | 24.8 | 107 | 21.8 | 56 | 11.4 |
| Pressured to change my research/scholarship agenda to achieve tenure/promotion. | 35 | 7.2 | 81 | 16.7 | 130 | 26.9 | 139 | 28.7 | 99 | 20.5 |
| Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments). | 88 | 17.9 | 133 | 27.1 | 110 | 22.4 | 110 | 22.4 | 50 | 10.2 |
| I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities). | 95 | 19.2 | 115 | 23.3 | 171 | 34.6 | 89 | 18.0 | 24 | 4.9 |
| Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., child care, elder care). | 15 | 3.1 | 29 | 6.0 | 236 | 48.6 | 137 | 28.2 | 69 | 14.2 |
| Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost). | 53 | 10.7 | 118 | 23.9 | 136 | 27.5 | 119 | 24.1 | 68 | 13.8 |
| Faculty opinions are taken seriously by the Board of Regents. | 6 | 1.2 | 28 | 5.7 | 259 | 53.0 | 101 | 20.7 | 95 | 19.4 |
| Faculty opinions are valued within by University committees. | 29 | 6.0 | 167 | 34.3 | 196 | 40.2 | 54 | 11.1 | 41 | 8.4 |
| I would like more opportunities to participate in substantive committee assignments. | 20 | 4.1 | 66 | 13.5 | 206 | 42.0 | 142 | 29.0 | 56 | 11.4 |

Table B91. Tenured and Tenure-Track Faculty, Post-Doctoral Scholars, President, Provost, Vice Provosts, Deans, Associate Deans only: As a faculty member at the University, I feel... (Question 35)

| | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|-----|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I have opportunities to participate in substantive committee assignments. | 70 | 14.2 | 211 | 42.8 | 157 | 31.8 | 39 | 7.9 | 16 | 3.2 |

Note: Table includes responses only from those respondents who indicated that they were Tenured or Tenure-Track Faculty, Post-Doctoral Scholars, President, Provost, Vice Provosts, or Associate Vice Provosts Faculty in Question 1 (*n* = 503).

Table B92. Non-Tenure-Track Faculty only: As an employee with a non-tenure-track appointment at the University, I feel... (Question 37)

| | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| The criteria used for contract renewal are clear. | 43 | 16.9 | 79 | 31.0 | 58 | 22.7 | 52 | 20.4 | 23 | 9.0 |
| The criteria used for contract renewal are applied equally to all positions. | 29 | 11.3 | 61 | 23.8 | 98 | 38.3 | 44 | 17.2 | 24 | 9.4 |
| Clear expectations of my responsibilities exist. | 64 | 25.2 | 103 | 40.6 | 27 | 10.6 | 49 | 19.3 | 11 | 4.3 |
| Clear description of my job responsibilities. | 66 | 25.9 | 105 | 41.2 | 34 | 13.3 | 36 | 14.1 | 14 | 5.5 |
| Research is valued by the University. | 128 | 50.2 | 81 | 31.8 | 23 | 9.0 | 17 | 6.7 | 6 | 2.4 |
| Teaching is valued by the University. | 61 | 24.3 | 88 | 35.1 | 33 | 13.1 | 53 | 21.1 | 16 | 6.4 |
| Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments). | 31 | 12.3 | 41 | 16.2 | 82 | 32.4 | 71 | 28.1 | 28 | 11.1 |
| I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities). | 54 | 21.3 | 48 | 18.9 | 89 | 35.0 | 53 | 20.9 | 10 | 3.9 |
| Pressured to do extra work that is uncompensated. | 36 | 14.2 | 54 | 21.3 | 64 | 25.2 | 67 | 26.4 | 33 | 13.0 |
| Non-tenure-track faculty opinions are taken seriously by senior administrators (e.g., president, provost, dean, vice president, vice provost, executive director). | 21 | 8.2 | 52 | 20.3 | 64 | 25.0 | 62 | 24.2 | 57 | 22.3 |
| Non-tenure-track faculty opinions are taken seriously by the Board of Regents. | 6 | 2.4 | 25 | 9.8 | 113 | 44.5 | 54 | 21.3 | 56 | 22.0 |
| I have job security. | 16 | 6.3 | 64 | 25.1 | 62 | 24.3 | 48 | 18.8 | 65 | 25.5 |

Note: Table includes responses only from those respondents who indicated that they held Non-Tenure-Track academic appointments in Question 1 (*n* = 256).

Table B93. All Academic Faculty, Post-Doctoral Scholars, President, Provost, Vice Provosts, Deans, Associate Deans only: As an academic faculty member at the University, I feel... (Question 39)

| | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Salaries for tenure-track faculty positions are competitive. | 23 | 3.1 | 195 | 26.2 | 228 | 30.6 | 189 | 25.4 | 109 | 14.7 |
| Salaries for LOA/LOB professors are competitive. | 16 | 2.2 | 68 | 9.2 | 278 | 37.6 | 203 | 27.5 | 174 | 23.5 |
| Health insurance benefits are competitive. | 44 | 5.9 | 254 | 34.1 | 212 | 28.5 | 152 | 20.4 | 82 | 11.0 |
| Child care benefits are competitive. | 10 | 1.4 | 56 | 7.7 | 441 | 60.7 | 112 | 15.4 | 107 | 14.7 |
| Retirement/supplemental benefits are competitive. | 152 | 20.6 | 318 | 43.1 | 191 | 25.9 | 55 | 7.5 | 22 | 3.0 |
| The University provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation). | 15 | 2.0 | 109 | 14.8 | 339 | 45.9 | 173 | 23.4 | 102 | 13.8 |
| My colleagues include me in opportunities that will help my career as much as they do others in my position. | 96 | 13.0 | 271 | 36.8 | 219 | 29.7 | 97 | 13.2 | 54 | 7.3 |
| The performance evaluation process is clear. | 82 | 11.1 | 264 | 35.6 | 164 | 22.1 | 154 | 20.8 | 78 | 10.5 |
| The University provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling). | 81 | 10.9 | 294 | 39.6 | 164 | 22.1 | 130 | 17.5 | 74 | 10.0 |
| Positive about my career opportunities at the University. | 99 | 13.3 | 271 | 36.5 | 172 | 23.1 | 131 | 17.6 | 70 | 9.4 |
| I would recommend the University as good place to work. | 110 | 14.8 | 341 | 45.9 | 171 | 23.0 | 68 | 9.2 | 53 | 7.1 |
| I have job security. | 133 | 17.9 | 287 | 38.7 | 139 | 18.7 | 103 | 13.9 | 80 | 10.8 |

Note: Table includes responses only from those respondents who indicated that they were Faculty, Post-Doctoral Scholars, President, Provost, Vice Provosts, Deans, or Associate Deans in Question 1 (*n* = 759).

Table B94. Administrative Faculty/Vice Presidents/Associate Vice Presidents/Classified Staff only: As an administrative faculty/staff member at the University, I feel... (Question 41)

| | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I have supervisors who give me job/career advice or guidance when I need it. | 502 | 34.3 | 504 | 34.4 | 252 | 17.2 | 132 | 9.0 | 75 | 5.1 |
| I have colleagues/coworkers who give me job/career advice or guidance when I need it. | 468 | 32.0 | 617 | 42.1 | 264 | 18.0 | 90 | 6.1 | 25 | 1.7 |
| I am included in opportunities that will help my career as much as others in similar positions. | 374 | 25.6 | 492 | 33.7 | 329 | 22.5 | 193 | 13.2 | 71 | 4.9 |
| The performance evaluation process is clear. | 347 | 23.8 | 559 | 38.3 | 277 | 19.0 | 199 | 13.6 | 77 | 5.3 |
| The performance evaluation process is productive. | 227 | 15.6 | 374 | 25.7 | 391 | 26.8 | 317 | 21.8 | 148 | 10.2 |
| The process for contesting the performance process is clear. | 238 | 16.7 | 462 | 32.4 | 405 | 28.4 | 218 | 15.3 | 103 | 7.2 |
| My supervisor provides adequate support for me to manage work-life balance. | 616 | 42.5 | 492 | 33.9 | 190 | 13.1 | 92 | 6.3 | 60 | 4.1 |
| I am able to complete my assigned duties during scheduled hours. | 394 | 27.3 | 554 | 38.4 | 184 | 12.8 | 207 | 14.3 | 104 | 7.2 |
| My workload has increased without additional compensation due to other administrative faculty/staff departures (e.g., retirement positions not filled). | 363 | 24.8 | 344 | 23.5 | 378 | 25.9 | 281 | 19.2 | 96 | 6.6 |
| Pressured by departmental/program work requirements that occur outside of my normally scheduled hours. | 140 | 9.7 | 281 | 19.4 | 335 | 23.1 | 493 | 34.0 | 201 | 13.9 |
| I am given a reasonable time frame to complete assigned responsibilities. | 330 | 22.7 | 710 | 48.8 | 272 | 18.7 | 97 | 6.7 | 47 | 3.2 |
| Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments). | 117 | 8.0 | 249 | 17.1 | 456 | 31.4 | 476 | 32.7 | 156 | 10.7 |
| I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support). | 194 | 13.3 | 311 | 21.3 | 505 | 34.6 | 354 | 24.3 | 95 | 6.5 |

Table B94. Administrative Faculty/Vice Presidents/Associate Vice Presidents/Classified Staff only: As an administrative faculty/staff member at the University, I feel... (Question 41)

| | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| A hierarchy exists within administrative faculty/staff positions that allows some voices to be valued more than others. | 393 | 26.9 | 460 | 31.5 | 352 | 24.1 | 186 | 12.7 | 68 | 4.7 |
| The University provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation). | 156 | 10.7 | 365 | 25.0 | 599 | 41.1 | 217 | 14.9 | 121 | 8.3 |

Note: Table includes responses only from those respondents who indicated that they were Administrative Faculty, Vice Presidents, Associate Vice Presidents, or Classified Staff in Question 1 (*n* = 1,473).

Table B95. Administrative Faculty/Vice Presidents/Associate Vice Presidents/Classified Staff only: As an administrative faculty/staff member at the University, I feel... (Question 43)

| | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| The University provides me with resources to pursue training/professional development opportunities. | 305 | 20.9 | 674 | 46.2 | 272 | 18.6 | 169 | 11.6 | 39 | 2.7 |
| My supervisor provides me with resources to pursue training/professional development opportunities. | 405 | 27.7 | 580 | 39.7 | 259 | 17.7 | 168 | 11.5 | 48 | 3.3 |
| The University is supportive of taking extended leave (e.g., FMLA, parental). | 331 | 22.7 | 558 | 38.2 | 477 | 32.7 | 61 | 4.2 | 33 | 2.3 |
| My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, short-term disability). | 589 | 40.6 | 621 | 42.8 | 161 | 11.1 | 59 | 4.1 | 21 | 1.4 |
| Administrative faculty and staff in my department/program who use family accommodation policies (e.g., FMLA) are disadvantaged in promotion or evaluations. | 52 | 3.6 | 115 | 7.9 | 696 | 47.8 | 390 | 26.8 | 202 | 13.9 |
| The University policies (e.g., FMLA) are fairly applied across the University. | 159 | 10.9 | 400 | 27.4 | 788 | 54.0 | 80 | 5.5 | 32 | 2.2 |
| The University is supportive of flexible work schedules. | 215 | 14.7 | 531 | 36.3 | 414 | 28.3 | 203 | 13.9 | 99 | 6.8 |
| My supervisor is supportive of flexible work schedules. | 439 | 30.1 | 552 | 37.9 | 252 | 17.3 | 139 | 9.5 | 75 | 5.1 |

Table B95. Administrative Faculty/Vice Presidents/Associate Vice Presidents/Classified Staff only: As an administrative faculty/staff member at the University, I feel... (Question 43)

| | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Administrative faculty & staff salaries are competitive. | 63 | 4.3 | 238 | 16.3 | 372 | 25.5 | 440 | 30.1 | 347 | 23.8 |
| Annual leave benefits are competitive. | 383 | 26.3 | 702 | 48.1 | 247 | 16.9 | 79 | 5.4 | 47 | 3.2 |
| Health insurance benefits are competitive. | 187 | 12.8 | 553 | 37.9 | 355 | 24.3 | 261 | 17.9 | 103 | 7.1 |
| Child care benefits are competitive. | 53 | 3.7 | 154 | 10.6 | 969 | 66.9 | 139 | 9.6 | 133 | 9.2 |
| Retirement benefits are competitive. | 328 | 22.8 | 639 | 44.3 | 352 | 24.4 | 83 | 5.8 | 39 | 2.7 |
| Administrative faculty & staff opinions are valued on University committees. | 105 | 7.2 | 433 | 29.7 | 587 | 40.2 | 252 | 17.3 | 82 | 5.6 |
| Administrative faculty & staff opinions are valued by the University academic faculty and administration. | 92 | 6.3 | 342 | 23.4 | 593 | 40.6 | 309 | 21.2 | 123 | 8.4 |
| Administrative faculty & staff opinions are taken seriously by the Board of Regents. | 66 | 4.5 | 188 | 12.9 | 810 | 55.7 | 221 | 15.2 | 168 | 11.6 |
| Clear expectations of my responsibilities exist. | 301 | 20.7 | 753 | 51.7 | 203 | 13.9 | 153 | 10.5 | 47 | 3.2 |
| Clear procedures exist on how I can advance at the University. | 104 | 7.1 | 312 | 21.4 | 410 | 28.1 | 423 | 29.0 | 210 | 14.4 |
| Positive about my career opportunities at the University | 156 | 10.7 | 460 | 31.6 | 431 | 29.6 | 292 | 20.1 | 117 | 8.0 |
| I would recommend the University as a good place to work. | 304 | 20.8 | 705 | 48.3 | 326 | 22.3 | 91 | 6.2 | 33 | 2.3 |
| I have job security. | 269 | 18.4 | 689 | 47.2 | 303 | 20.8 | 158 | 10.8 | 40 | 2.7 |

Note: Table includes responses only from those respondents who indicated that they were Administrative Faculty, Classified Staff, or Executive-level Non-Academic Administrative Faculty in Question 1 (*n* = 1,473).

Table B96. Graduate/Professional Students only: As a graduate/professional student, I feel... (Question 45)

| | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|--|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|-----|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I am satisfied with the quality of advising I have received from my department. | 278 | 35.0 | 278 | 35.0 | 109 | 13.7 | 80 | 10.1 | 49 | 6.2 |
| I have adequate access to my advisor. | 371 | 46.8 | 264 | 33.3 | 88 | 11.1 | 38 | 4.8 | 31 | 3.9 |
| My advisor provides clear expectations. | 297 | 37.6 | 259 | 32.8 | 131 | 16.6 | 64 | 8.1 | 39 | 4.9 |
| My advisor responds to my emails, calls, or voicemails in a prompt manner. | 388 | 49.1 | 272 | 34.4 | 68 | 8.6 | 37 | 4.7 | 26 | 3.3 |
| Department academic faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner. | 298 | 37.5 | 353 | 44.5 | 86 | 10.8 | 43 | 5.4 | 14 | 1.8 |
| Department administrative faculty & staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner. | 319 | 40.3 | 335 | 42.3 | 88 | 11.1 | 36 | 4.5 | 14 | 1.8 |
| Adequate opportunities exist for me to interact with other university academic faculty outside of my department. | 201 | 25.4 | 243 | 30.7 | 191 | 24.1 | 106 | 13.4 | 51 | 6.4 |
| I receive support from my advisor to pursue personal research interests. | 294 | 37.2 | 250 | 31.6 | 155 | 19.6 | 49 | 6.2 | 42 | 5.3 |
| My department academic faculty members encourage me to produce publications and present research. | 305 | 38.5 | 237 | 29.9 | 150 | 18.9 | 61 | 7.7 | 39 | 4.9 |
| My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research. | 216 | 27.4 | 188 | 23.9 | 199 | 25.3 | 116 | 14.7 | 69 | 8.8 |
| I feel comfortable sharing my professional goals with my advisor. | 371 | 47.1 | 256 | 32.5 | 98 | 12.4 | 31 | 3.9 | 32 | 4.1 |

Note: Table includes responses only from those respondents who indicated that they were Graduate/Professional Students in Question 1 (*n* = 794).

Table B97. Within the past year, have you OBSERVED any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (e.g., bullying, harassing) learning or working environment at the University? (Question 83)

| Observed conduct | <i>n</i> | % |
|------------------|----------|------|
| No | 4,743 | 74.3 |
| Yes | 1,644 | 25.7 |

Table B98. Who/what was the target of the conduct? (Mark all that apply.) (Question 84)

| Target | <i>n</i> | % |
|---|----------|------|
| Student | 848 | 51.6 |
| Coworker/colleague | 325 | 19.8 |
| Friend | 265 | 16.1 |
| Stranger | 229 | 13.9 |
| Academic faculty member/other instructional staff | 167 | 10.2 |
| Administrative faculty/staff member | 164 | 10.0 |
| Student staff | 109 | 6.6 |
| Student organization | 104 | 6.3 |
| Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram) | 54 | 3.3 |
| Off-campus community member | 48 | 2.9 |
| Supervisor or manager | 41 | 2.5 |
| Direct report (e.g., person who reports to me) | 36 | 2.2 |
| Teaching assistant/laboratory assistant/tutor | 34 | 2.1 |
| University media (e.g., posters, brochures, flyers, handouts, websites) | 28 | 1.7 |
| Department/program chair | 27 | 1.6 |
| University Police Services | 25 | 1.5 |
| Senior administrator (e.g., president, provost, dean, vice president, vice provost) | 22 | 1.3 |
| Academic advisor | 17 | 1.0 |
| Alumnus/a | 15 | 0.9 |
| Athletic coach/trainer | 12 | 0.7 |
| Construction worker/contractor | 4 | 0.2 |
| Donor | 3 | 0.2 |
| Outside security staff (e.g., ESI, CCS) | 2 | 0.1 |
| Do not know target | 153 | 9.3 |
| A target not listed above | 89 | 5.4 |

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 1,644). Percentages may not sum to 100 as a result of multiple response choices.

**Table B99. Who/what was the source of the conduct? (Mark all that apply.)
 (Question 85)**

| Source | <i>n</i> | % |
|---|----------|------|
| Student | 650 | 39.5 |
| Academic faculty member/other instructional staff | 286 | 17.4 |
| Administrative faculty/staff member | 249 | 15.1 |
| Stranger | 217 | 13.2 |
| Coworker/colleague | 186 | 11.3 |
| Supervisor or manager | 145 | 8.8 |
| Department/program chair | 120 | 7.3 |
| Senior administrator (e.g., president, provost, dean, vice president, vice provost) | 100 | 6.1 |
| Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram) | 80 | 4.9 |
| Student organization | 77 | 4.7 |
| Friend | 70 | 4.3 |
| Student staff | 61 | 3.7 |
| University Police Services | 57 | 3.5 |
| Off-campus community member | 60 | 3.6 |
| University media (e.g., posters, brochures, flyers, handouts, websites) | 51 | 3.1 |
| Teaching assistant/laboratory assistant/tutor | 21 | 1.3 |
| Academic advisor | 18 | 1.1 |
| Athletic coach/trainer | 14 | 0.9 |
| Alumnus/a | 13 | 0.8 |
| Construction worker/contractor | 8 | 0.5 |
| Direct report (e.g., person who reports to me) | 9 | 0.5 |
| Outside security staff (e.g., ESI, CCS) | 7 | 0.4 |
| Donor | 4 | 0.2 |
| Do not know source | 170 | 10.3 |
| A source not listed above | 63 | 3.8 |

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 1,644). Percentages may not sum to 100 as a result of multiple response choices.

Table B100. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you observe? (Question 86)

| Instances | <i>n</i> | % |
|---------------------|----------|------|
| 1 instance | 425 | 26.5 |
| 2 instances | 377 | 23.5 |
| 3 instances | 240 | 15.0 |
| 4 instances | 101 | 6.3 |
| 5 or more instances | 460 | 28.7 |

Note: Table includes responses from only those respondents who indicated that they observed conduct ($n = 1,644$).

Table B101. Which of the target’s characteristics do you believe was/were the basis for the conduct? (Mark all that apply.) (Question 87)

| Characteristic | <i>n</i> | % |
|---|----------|------|
| Political views | 452 | 27.5 |
| Racial identity | 443 | 26.9 |
| Ethnicity | 393 | 23.9 |
| Gender/gender identity | 378 | 23.0 |
| Position (e.g., administrative faculty, staff, academic faculty, student) | 269 | 16.4 |
| Religious/spiritual views | 265 | 16.1 |
| Sexual identity | 245 | 14.9 |
| Gender expression | 198 | 12.0 |
| Immigrant/citizen status | 190 | 11.6 |
| Philosophical views | 188 | 11.4 |
| Age | 176 | 10.7 |
| Physical characteristics | 158 | 9.6 |
| Socioeconomic status | 131 | 8.0 |
| Disability/condition | 129 | 7.8 |
| English language proficiency/accent | 126 | 7.7 |
| International status/national origin | 110 | 6.7 |
| Academic performance | 107 | 6.5 |
| Participation in an organization/team | 106 | 6.4 |
| Educational credentials (e.g., BS, MS, PhD, MD) | 97 | 5.9 |
| Major field of study | 88 | 5.4 |
| Length of service at the University | 75 | 4.6 |
| Medical disability/condition | 75 | 4.6 |
| Parental status (e.g., having children) | 42 | 2.6 |
| Marital status (e.g., single, married, partnered) | 32 | 1.9 |
| Pregnancy | 31 | 1.9 |
| Military/veteran status | 17 | 1.0 |
| Do not know | 245 | 14.9 |
| A reason not listed above | 123 | 7.5 |

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 1,644). Percentages may not sum to 100 as a result of multiple response choices.

Table B102. Which of the following did you observe because of the target’s identity? (Mark all that apply.) (Question 88)

| Form of observed conduct | <i>n</i> | % |
|--|----------|------|
| Derogatory verbal remarks | 644 | 39.2 |
| Person intimidated or bullied | 511 | 31.1 |
| Person ignored or excluded | 501 | 30.5 |
| Person isolated or left out | 441 | 26.8 |
| Person experienced a hostile work environment | 358 | 21.8 |
| Racial/ethnic profiling | 319 | 19.4 |
| Person was stared at | 277 | 16.8 |
| Person was the target of workplace incivility | 255 | 15.5 |
| Person experienced a hostile classroom environment | 228 | 13.9 |
| Derogatory written comments | 219 | 13.3 |
| Graffiti/vandalism | 197 | 12.0 |
| Singled out as the spokesperson for their identity group | 176 | 10.7 |
| Derogatory/unsolicited messages through social networking site (e.g., Facebook, Twitter, Snapchat) | 142 | 8.6 |
| Person received a low or unfair performance evaluation | 136 | 8.3 |
| Threats of physical violence | 118 | 7.2 |
| Derogatory phone calls/text messages/email | 110 | 6.7 |
| Assumption that someone was admitted/hired/promoted based on his/her identity | 98 | 6.0 |
| Person was unfairly evaluated in the promotion and tenure process | 98 | 6.0 |
| Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity | 64 | 3.9 |
| Person received a poor grade | 58 | 3.5 |
| Person was stalked | 44 | 2.7 |
| Derogatory phone calls | 29 | 1.8 |
| Physical violence | 32 | 1.9 |
| Something not listed above | 70 | 4.3 |

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 1,644). Percentages may not sum to 100 as a result of multiple response choices.

Table B103. Where did you observe this conduct? (Mark all that apply.) (Question 89)

| Location | <i>n</i> | % |
|--|----------|------|
| In other public spaces at the University | 395 | 24.0 |
| In a class/laboratory | 349 | 21.2 |
| While working at a University job | 340 | 20.7 |
| While walking on campus | 314 | 19.1 |
| In a meeting with a group of people | 262 | 15.9 |
| On social media sites (e.g., Facebook, Twitter, Snapchat, Instagram) | 185 | 11.3 |
| Off campus | 175 | 10.6 |
| At an event/program on campus | 152 | 9.2 |
| In campus housing | 148 | 9.0 |
| In a University administrative office | 139 | 8.5 |
| In the Joe Crowley Student Union | 136 | 8.3 |
| On phone calls/text messages/email | 114 | 6.9 |
| In a meeting with one other person | 110 | 6.7 |
| In the University library | 98 | 6.0 |
| In an academic faculty office | 97 | 5.9 |
| In a parking garage | 57 | 3.5 |
| In a fraternity house | 47 | 2.9 |
| In off-campus housing | 39 | 2.4 |
| In a University fitness center | 34 | 2.1 |
| In the University dining facility | 31 | 1.9 |
| In athletic facilities | 30 | 1.8 |
| In a sorority house | 26 | 1.6 |
| In an experiential learning environment (e.g., community-based learning, externship, internship) | 22 | 1.3 |
| In a religious center | 7 | 0.4 |
| In the University Counseling Services Office | 7 | 0.4 |
| On a campus shuttle | 5 | 0.3 |
| In the University Student Health Center | 4 | 0.2 |
| On a campus escort van | 4 | 0.2 |
| A venue not listed above | 44 | 2.7 |

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 1,644). Percentages may not sum to 100 as a result of multiple response choices.

**Table B104. How did you feel after observing the conduct? (Mark all that apply.)
 (Question 90)**

| Emotional response | <i>n</i> | % |
|-----------------------------|----------|------|
| I was angry. | 1,013 | 61.6 |
| I felt distressed. | 565 | 34.4 |
| I felt anxious. | 489 | 29.7 |
| I felt embarrassed. | 319 | 19.4 |
| I felt depressed. | 276 | 16.8 |
| I was afraid/intimidated. | 257 | 15.6 |
| I ignored it. | 181 | 11.0 |
| I felt somehow responsible. | 150 | 9.1 |
| A feeling not listed above | 164 | 10.0 |

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 1,644). Percentages may not sum to 100 as a result of multiple response choices.

Table B105. What was your response to observing this conduct? (Mark all that apply.) (Question 91)

| Response | <i>n</i> | % |
|--|----------|------|
| I told a friend. | 535 | 32.5 |
| I did not do anything. | 524 | 31.9 |
| I told a family member. | 303 | 18.4 |
| I did not know to whom to go. | 276 | 16.8 |
| I avoided the person/venue. | 274 | 16.7 |
| I contacted a University resource. | 203 | 12.3 |
| <i>Academic faculty member</i> | 48 | 23.6 |
| <i>Administrative faculty (Residential Life staff, advisor, department chair)</i> | 47 | 23.2 |
| <i>Senior administrator (e.g., dean, vice president, provost)</i> | 41 | 20.2 |
| <i>Equal Opportunity and Title IX Office</i> | 28 | 13.8 |
| <i>Supervisor</i> | 26 | 12.8 |
| <i>Office of Human Resources</i> | 22 | 10.8 |
| <i>University Police Services</i> | 13 | 6.4 |
| <i>Counseling Services</i> | 11 | 5.4 |
| <i>Student staff (e.g., resident assistant, student coordinators, building managers, event staff)</i> | 10 | 4.9 |
| <i>Student Conduct Office or Dean of Students</i> | 5 | 2.5 |
| <i>Diversity Initiatives</i> | 4 | 2.0 |
| <i>The Center. Every Student. Every Story.</i> | 3 | 1.5 |
| <i>Confidential Campus Victim Advocate</i> | 2 | 1.0 |
| <i>University Psychological Services Center</i> | 2 | 1.0 |
| <i>Student teaching assistant (tutor, graduate teaching assistant)</i> | 1 | 0.5 |
| <i>Downing Counseling Clinic</i> | 1 | 0.5 |
| <i>Student Health Center</i> | 1 | 0.5 |
| <i>Social Services Coordinator</i> | 0 | 0.0 |
| <i>Victims of Crime Treatment Center</i> | 0 | 0.0 |
| I confronted the person(s) at the time. | 197 | 12.0 |
| I confronted the person(s) later. | 138 | 8.4 |
| I sought information online. | 96 | 5.8 |
| I offered support to the person affected. | 56 | 3.4 |
| I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam). | 24 | 1.5 |
| I sought support from off campus hotline/advocacy services. | 19 | 1.2 |
| I submitted a bias incident report or a report through the Bias and Hate Incident Reporting Hotline. | 19 | 1.2 |

| | | |
|---|-----|-----|
| I contacted a local law enforcement official. | 12 | 0.7 |
| A response not listed above | 106 | 6.4 |

Note: Table includes responses from only those respondents who indicated that they observed conduct ($n = 1,644$). Percentages may not sum to 100 as a result of multiple response choices.

Table B106. Did you officially report the conduct? (Question 92)

| Reported conduct | <i>n</i> | % |
|---|----------|------|
| No, I didn't report it. | 1,456 | 91.5 |
| Yes, I reported it. | 136 | 8.5 |
| <i>Yes, I reported the incident and was satisfied with the outcome.</i> | 17 | 17.5 |
| <i>Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i> | 11 | 11.3 |
| <i>Yes, I reported the incident but felt that it was not addressed appropriately.</i> | 41 | 42.3 |
| <i>Yes, I reported the conduct and the outcome is still pending.</i> | 12 | 12.4 |
| <i>Yes, I reported the conduct, but the outcome was not shared.</i> | 16 | 16.5 |

Note: Table includes responses from only those respondents who indicated that they observed conduct ($n = 1,644$). Percentages may not sum to 100 as a result of multiple response choices.

Table B107. Academic Faculty/Post-Doctoral Scholars/Administrative Faculty/Administrative Faculty Executive Level/Classified Staff only: Have you observed hiring practices at the University (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust? (Question 94)

| Observed | <i>n</i> | % |
|----------|----------|------|
| No | 1,601 | 72.3 |
| Yes | 613 | 27.7 |

Note: Table includes responses only from those respondents who indicated that they were Academic Faculty, Post-Doctoral Scholars, Administrative Faculty, Administrative Faculty Executive Level, or Classified Staff in Question 1 ($n = 2,232$).

Table B108. Academic Faculty/Post-Doctoral Scholars/Administrative Faculty/Administrative Faculty Executive Level/Classified Staff only: I believe that the unjust hiring practices were based upon: (Mark all that apply.) (Question 95)

| Characteristic | <i>n</i> | % |
|---|----------|------|
| Nepotism/cronyism | 168 | 27.4 |
| Racial identity | 132 | 21.5 |
| Ethnicity | 108 | 17.6 |
| Gender/gender identity | 108 | 17.6 |
| Age | 93 | 15.2 |
| Position status (e.g., staff, faculty, student) | 87 | 14.2 |
| Educational credentials (e.g., BS, MS, PhD) | 56 | 9.1 |
| Length of service at the University | 48 | 7.8 |
| Major field of study | 37 | 6.0 |
| Physical characteristics | 31 | 5.1 |
| Philosophical views | 25 | 4.1 |
| English language proficiency/accent | 24 | 3.9 |
| Sexual identity | 24 | 3.9 |
| Immigrant/citizen status | 22 | 3.6 |
| Marital status (e.g., single, married, partnered) | 22 | 3.6 |
| Military/veteran status | 22 | 3.6 |
| Gender expression | 21 | 3.4 |
| Religious/spiritual views | 21 | 3.4 |
| Socioeconomic status | 19 | 3.1 |
| Political views | 18 | 2.9 |
| Participation in an organization/team | 16 | 2.6 |
| Parental status (e.g., having children) | 15 | 2.4 |
| Physical disability/condition | 13 | 2.1 |
| Learning disability/condition | 11 | 1.8 |
| International status | 10 | 1.6 |
| Mental health/psychological disability/condition | 10 | 1.6 |
| Pregnancy | 7 | 1.1 |
| Medical disability/condition | 6 | 1.0 |
| Do not know | 47 | 7.7 |
| A reason not listed above | 107 | 17.5 |

Note: Table includes responses only from those Academic Faculty, Post-Doctoral Scholars, Administrative Faculty, Administrative Faculty Executive Level, or Classified Staff respondents who indicated that they observed unjust hiring practices (*n* = 613). Percentages may not sum to 100 as a result of multiple response choices.

Table B109. Academic Faculty/Post-Doctoral Scholar/Administrative Faculty/Administrative Faculty Executive Level/Classified Staff only: Have you observed promotion, tenure, reappointment, and/or reclassification practices at the University that you perceive to be unjust? (Question 97)

| Observed | <i>n</i> | % |
|----------|----------|------|
| No | 1,638 | 74.3 |
| Yes | 567 | 25.7 |

Note: Table includes responses from only those respondents who indicated that they were Academic Faculty, Post-Doctoral Scholars, Administrative Faculty, Administrative Faculty Executive Level, or Classified Staff in Question 1 (*n* = 2,232).

Table B110. Academic Faculty/Post-Doctoral Scholars/Administrative Faculty/Administrative Faculty Executive Level/Classified Staff only: I believe that the unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification were based upon... (Mark all that apply.) (Question 98)

| Characteristic | <i>n</i> | % |
|--|----------|------|
| Position status (e.g., administrative faculty, staff, academic faculty, student) | 154 | 27.2 |
| Gender/gender identity | 94 | 16.6 |
| Length of service at the University | 74 | 13.1 |
| Age | 67 | 11.8 |
| Racial identity | 55 | 9.7 |
| Ethnicity | 48 | 8.5 |
| Educational credentials (e.g., BS, MS, PhD, MD) | 46 | 8.1 |
| Major field of study | 34 | 6.0 |
| Philosophical views | 34 | 6.0 |
| Participation in an organization/team | 21 | 3.7 |
| Political views | 21 | 3.7 |
| Physical characteristics | 19 | 3.4 |
| Gender expression | 16 | 2.8 |
| Military/veteran status | 16 | 2.8 |
| Sexual identity | 15 | 2.6 |
| English language proficiency/accent | 14 | 2.5 |
| Marital status (e.g., single, married, partnered) | 14 | 2.5 |
| Religious/spiritual views | 14 | 2.5 |
| Socioeconomic status | 12 | 2.1 |
| Medical disability/condition | 10 | 1.8 |
| International status/national origin | 9 | 1.6 |
| Parental status (e.g., having children) | 9 | 1.6 |
| Disability/condition | 8 | 1.4 |
| Pregnancy | 8 | 1.4 |
| Immigrant/citizen status | 3 | 0.5 |
| Do not know | 99 | 17.5 |
| A reason not listed above | 169 | 29.8 |

Note: Table includes responses only from those Academic Faculty, Post-Doctoral Scholars, Administrative Faculty, Administrative Faculty Executive Level, or Classified Staff respondents who indicated that they observed unjust promotion, tenure, reappointment, and/or reclassification practices (*n* = 567). Percentages may not sum to 100 as a result of multiple response choices.

Table B111. Academic Faculty/Post-Doctoral Scholars/Administrative Faculty/Administrative Faculty Executive Level/Classified Staff only: Have you observed employment-related discipline or action, up to and including dismissal, at the University that you perceive to be unjust? (Question 100)

| Observed | <i>n</i> | % |
|----------|----------|------|
| No | 1,911 | 86.5 |
| Yes | 298 | 13.5 |

Note: Table includes responses from only those respondents who indicated that they were Academic Faculty, Post-Doctoral Scholars, Administrative Faculty, Administrative Faculty Executive Level, or Classified Staff in Question 1 (*n* = 2,232).

Table B112. Academic Faculty/Post-Doctoral Scholars/Administrative Faculty/Administrative Faculty Executive Level/Classified Staff only: I believe that the unjust employment-related disciplinary actions were based upon... (Mark all that apply.) (Question 101)

| Characteristic | <i>n</i> | % |
|---|----------|------|
| Position (e.g., administrative faculty, staff, academic faculty, student) | 64 | 21.5 |
| Age | 44 | 14.8 |
| Length of service at the University | 42 | 14.1 |
| Philosophical views | 30 | 10.1 |
| Gender/gender identity | 22 | 7.4 |
| Educational credentials (e.g., BS, MS, PhD, MD) | 20 | 6.7 |
| Ethnicity | 20 | 6.7 |
| Racial identity | 20 | 6.7 |
| Medical disability/condition | 18 | 6.0 |
| Participation in an organization/team | 15 | 5.0 |
| Political views | 15 | 5.0 |
| Physical characteristics | 11 | 3.7 |
| English language proficiency/accent | 9 | 3.0 |
| Religious/spiritual views | 9 | 3.0 |
| Sexual identity | 9 | 3.0 |
| Disability/condition | 8 | 2.7 |
| Gender expression | 8 | 2.7 |
| Major field of study | 8 | 2.7 |
| Socioeconomic status | 8 | 2.7 |
| International status/national origin | 6 | 2.0 |
| Marital status (e.g., single, married, partnered) | 6 | 2.0 |
| Parental status (e.g., having children) | 6 | 2.0 |
| Military/veteran status | 5 | 1.7 |
| Immigrant/citizen status | 3 | 1.0 |
| Pregnancy | 3 | 1.0 |
| Do not know | 72 | 24.2 |
| A reason not listed above | 85 | 28.5 |

Note: Table includes responses only from those Academic Faculty, Post-Doctoral Scholars, Administrative Faculty, Administrative Faculty Executive Level, or Classified Staff respondents who indicated that they observed unjust disciplinary actions (*n* = 298). Percentages may not sum to 100 as a result of multiple response choices.

Table B113. Using a scale of 1-5, please rate the overall campus climate at the University on the following dimensions: (Question 103)

| Dimension | 1 | | 2 | | 3 | | 4 | | 5 | | Mean | Standard Deviation |
|--|-------|------|-------|------|-------|------|-----|------|-----|-----|------------|--------------------|
| | n | % | n | % | n | % | n | % | n | % | | |
| Friendly/Hostile | 2,028 | 31.9 | 2,730 | 42.9 | 1,285 | 20.2 | 266 | 4.2 | 55 | 0.9 | 2.0 | 0.9 |
| Inclusive/Exclusive | 1,462 | 23.1 | 2,523 | 39.8 | 1,671 | 26.4 | 544 | 8.6 | 139 | 2.2 | 2.3 | 1.0 |
| Improving/Regressing | 1,676 | 26.5 | 2,476 | 39.1 | 1,610 | 25.4 | 420 | 6.6 | 145 | 2.3 | 2.2 | 1.0 |
| Positive for persons with disabilities/Negative | 1,720 | 27.2 | 2,181 | 34.5 | 1,713 | 27.1 | 506 | 8.0 | 203 | 3.0 | 2.3 | 1.0 |
| Positive for people who identify as lesbian, gay, bisexual, queer, or transgender/Negative | 1,893 | 30.0 | 2,471 | 39.1 | 1,584 | 25.1 | 303 | 4.8 | 63 | 1.0 | 2.1 | 0.9 |
| Positive for people of various spiritual/religious backgrounds/Negative | 1,499 | 23.7 | 2,175 | 34.4 | 1,982 | 31.4 | 521 | 8.2 | 145 | 2.3 | 2.3 | 1.0 |
| Positive for People of Color/Negative | 1,763 | 27.9 | 2,187 | 34.6 | 1,634 | 25.8 | 578 | 9.1 | 166 | 2.6 | 2.2 | 1.0 |
| Positive for men/Negative | 2,649 | 41.9 | 2,086 | 33.0 | 1,189 | 18.8 | 267 | 4.2 | 136 | 2.1 | 1.9 | 1.0 |
| Positive for women/Negative | 1,806 | 28.5 | 2,442 | 38.6 | 1,441 | 22.8 | 546 | 8.6 | 94 | 1.5 | 2.2 | 1.0 |
| Positive for non-native English speakers/Negative | 1,412 | 22.4 | 1,912 | 30.3 | 2,109 | 33.4 | 721 | 11.4 | 154 | 2.4 | 2.4 | 1.0 |
| Positive for people who are not U.S. citizens/Negative | 1,507 | 23.9 | 1,947 | 30.9 | 2,112 | 33.5 | 600 | 9.5 | 131 | 2.1 | 2.4 | 1.0 |
| Welcoming/Not welcoming | 1,965 | 31.0 | 2,740 | 43.2 | 1,219 | 19.2 | 332 | 5.2 | 88 | 1.4 | 2.0 | 0.9 |
| Respectful/Not respectful | 1,779 | 28.1 | 2,628 | 41.5 | 1,356 | 21.4 | 455 | 7.2 | 109 | 1.7 | 2.1 | 1.0 |
| Positive for people of high socioeconomic status/Negative | 2,871 | 45.5 | 2,002 | 31.7 | 1,229 | 19.5 | 130 | 2.1 | 77 | 1.2 | 1.8 | 0.9 |
| Positive for people of low socioeconomic status/Negative | 1,331 | 21.1 | 1,756 | 27.9 | 1,943 | 30.8 | 948 | 15.0 | 324 | 5.1 | 2.6 | 1.1 |
| Positive for people of various political affiliations/Negative | 1,085 | 17.2 | 1,593 | 25.2 | 2,196 | 34.8 | 950 | 15.1 | 488 | 7.7 | 2.7 | 1.1 |
| Positive for people in active military/veteran status/Negative | 1,953 | 31.0 | 2,279 | 36.2 | 1,869 | 29.7 | 143 | 2.3 | 59 | 0.9 | 2.1 | 0.9 |

Table B114. Using a scale of 1-5, please rate the overall campus climate on the following dimensions: (Question 104)

| Dimension | 1 | | 2 | | 3 | | 4 | | 5 | | Mean | Standard Deviation |
|---|-------|------|-------|------|-------|------|-----|------|-----|-----|------------|--------------------|
| | n | % | n | % | n | % | n | % | n | % | | |
| Not racist/Racist | 1,491 | 23.6 | 2,249 | 35.6 | 1,678 | 26.6 | 723 | 11.4 | 179 | 2.8 | 2.3 | 1.0 |
| Not sexist/Sexist | 1,426 | 22.6 | 2,164 | 34.3 | 1,666 | 26.4 | 863 | 13.7 | 190 | 3.0 | 2.4 | 1.1 |
| Not homophobic/Homophobic | 1,721 | 27.5 | 2,370 | 37.8 | 1,658 | 26.5 | 430 | 6.9 | 89 | 1.4 | 2.2 | 1.0 |
| Not biphobic/Biphobic | 1,755 | 28.1 | 2,328 | 37.3 | 1,755 | 28.1 | 318 | 5.1 | 83 | 1.3 | 2.1 | 0.9 |
| Not transphobic/Transphobic | 1,646 | 26.4 | 2,142 | 34.4 | 1,719 | 27.6 | 569 | 9.1 | 159 | 2.6 | 2.3 | 1.0 |
| Not ageist/Ageist | 1,660 | 26.5 | 2,134 | 34.1 | 1,710 | 27.3 | 587 | 9.4 | 171 | 2.7 | 2.3 | 1.0 |
| Not classist (socioeconomic status)/Classist | 1,460 | 23.3 | 1,995 | 31.8 | 1,714 | 27.4 | 809 | 12.9 | 287 | 4.6 | 2.4 | 1.1 |
| Not classist (position: faculty, staff, student)/Classist | 1,427 | 22.8 | 1,943 | 31.0 | 1,687 | 26.9 | 851 | 13.6 | 358 | 5.7 | 2.5 | 1.1 |
| Not ableist (disability-friendly)/Ableist (not disability-friendly) | 1,711 | 27.5 | 2,233 | 35.8 | 1,585 | 25.4 | 508 | 8.2 | 195 | 3.1 | 2.2 | 1.0 |
| Not xenophobic/Xenophobic | 1,698 | 27.2 | 2,212 | 35.4 | 1,775 | 28.4 | 445 | 7.1 | 116 | 1.9 | 2.2 | 1.0 |
| Not ethnocentric/Ethnocentric | 1,632 | 26.1 | 2,184 | 35.0 | 1,732 | 27.8 | 515 | 8.3 | 178 | 2.9 | 2.3 | 1.0 |
| Not Antisemitic/Antisemitic | 1,810 | 28.9 | 2,155 | 34.4 | 1,721 | 27.5 | 423 | 6.7 | 160 | 2.6 | 2.2 | 1.0 |
| Not Islamophobic/Islamophobic | 1,695 | 27.0 | 2,095 | 33.4 | 1,782 | 28.4 | 535 | 8.5 | 160 | 2.6 | 2.3 | 1.0 |

Table B115. Students only: Please indicate the extent to which you agree with each of the following statements. (Question 105)

| Statement | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I feel valued by University faculty. | 837 | 20.1 | 1,774 | 42.6 | 1,000 | 24.0 | 412 | 9.9 | 140 | 3.4 |
| I feel valued by University staff. | 767 | 18.5 | 1,767 | 42.6 | 1,094 | 26.4 | 385 | 9.3 | 136 | 3.3 |
| I feel valued by University senior administrators (e.g., dean, vice president, provost). | 574 | 13.8 | 1,082 | 26.0 | 1,420 | 34.2 | 683 | 16.4 | 397 | 9.6 |
| I feel valued by faculty in the classroom. | 936 | 22.6 | 1,945 | 47.0 | 890 | 21.5 | 280 | 6.8 | 89 | 2.1 |
| I feel valued by other students in the classroom. | 798 | 19.2 | 1,730 | 41.7 | 1,219 | 29.4 | 318 | 7.7 | 83 | 2.0 |
| I feel valued by other students outside of the classroom. | 733 | 17.8 | 1,614 | 39.1 | 1,138 | 31.9 | 369 | 8.9 | 93 | 2.3 |
| I think that faculty prejudge my abilities based on their perception of my identity/background. | 444 | 10.7 | 918 | 22.2 | 1,227 | 29.6 | 1,098 | 26.5 | 456 | 11.0 |
| I believe that the campus climate encourages free and open discussion of difficult topics. | 673 | 16.2 | 1,548 | 37.3 | 1,082 | 26.1 | 588 | 14.2 | 255 | 6.2 |
| I have faculty whom I perceive as role models. | 1,215 | 29.3 | 1,611 | 38.8 | 826 | 19.9 | 366 | 8.8 | 133 | 3.2 |
| I have staff whom I perceive as role models. | 880 | 21.2 | 1,349 | 32.5 | 1,270 | 30.6 | 494 | 11.9 | 156 | 3.8 |

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 4,183).

Table B116. Academic Faculty only: Please indicate the extent to which you agree with each of the following statements. (Question 106)

| Statement | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I feel valued by faculty in my department/program. | 247 | 32.7 | 281 | 37.2 | 87 | 11.5 | 91 | 12.1 | 49 | 6.5 |
| I feel valued by my department/program chair. | 289 | 38.7 | 221 | 29.6 | 104 | 13.9 | 65 | 8.7 | 67 | 9.0 |
| I feel valued by other faculty at the University. | 170 | 22.7 | 309 | 41.2 | 175 | 23.3 | 78 | 10.4 | 18 | 2.4 |
| I feel valued by students in the classroom. | 232 | 31.6 | 345 | 47.0 | 117 | 15.9 | 30 | 4.1 | 10 | 1.4 |
| I feel valued by University senior administrators (e.g., dean, vice president, provost). | 103 | 13.8 | 231 | 31.0 | 188 | 25.2 | 137 | 18.4 | 86 | 11.5 |
| I think that faculty in my department/program prejudice my abilities based on their perception of my identity/background. | 51 | 6.8 | 112 | 15.0 | 194 | 26.0 | 235 | 31.5 | 155 | 20.7 |
| I think that my department/program chair prejudices my abilities based on their perception of my identity/background. | 46 | 6.2 | 77 | 10.4 | 197 | 26.6 | 230 | 31.0 | 191 | 25.8 |
| I believe that the University encourages free and open discussion of difficult topics. | 85 | 11.5 | 270 | 36.4 | 199 | 26.8 | 128 | 17.3 | 60 | 8.1 |
| I feel that my research/scholarship is valued. | 139 | 18.7 | 264 | 35.4 | 189 | 25.4 | 102 | 13.7 | 51 | 6.8 |
| I feel that my teaching is valued. | 137 | 18.5 | 298 | 40.2 | 160 | 21.6 | 101 | 13.6 | 46 | 6.2 |
| I feel that my service contributions are valued. | 116 | 15.5 | 271 | 36.3 | 183 | 24.5 | 117 | 15.7 | 59 | 7.9 |

Note: Table includes responses only from those respondents who indicated that they were Academic Faculty, Post-Doctoral Scholars, President, Provost, Vice Provosts, or Deans in Question 1 (*n* = 759).

Table B117. Administrative Faculty and Classified Staff only: Please indicate the extent to which you agree with the following statements. (Question 107)

| | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|----------------|------|----------|------|----------------------------|------|----------|------|-------------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| I feel valued by coworkers in my department. | 545 | 37.2 | 663 | 45.2 | 151 | 10.3 | 81 | 5.5 | 27 | 1.8 |
| I feel valued by coworkers outside my department. | 339 | 23.1 | 664 | 45.3 | 310 | 21.2 | 124 | 8.5 | 28 | 1.9 |
| I feel valued by my supervisor/manager. | 609 | 41.7 | 532 | 36.5 | 142 | 9.7 | 113 | 7.7 | 63 | 4.3 |
| I feel valued by University students. | 300 | 20.7 | 473 | 32.6 | 575 | 39.7 | 67 | 4.6 | 35 | 2.4 |
| I feel valued by University faculty. | 223 | 15.4 | 532 | 36.7 | 487 | 33.6 | 162 | 11.2 | 46 | 3.2 |
| I feel valued by University senior administrators (e.g., dean, vice president, provost). | 197 | 13.6 | 441 | 30.5 | 446 | 30.8 | 245 | 16.9 | 117 | 8.1 |
| I think that coworkers in my work unit prejudge my abilities based on their perception of my identity/background. | 58 | 4.0 | 223 | 15.4 | 364 | 25.1 | 494 | 34.0 | 313 | 21.6 |
| I think that my supervisor/manager prejudices my abilities based on their perception of my identity/background. | 64 | 4.4 | 176 | 12.1 | 327 | 22.5 | 497 | 34.2 | 391 | 26.9 |
| I think that academic faculty prejudge my abilities based on their perception of my identity/background. | 83 | 5.7 | 229 | 15.8 | 488 | 33.7 | 397 | 27.4 | 251 | 17.3 |
| I think that administrative faculty prejudge my abilities based on their perception of my identity/background. | 51 | 3.6 | 213 | 14.8 | 468 | 32.6 | 446 | 31.1 | 258 | 18.0 |
| I believe that my department/program encourages free and open discussion of difficult topics. | 266 | 18.3 | 500 | 34.4 | 348 | 23.9 | 232 | 16.0 | 108 | 7.4 |
| I feel that my skills are valued. | 373 | 25.6 | 672 | 46.1 | 208 | 14.3 | 138 | 9.5 | 66 | 4.5 |
| I feel that my work is valued. | 387 | 26.5 | 671 | 46.0 | 201 | 13.8 | 133 | 9.1 | 66 | 4.5 |

Note: Table includes responses only from those respondents who indicated that they were Administrative Faculty, Vice Presidents, Associate Vice Presidents, or Classified Staff in Question 1 (*n* = 1,473).

Table B118. Respondents with disabilities only: As a person who identifies with a disability, have you experienced a barrier in any of the following areas at the University in the past year? (Question 108)

| Barrier | Yes | | No | | Not applicable | |
|---|----------|------|----------|------|----------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Facilities | | | | | | |
| Athletic and recreational facilities | 56 | 7.4 | 352 | 46.4 | 351 | 46.2 |
| Classroom buildings | 108 | 14.2 | 376 | 49.6 | 274 | 36.1 |
| Classrooms, laboratories (including computer labs) | 87 | 11.6 | 377 | 50.1 | 288 | 38.3 |
| On-campus housing | 45 | 6.0 | 304 | 40.4 | 403 | 53.6 |
| Off-campus housing | 42 | 5.6 | 331 | 44.3 | 374 | 50.1 |
| Dining facilities | 57 | 7.7 | 371 | 49.9 | 316 | 42.5 |
| Doors | 65 | 8.7 | 390 | 52.1 | 293 | 39.2 |
| Elevators/lifts | 58 | 7.8 | 404 | 54.0 | 286 | 38.2 |
| Emergency preparedness | 47 | 6.3 | 397 | 53.3 | 301 | 40.4 |
| Health Center | 55 | 7.4 | 388 | 51.9 | 304 | 40.7 |
| Furniture (e.g., chair, desk) | 70 | 9.4 | 396 | 52.9 | 282 | 37.7 |
| Office equipment (e.g., copy machines) | 34 | 4.6 | 421 | 56.4 | 292 | 39.1 |
| Campus transportation/parking | 107 | 14.3 | 363 | 48.6 | 277 | 37.1 |
| Other campus buildings | 53 | 7.1 | 406 | 54.5 | 286 | 38.4 |
| Podium | 22 | 3.0 | 402 | 54.0 | 321 | 43.1 |
| Restrooms | 46 | 6.2 | 429 | 57.6 | 270 | 36.2 |
| Signage | 42 | 5.6 | 418 | 56.1 | 285 | 38.3 |
| Studios/performing arts spaces | 23 | 3.1 | 368 | 49.4 | 354 | 47.5 |
| Temporary barriers because of construction or maintenance | 98 | 13.1 | 377 | 50.5 | 272 | 36.4 |
| Walkways, pedestrian paths, crosswalks | 91 | 12.3 | 379 | 51.4 | 267 | 36.2 |
| Technology/Online Environment | | | | | | |
| Accessible electronic format | 60 | 8.1 | 428 | 58.0 | 250 | 33.9 |
| Student response systems (e.g., clickers, Tophat) | 45 | 6.1 | 382 | 52.0 | 308 | 41.9 |
| Computer equipment (e.g., screens, mouse, keyboard) | 38 | 5.2 | 453 | 61.5 | 246 | 33.4 |
| Electronic forms | 39 | 5.3 | 449 | 61.0 | 248 | 33.7 |
| Electronic signage | 30 | 4.1 | 460 | 62.4 | 247 | 33.5 |
| Electronic surveys (including this one) | 31 | 4.2 | 468 | 63.5 | 238 | 32.3 |
| Kiosks | 19 | 2.6 | 446 | 60.6 | 271 | 36.8 |
| Library database | 23 | 3.1 | 463 | 62.8 | 251 | 34.1 |
| Canvas/Red Shelf/Ally/MyNEVADA | 38 | 5.2 | 446 | 60.7 | 251 | 34.1 |

Table B118. Respondents with disabilities only: As a person who identifies with a disability, have you experienced a barrier in any of the following areas at the University in the past year? (Question 108)

| Barrier | Yes | | No | | Not applicable | |
|--|----------|------|----------|------|----------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Phone/phone equipment | 25 | 3.4 | 462 | 62.7 | 250 | 33.9 |
| Software (e.g., voice recognition/audiobooks) | 28 | 3.8 | 451 | 61.2 | 258 | 35.0 |
| Video/video audio description | 29 | 3.9 | 444 | 60.2 | 265 | 35.9 |
| Website | 28 | 3.8 | 470 | 64.6 | 230 | 31.6 |
| Identity | | | | | | |
| Electronic databases (e.g., Banner) | 21 | 2.9 | 444 | 61.2 | 261 | 36.0 |
| Email account | 24 | 3.3 | 478 | 65.9 | 223 | 30.8 |
| Intake forms (e.g., Health Center) | 31 | 4.3 | 429 | 59.1 | 266 | 36.6 |
| Learning technology | 30 | 4.1 | 453 | 62.6 | 241 | 33.3 |
| Surveys | 40 | 5.6 | 460 | 64.5 | 213 | 29.9 |
| Instructional/Campus Materials | | | | | | |
| Brochures | 22 | 3.0 | 454 | 62.1 | 255 | 34.9 |
| Course Reserves (e.g., ARES) | 30 | 4.1 | 424 | 57.8 | 279 | 38.1 |
| Field trips | 20 | 2.7 | 392 | 53.4 | 322 | 43.9 |
| Food menus | 46 | 6.3 | 417 | 56.7 | 273 | 37.1 |
| Forms | 28 | 3.8 | 452 | 61.7 | 252 | 34.4 |
| Journal articles | 37 | 5.0 | 452 | 61.4 | 247 | 33.6 |
| Library books | 26 | 3.5 | 452 | 61.7 | 255 | 34.8 |
| Other publications | 28 | 3.8 | 456 | 62.1 | 250 | 34.1 |
| Supplemental course materials (e.g., handouts) | 41 | 5.6 | 428 | 58.3 | 265 | 36.1 |
| Syllabi | 40 | 5.4 | 431 | 58.7 | 263 | 35.8 |
| Textbooks | 57 | 7.8 | 408 | 55.7 | 267 | 36.5 |
| Tests and quizzes | 103 | 14.0 | 375 | 51.1 | 256 | 34.9 |
| Testing software (e.g., Examity) | 48 | 6.5 | 391 | 53.2 | 296 | 40.3 |
| Video-closed captioning and text description | 48 | 6.7 | 393 | 54.6 | 279 | 38.8 |

Note: Table includes responses only from those respondents who indicated that they had a condition/disability in Question 67 (*n* = 795).

Table B119. As a person who identifies as transgender, genderqueer, and/or gender nonbinary, have you experienced a barrier in any of the following areas at the University in the past year? (Question 110)

| Barrier | Yes | | No | | Not applicable | |
|--|----------|------|----------|------|----------------|------|
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Facilities | | | | | | |
| Athletic and recreational facilities | 11 | 21.6 | 24 | 47.1 | 16 | 31.4 |
| Changing rooms/locker rooms | 13 | 25.5 | 22 | 43.1 | 16 | 31.4 |
| Restrooms | 18 | 35.3 | 27 | 52.9 | 6 | 11.8 |
| Signage | 17 | 33.3 | 28 | 54.9 | 6 | 11.8 |
| Identity accuracy | | | | | | |
| Classroom roster | 13 | 25.5 | 25 | 49.0 | 13 | 25.5 |
| The University ID card | 12 | 23.5 | 29 | 56.9 | 10 | 19.6 |
| Electronic databases (e.g., CANVAS, MyNevada, WebCampus) | 12 | 23.5 | 30 | 58.8 | 9 | 17.6 |
| Email account | 12 | 23.5 | 31 | 60.8 | 8 | 15.7 |
| Intake forms (e.g., Health Center) | 10 | 19.6 | 27 | 52.9 | 14 | 27.5 |
| Learning technology | 9 | 17.6 | 32 | 62.7 | 10 | 19.6 |
| Marketing & Communication Content | 9 | 17.6 | 31 | 60.8 | 11 | 21.6 |
| Surveys | 11 | 21.6 | 33 | 64.7 | 7 | 13.7 |

Note: Table includes responses only from those respondents who indicated that they were genderqueer, nonbinary, transgender, or a gender not listed in Question 48 and did not indicate that they have a disability (*n* = 51).

Table B120. All Academic Faculty, Post-Doctoral Scholars, President, Provost, Vice Provosts, Deans, Associate Deans only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influence or would influence the climate at University of Nevada, Reno. (Question 112)

| Institutional initiatives | If this initiative IS available at University of Nevada, Reno | | | | | | | | If this initiative IS NOT available at University of Nevada, Reno | | | | | | | |
|---|---|------|-----------------------------|------|-------------------------------|-----|--|------|---|------|------------------------------------|------|------------------------------------|------|--|------|
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total Academic Faculty respondents who believe initiative is available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total Academic Faculty respondents who believe initiative is not available | |
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Providing flexibility for calculating the tenure clock | 361 | 75.1 | 109 | 22.7 | 11 | 2.3 | 481 | 72.3 | 123 | 66.8 | 41 | 22.3 | 20 | 10.9 | 184 | 27.7 |
| Providing in-rank performance-based compensation (merit) | 255 | 77.3 | 49 | 14.8 | 26 | 7.9 | 330 | 48.9 | 277 | 80.3 | 23 | 6.7 | 45 | 13.0 | 345 | 51.1 |
| Providing recognition and rewards for including diversity issues in courses across the curriculum | 235 | 58.5 | 139 | 34.6 | 28 | 7.0 | 402 | 59.7 | 165 | 60.9 | 87 | 32.1 | 19 | 7.0 | 271 | 40.3 |
| Providing diversity and inclusivity training for faculty | 368 | 64.6 | 174 | 30.5 | 28 | 4.9 | 570 | 82.7 | 69 | 58.0 | 37 | 31.1 | 13 | 10.9 | 119 | 17.3 |
| Providing faculty with toolkits to create an inclusive classroom environment | 289 | 66.3 | 130 | 29.8 | 17 | 3.9 | 436 | 64.2 | 178 | 73.3 | 52 | 21.4 | 13 | 5.3 | 243 | 35.8 |
| Providing faculty with supervisory training | 276 | 62.4 | 144 | 32.6 | 22 | 5.0 | 442 | 66.5 | 148 | 66.4 | 59 | 26.5 | 16 | 7.2 | 223 | 33.5 |
| Providing access to counseling for people who have experienced harassment | 490 | 88.9 | 54 | 9.8 | 7 | 1.3 | 551 | 81.6 | 93 | 75.0 | 18 | 14.5 | 13 | 10.5 | 124 | 18.4 |
| Providing mentorship for new faculty | 468 | 87.8 | 54 | 10.1 | 11 | 2.1 | 533 | 77.6 | 132 | 85.7 | 11 | 7.1 | 11 | 7.1 | 154 | 22.4 |

Table B120. All Academic Faculty, Post-Doctoral Scholars, President, Provost, Vice Provosts, Deans, Associate Deans only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influence or would influence the climate at University of Nevada, Reno. (Question 112)

| Institutional initiatives | If this initiative IS available at University of Nevada, Reno | | | | | | | | If this initiative IS NOT available at University of Nevada, Reno | | | | | | | |
|---|---|------|-----------------------------|------|-------------------------------|------|--|------|---|------|------------------------------------|------|------------------------------------|------|--|------|
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total Academic Faculty respondents who believe initiative is available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total Academic Faculty respondents who believe initiative is not available | |
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Providing a clear process to resolve conflicts | 396 | 88.0 | 51 | 11.3 | 3 | 0.7 | 450 | 66.7 | 189 | 84.0 | 21 | 9.3 | 15 | 6.7 | 225 | 33.3 |
| Providing a fair process to resolve conflicts | 407 | 89.5 | 45 | 9.9 | 3 | 0.7 | 455 | 67.7 | 190 | 87.6 | 10 | 4.6 | 17 | 7.8 | 217 | 32.3 |
| Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty | 245 | 54.0 | 137 | 30.2 | 72 | 15.9 | 454 | 68.4 | 115 | 54.8 | 60 | 28.6 | 35 | 16.7 | 210 | 31.6 |

Note: Table includes responses only from those respondents who indicated that they were Academic Faculty, Post-Doctoral Scholars, President, Provost, Vice Provosts, Deans, or Associate Deans in Question 1 (*n* = 759).

Table B121. Administrative Faculty/Vice Presidents/Associate Vice Presidents/Classified Staff only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influence or would influence the climate at University of Nevada, Reno. (Question 114)

| Institutional initiatives | If this initiative IS available at University of Nevada, Reno | | | | | | | | If this initiative IS NOT available at University of Nevada, Reno | | | | | | | |
|--|---|------|-----------------------------|------|-------------------------------|-----|---|------|---|------|------------------------------------|------|------------------------------------|------|---|------|
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total Staff respondents who believe initiative is available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total Staff respondents who believe initiative is not available | |
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Providing diversity and equity training for administrators and staff | 897 | 74.8 | 264 | 22.0 | 38 | 3.2 | 1,199 | 86.7 | 106 | 57.6 | 35 | 19.0 | 43 | 23.4 | 184 | 13.3 |
| Providing access to counseling for people who have experienced harassment | 1,053 | 88.8 | 128 | 10.8 | 5 | 0.4 | 1,186 | 86.6 | 124 | 67.8 | 24 | 13.1 | 35 | 19.1 | 183 | 13.4 |
| Providing supervisors/managers with supervisory training | 907 | 84.8 | 154 | 14.4 | 8 | 0.7 | 1,069 | 78.3 | 242 | 81.5 | 22 | 7.4 | 33 | 11.1 | 297 | 21.7 |
| Providing faculty supervisors with supervisory training | 867 | 84.8 | 150 | 14.7 | 6 | 0.6 | 1,023 | 75.2 | 278 | 82.5 | 27 | 8.0 | 32 | 9.5 | 337 | 24.8 |
| Providing mentorship for new administrators and staff | 714 | 84.7 | 123 | 14.6 | 6 | 0.7 | 843 | 62.1 | 435 | 84.6 | 45 | 8.8 | 34 | 6.6 | 514 | 37.9 |
| Providing a clear process to resolve conflicts | 830 | 85.1 | 141 | 14.5 | 4 | 0.4 | 975 | 71.7 | 320 | 83.3 | 31 | 8.1 | 33 | 8.6 | 384 | 28.3 |
| Providing a fair process to resolve conflicts | 836 | 86.0 | 133 | 13.7 | 3 | 0.3 | 972 | 72.9 | 303 | 83.7 | 26 | 7.2 | 33 | 9.1 | 362 | 27.1 |
| Considering diversity-related professional experiences as one of the criteria for hiring of administrators/staff/faculty | 645 | 61.7 | 297 | 28.4 | 103 | 9.9 | 1,045 | 77.5 | 178 | 58.7 | 78 | 25.7 | 47 | 15.5 | 303 | 22.5 |

Table B121. Administrative Faculty/Vice Presidents/Associate Vice Presidents/Classified Staff only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influence or would influence the climate at University of Nevada, Reno. (Question 114)

| Institutional initiatives | If this initiative IS available at University of Nevada, Reno | | | | | | | | If this initiative IS NOT available at University of Nevada, Reno | | | | | | | |
|---|---|------|-----------------------------|------|-------------------------------|-----|---|------|---|------|------------------------------------|------|------------------------------------|------|---|------|
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total Staff respondents who believe initiative is available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total Staff respondents who believe initiative is not available | |
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Providing career development opportunities for administrators and staff | 869 | 87.8 | 297 | 11.7 | 103 | 0.5 | 1,269 | 77.4 | 324 | 87.3 | 19 | 5.1 | 28 | 7.5 | 371 | 22.6 |
| Providing performance-based compensation | 673 | 81.6 | 119 | 14.4 | 33 | 4.0 | 825 | 60.7 | 434 | 81.1 | 45 | 8.4 | 56 | 10.5 | 535 | 39.3 |
| Providing affordable child care | 708 | 81.2 | 160 | 18.3 | 4 | 0.5 | 872 | 64.7 | 397 | 83.4 | 52 | 10.9 | 27 | 5.7 | 476 | 35.3 |
| Providing support/resources for spouse/partner employment | 684 | 75.6 | 203 | 22.4 | 18 | 2.0 | 905 | 67.3 | 341 | 77.7 | 73 | 16.6 | 25 | 5.7 | 439 | 32.7 |

Note: Table includes responses only from those respondents who indicated that they were Administrative Faculty, Vice Presidents, Associate Vice Presidents, or Classified Staff in Question 1 (*n* = 1,473).

Table B122. Students only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influence or would influence the climate at University of Nevada, Reno. (Question 116)

| Institutional initiatives | If this initiative IS available at University of Nevada, Reno | | | | | | | | If this initiative IS NOT available at University of Nevada, Reno | | | | | | | |
|--|---|------|-----------------------------|------|-------------------------------|-----|---|------|---|------|------------------------------------|------|------------------------------------|-----|---|------|
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total Student respondents who believe initiative is available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total Student respondents who believe initiative is not available | |
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Providing diversity and equity training for students | 2,087 | 72.1 | 694 | 24.0 | 114 | 3.9 | 2,895 | 74.3 | 677 | 67.5 | 250 | 24.9 | 76 | 7.6 | 1,003 | 25.7 |
| Providing diversity and equity training for staff and administrators | 2,422 | 78.8 | 559 | 18.2 | 94 | 3.1 | 3,075 | 79.5 | 584 | 73.8 | 137 | 17.3 | 70 | 8.8 | 791 | 20.5 |
| Providing diversity and equity training for faculty | 2,382 | 78.3 | 561 | 18.4 | 100 | 3.3 | 3,043 | 79.2 | 586 | 73.4 | 146 | 18.3 | 66 | 8.3 | 798 | 20.8 |
| Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories) | 2,193 | 79.5 | 485 | 17.6 | 79 | 2.9 | 2,757 | 71.7 | 862 | 79.1 | 154 | 14.1 | 74 | 6.8 | 1,090 | 28.3 |
| Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories) | 2,086 | 77.2 | 514 | 19.0 | 101 | 3.7 | 2,701 | 70.3 | 863 | 75.5 | 192 | 16.8 | 88 | 7.7 | 1,143 | 29.7 |
| Increasing opportunities for cross-cultural dialogue among students | 2,167 | 79.1 | 509 | 18.6 | 63 | 2.3 | 2,739 | 71.6 | 854 | 78.4 | 174 | 16.0 | 61 | 5.6 | 1,089 | 28.4 |
| Increasing opportunities for cross-cultural dialogue among faculty, administrators, staff, and students | 2,126 | 79.6 | 486 | 18.2 | 59 | 2.2 | 2,671 | 69.9 | 920 | 79.9 | 174 | 15.1 | 58 | 5.0 | 1,152 | 30.1 |

Table B122. Students only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influence or would influence the climate at University of Nevada, Reno. (Question 116)

| Institutional initiatives | If this initiative IS available at University of Nevada, Reno | | | | | | | | If this initiative IS NOT available at University of Nevada, Reno | | | | | | | |
|--|---|------|-----------------------------|------|-------------------------------|-----|---|------|---|------|------------------------------------|------|------------------------------------|-----|---|------|
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total Student respondents who believe initiative is available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total Student respondents who believe initiative is not available | |
| | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % | <i>n</i> | % |
| Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum | 2,063 | 74.6 | 563 | 20.3 | 141 | 5.1 | 2,767 | 72.1 | 782 | 73.0 | 201 | 18.8 | 88 | 8.2 | 1,071 | 27.9 |
| Providing additional service learning opportunities | 2,438 | 81.3 | 504 | 16.8 | 56 | 1.9 | 2,998 | 78.2 | 635 | 76.1 | 150 | 18.0 | 49 | 5.9 | 834 | 21.8 |
| Providing effective faculty mentorship of students | 2,444 | 84.7 | 406 | 14.1 | 35 | 1.2 | 2,885 | 75.5 | 774 | 82.8 | 109 | 11.7 | 52 | 5.6 | 935 | 24.5 |
| Providing effective academic advising | 2,811 | 87.3 | 374 | 11.6 | 34 | 1.1 | 3,219 | 83.6 | 513 | 81.4 | 67 | 10.6 | 50 | 7.9 | 630 | 16.4 |
| Providing diversity training for student staff (e.g., student union, resident assistants) | 2,316 | 77.4 | 574 | 19.2 | 101 | 3.4 | 2,991 | 78.3 | 611 | 73.6 | 151 | 18.2 | 68 | 8.2 | 830 | 21.7 |

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 4,183).

Appendix C

Comments Analyses (Questions #118, #119, and #120)

Of the 6,415 surveys submitted for the University's climate assessment, 4,468 respondents offered remarks to at least one open-ended question throughout the survey. The follow-up questions allowed respondents to provide more detail in relation to their answers to previous survey questions. The follow-up questions were included in the body of the report. This section of the report summarizes the comments submitted for the final three open-ended survey questions and provides thematic analysis of the remarks that were shared by multiple respondents.

Q118. Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?

Qualitative comments analyses. Two thousand five hundred thirty-seven (2,537), 40% of respondents elaborated on the contrast between their experiences on campus and those within the surrounding community. Three themes emerged: More inclusive campus environment, campus is safer, and no, n/a, same.

More Inclusive Campus Environment. In the first theme, respondents characterized their experiences on campus as more inclusive than their experiences in the surrounding community. Respondents wrote, "I choose to come to campus because it feels more inclusive than the surrounding community," "On a whole campus is more inclusive than the surrounding community," "Yes, the University is far more inclusive and diverse, overall," "I think the campus is more inclusive than the community at large," "Campus is more inclusive and has a much more diverse population than working in the corporate world, which is highly appreciated," and "I feel the campus is much more inclusive and supportive compared to the surrounding community." Other respondents added, "Yes, I think the campus community is improving and is more accepting of all types of people versus the surrounding community," "I think the campus is a welcoming environment that values the diversity of people. I would say it is more welcoming to a diverse population than other places in the community," and "My experience is that the campus climate is significantly more inclusive than the Reno community. Off campus, I have witnessed direct discrimination based on sexual orientation, race, and

disability often.” Other respondents added, “I feel the campus environment is much more open and positive environment in comparison to the community,” “Campus is much more inclusive and diverse than Reno as a whole,” and “I think the campus culture is better than that of the community. Efforts to be inclusive on campus differ from the community at large and that is a positive for the university.” One respondent shared, “Personally, I think that the campus provides a more inclusive than within the community. It is a place where people from many different types of backgrounds can come together and share ideas or stories. I love working in this environment because I am constantly learning about other people's experiences and what that means for my own personal identity.” Another respondent said, “My experience has been that the University is much more inclusive and diverse than the surrounding community.”

Campus Is Safer. The second theme that emerged was campus is safer than the surrounding community. Respondents stated, “I think campus feels overall safer than many of the communities surrounding campus,” “I feel safer on campus than I do downtown or in any surrounding areas. However, since UNR is remotely close to downtown, sometimes I do not feel safe near the South side of campus (especially during night),” “Most of the areas around campus do not feel safe to go to alone as a female,” and “The area outside of campus, as evidenced by shootings, muggings, and stabbings has led to me believe that the lovey dovey on campus experience is well and truly divorced from what life is like off campus.” Other respondents shared, “The community surrounding campus is very dangerous for women, especially when traveling to home alone at night,” “The community surrounding UNR is gross. I had to walk across the Truckee River every day for work last semester and it was scary. There are homeless people right there as you're entering and leaving the community and it makes it feel unsafe to leave campus,” and “I feel more comfortable on campus, because I feel safer and around more welcoming people who are concerned about my well-being.” Respondents also felt, “Yes, the community surrounding the campus is like culture shock. I have seen many people under the influence of hard drugs, a large homeless population that approaches you, and racist and sexist behavior,” and “I live off campus but very close to the dorms. Walking home from later classes is pretty scary due to the lack of security around campus. There have been times when the university has sent out emails about harassment, attacks, etc. and I am nervous walking home that someone will try to do the same to me.”

No, N/A, Same. The third theme that emerged from respondents was no, n/a, same. Respondent experiences on campus were no different than their experiences in the community or their experiences on campus and in the community were the same.

Q119. Do you have any specific recommendations for improving the climate at the University of Nevada, Reno?

Qualitative comments analyses. Two thousand six hundred ninety-four (2,695), 42% of participants provided recommendations for improving the climate at the University. Two themes emerged for respondents: Better compensation and merit pay and no, n/a.

Better Compensation and Merit Pay. The first theme that emerged for respondents related to improving the climate at the University was better compensation and merit pay. As it related to compensation, one respondent stated, “Offering competitive wages. Having the other benefits are nice to have but when you don't take a lot of vacation or sick time it doesn't really help everyday life. People in the same industry are making 10-20K more doing the same job. We have had a lot of people leave the university for greener pastures and it makes the job so much more difficult. It is hard to find talent when the compensation package is so limited. I've been on multiple search committees where we have lost great candidates because the salary was so low,” Another respondent added, “We have administrators that make less than some of their subordinates, and as such they are now afraid of their subordinates. They do what they can to keep the grumbling from other staff to a minimum and engage in cover-ups of unacceptable activities. I am sometimes ashamed to work with these people.” Other respondents stated, “Adequate compensation and advancement opportunities to live in Reno in the long run,” “Understanding there are limitations from the State of Nevada and the budgetary process, from my experience the compensation opportunity is not as competitive to other companies in the private sector within Nevada or nationally so if compensation could be made more competitive it could improve the climate even more,” and “Review of compensation to reflect industry standards for jobs with the same qualifications, skill sets and experience.” Respondents also indicated, “Treat employees equally in the areas of compensation by being transparent and fair. Don't hire new people with less experience for more money while you haven't given raises to existing employees in 10 years,” “Better compensation based on performance,” “Yes, address the employee compensation

disparity,” and “Showing an employee's value and worth by compensation and recognition would benefit all parties involve. It would assist in retaining more employees and become more competitive for them to stay here. Compensation doesn't come close to the actual cost of living here in Reno, which needs to change.” As it related specifically to merit pay, respondents added, “Performance-based compensation is paramount,” “I feel that addressing merit and promotion would greatly improve the campus climate and overall morale,” “Wages and increases should be tied to performance,” “Pay raise opportunities based on performance. I estimate that my pay is less now than it was 10 years ago, when adjusted for inflation,” “Something has to be done about faculty merit,” “Bringing back merit for Administrative Faculty which will make them happier and care more about their jobs,” “Performance-based compensation will allow us to hire and more importantly retain the best staff. If we can only hire the ‘cheap’ employees we will end up with what we pay for. If we want to be the best, we have to hire and retain the best,” “Merit pay needs to be addressed, along with an examination of all salaries on campus that have not received merit in many years. The climate of administrative faculty is a lot of frustration regarding no upward mobility combined with no salary increases in 10 years-ish,” and “Not receiving merit-based pay increases for over 10 years is devastating to personal household finances (we only sometimes get 3% COLA - which does not keep up with inflation). It’s a struggle to send my kids to an NSHE institution for college, even with dependent tuition reduction benefits. UNR must to more to obtain funds for pay increases for all staff.”

No, N/A. The second theme to emerge was no, n/a. Respondents had no additional recommendations for improving the climate at the University.

Q120. Using a multiple-choice format, this survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate. If you wish to elaborate upon any of your survey responses or further describe your experiences, you are encouraged to do so in the space provided below.

Qualitative comments analyses. One thousand thirty-nine (1,039), 16% of participants elaborated on their experiences related to campus climate. One theme emerged from responses: complexities of diversity.

Complexities of Diversity. The one theme that emerged as respondents elaborated on their experiences related to campus climate was complexities of diversity. Respondent experiences related to the topic of diversity and campus initiatives supporting diversity efforts offered a broad range of perspectives that illuminated its complex nature. In what follows, respondents elaborated on this complex nature by offering thoughts on what was perceived as the problematic nature of a diversity focus on campus. Respondents also elaborated on the positive effects of having a diverse and inclusive campus, and, finally, respondents offered some recommendations of how the university could better address diversity on campus.

As it related to the problematic nature of diversity, respondents elaborated on the university's overemphasis on diversity and its possible unintended effects of actually dividing the campus population. Respondents stated, "While I feel this is important; it sometimes can appear that diversity is the primary concern, and that can make others feel excluded or less important," "I feel we are creating all these divides by CONSTANTLY talking about them - the younger (college) generation doesn't know how to deal with other people's opinions. People need to learn how to deal with diversity, how to listen to other opinions, and know that AMERICA is about accepting diversity," and "The University as a whole tries so hard to cater to those of more diverse backgrounds that they end of excluding those of us that, on the outside, do not appear to be a minority." One respondent offered, "Your intention seems to create even more political correctness on campus that will further divide and entrench hatred among groups." Another respondent stated, "Ultimately, I think the University is a generally accepting place and while diversity is an important issue that should be discussed, it's important not to shove it down people's throats, which can result in a negative stigma towards discussing these kinds of things."

Respondents also commented on the inclusive nature of the University of Nevada Reno campus and the positive effects it has had on their campus experience. One respondent stated, "While I think that individual experiences may differ, I believe the university is an overall positive environment/climate for students, faculty, staff, and the general public, as it should be. This university has an opportunity to be a reflection of the best parts of our community, and I think it does for the most part." Another added, "In the years I've been on the campus, matters have changed in a positive way re race, gender, and tolerance. The gym is the best example of change. When I came, it was run by bigoted white men. Black young males were afraid in the parking lot

and few at all in the Lombardi gym. Now the gym is run with student workers, who represent many races and are friendly and happy.” Other respondents offered, “I believe the University is a great place to work and learn. I very much appreciated the ‘All are Welcome’ campaign making a solid effort to let all students (but specifically our out-of-country scholars) know that they are an important part of our community,” “I have gotten the opportunity not only to grow as a person, but also watch my peers grow as well. I think that the constant changes and struggles that the university faces are the only way for the climate to change for the better for students and faculty alike,” and “As a student who has lived on campus, attended classes, and attending extracurricular events on campus for 5 years, I think the climate is much more positive, inclusive, and open than the campus media perceives it to be. I think many individuals get caught up on one negative event, rather than looking at the 1000 positive events going on each day.”

Finally, respondents offered a recommendation of creating a climate that emphasizes dialogue, understanding, openness to opinions, and the ability to learn how to have difficult conversations with one another. One respondent shared, “Town halls are important for students to voice opinions on matters we care about.” Other respondents offered, “I hope more opportunities for students to share their experiences are able to be voiced in an open and inclusive environment. I know it lots of work to have multiple avenues but you are reaching a large student body,” “I feel like having an open dialogue when it comes to diversity, cultural differences, etc. would be good, but the people who attend would have to be open to hearing both sides,” and “We need to have open forum discussions with students of color, students with disabilities, and students coming from different religious/cultural backgrounds.” Other respondents emphasized that all opinions should be valued within the open forum. Respondents stated, “I genuinely believe there are issues people refuse to talk about for fear of the public thinking they're being racist; when in reality, the fact we're not talking about it or not allowed to is suppressive in itself,” and “Student and organizations take pride in being able to talk about difficult or different subjects like LGBTQ+ and similar topics, but that’s only true if you are agreeing with them. Any opposition either creatively or just different will be shut down in a slurry of negative comments.” Lastly, one respondent elaborated on the internal complexities people feel when confronted with challenging information. The respondents wrote, “I believe that campus is headed in the right direction to become a safe space for all students. However, there is a difference between telling someone that they are wrong and telling them why they are wrong. Right now, campus is filled

with people who don't know how to react when confronted with new and difficult situations. I feel that improvement is possible, and acknowledging problems is more beneficial than ignoring them out of fear of regression.”

Appendix D

Survey: *University of Nevada, Reno, Assessment of Climate for Learning, Living, and Working*



University of Nevada Reno
Assessment of Climate for Learning, Living, and Working
(Administered by Rankin & Associates Consulting)

This survey is available in alternative formats. If you need any accommodations to fully participate in this survey, please contact:

Mary Ann Christensen
maryac@unr.edu

Esta encuesta está disponible en formatos alternativos. Si usted necesita cualquier alojamiento para participar en esta encuesta, por favor póngase en contacto con:

Mary Ann Christensen
maryac@unr.edu

Si usted necesita la encuesta traducida al español, por favor póngase en contacto con:

Jody Lykes
Coordinator, The Center. Every Student. Every Story.
jlykes@unr.edu
(775) 682-8977

Sandra Rodriguez
Director, ASUN
srodz@unr.edu
(775) 784-6589

Purpose

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

Procedures

Procedures appear respectively in appropriate mediums.

Procedures (online version)

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

Procedures (paper and pencil version)

You will be asked to complete the attached survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete. You must be 18 years of age or older to participate. When you have completed the survey, please return it directly to the external consultants (Rankin & Associates) using the enclosed envelope. Any comments that participants provide are also separated at submission so that comments are not attributed to any demographic characteristics. These comments will be analyzed using content analysis. Anonymous quotes from submitted comments will be used throughout the final report to give “voice” to the quantitative data.

Discomforts and Risks

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

<https://www.unr.edu/truth#resources>

Benefits

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

Voluntary Participation

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

Statement of Confidentiality for Participation

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. Your confidentiality in participating will be kept to the degree permitted by the technology used (e.g., IP addresses will be stripped when the survey is submitted). The survey is run on a firewalled web server with forced 256-bit SSL security. In addition, the external consultant (Rankin & Associates) will not report any group

data for groups of fewer than five individuals, which may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential identifiable demographic information. Please also remember that you do not have to answer any question or questions about which you are uncomfortable. The survey has been approved by the University Institutional Review Board.

Statement of Anonymity for Comments

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

Right to Ask Questions

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

Julie Del Giorno
Senior Executive Associate
Rankin & Associates Consulting
julie@rankin-consulting.com
(814) 625-2780

Susan R. Rankin, PhD
Principal & CEO
Rankin & Associates Consulting
sue@rankin-consulting.com
814-625-2780

Questions regarding the survey process may also be directed to:

Melanie Duckworth
melanied@unr.edu

Patricia Richard
prichard@unr.edu

Questions concerning the rights of participants:

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

Jennifer Lowman
jlowman@unr.edu

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

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

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

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

Survey Terms and Definitions

Following are several terms and definitions that are used in the survey. These will be hyperlinked when they appear in the survey. We recognize that language is continuously changing. All the terms offered here are intended as flexible, working definitions. The terms are defined below and in the hyperlinks in the survey. The classifications used here may differ from legal definitions. Culture, economic background, region, race, and age all influence how we talk about others and ourselves. Because of this, all language is subjective and culturally defined and most identity labels are dependent on personal interpretation and experience. This list strives to use the most inclusive language possible while also offering useful descriptions of community terms.

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

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

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

Androgynous: A person appearing and/or identifying as neither man nor woman, presenting a gender either mixed or neutral.

Antisemitic: An irrational dislike fear of, aversion to, or discrimination against Judaism, and individuals who identify as or are perceived to be Jewish.

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

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

Biphobia: An irrational dislike or fear of bisexual people.

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

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

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

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

Cronyism: The hiring or promoting of friends or associates to positions without proper regard to their qualifications.

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

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

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

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

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

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

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

Genderqueer: A person whose gender identity is outside of, not included within, or beyond the binary of female and male, or who is gender nonconforming through expression, behavior, social roles, and/or identity.

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

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

Homophobia: An irrational fear of, aversion to, or discrimination against homosexuality and individuals who identify as or are perceived as homosexual.

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

In-rank: Yearly in-rank performance-based compensation.

Islamophobia: An irrational fear of, aversion to, or discrimination against Islam and individuals who identify as or are perceived to be Muslim.

Nepotism: The hiring or promoting of family members to positions without proper regard to their qualifications.

Nonbinary: Any gender, or lack of gender, or mix of genders, that is not strictly man or woman.

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

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

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

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

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

Queer: A term used by some individuals to challenge static notions of gender and sexuality. The term is used to explain a complex set of sexual behaviors and desires. “Queer” is also used as an umbrella term to refer to all lesbian, gay, bisexual, and transgender people.

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

Racist: Someone who practices discrimination or prejudice against an individual or group based on their racial identity.

Sexist: Someone who practices discrimination or prejudice against an individual or group based on their assigned birth sex.

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

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

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

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

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

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

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

Directions

Directions appear respectively in appropriate mediums.

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

Paper/Pencil only: Please read and answer each question carefully. For each answer, darken the appropriate oval completely. If you want to change an answer, erase your first answer completely and darken the oval of your new answer. You may decline to answer specific questions. You must answer at least 50% of the questions for your responses to be included in the final analyses.

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

1. What is your **primary** position at the University of Nevada, Reno (the University)?
 - Undergraduate student
 - Started at the University as a first-year student (fall or spring semester)
 - Transferred from another institution
 - Second Baccalaureate
 - Undergraduate Certificate – non-degree seeking
 - Graduate/Professional student
 - Doctoral degree (e.g., PhD, EdD)
 - Professional degree (e.g, MD, PA)
 - Resident/Fellow
 - Graduate Certificate/Licensure
 - Graduate Special – non-degree seeking
 - Master's degree candidate
 - Faculty - Tenured
 - Associate Professor
 - Professor
 - Faculty - Tenure-Track
 - Assistant Professor
 - Associate Professor
 - Faculty Non-Tenure-Track (Respondents receive faculty questions)
 - Letter of Appointment- (LOA)
 - Letter of Appointment with Benefits (LOB)
 - Lecturer
 - Clinical Faculty
 - Assistant Professor
 - Associate Professor
 - Professor
 - Research Faculty
 - Assistant Professor
 - Associate Professor
 - Professor
 - Post-doctoral scholar [directed to faculty questions]
 - Administrative Faculty (full-time)
 - Deans, Associate, Assistant (Student Services)
 - Coordinator
 - Director, Associate, Assistant
 - Manager
 - Health Care Professional (e.g., Student Health Center Physicians, Nurse Practitioners, Licenced Psychologists)
 - Administrative Faculty Executive Level
 - President, Provost, Vice Provosts, Deans (Associate, Assistant)[directed to faculty questions]
 - Vice Presidents, Associate Vice Presidents [directed to administrative faculty questions]
 - Classified Staff
2. Are you full-time or part-time in that **primary** position?
 - Full-time
 - Part-time

3. **Students Only:** What percentage of your classes have you taken exclusively online at the University?
- 100%
 - 76%-99%
 - 51%-75%
 - 26%- 50%
 - 1%-25%
 - 0%

Part 1: Personal Experiences

When responding to the following questions, think about your experiences during the past year at the University.

4. Overall, how comfortable are you with the climate at the University?
 - Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable

5. **Faculty/Post-Doctoral Scholars, Administrative Faculty/Administrative Faculty Executive Level/Classified Staff only:** Overall, how comfortable are you with the climate in your department/program or work unit at the University?
 - Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable

6. **Students/Faculty only:** Overall, how comfortable are you with the climate in your classes at the University?
 - Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable

7. Have you ever **seriously considered** leaving the University?
 - No (**Faculty/Post-doctoral Scholar/Administrative Faculty/Administrative Faculty Executive Level/Classified Staff Skip to Q#13; Students Skip to Q#12**)
 - Yes (**Faculty/Post-doctoral Scholar/Administrative Faculty/Administrative Faculty Executive Level/Classified Staff Skip to Q#10**)

8. **Students only:** When did you seriously consider leaving the University? (**Mark all that apply.**)
 - During my first year as a student
 - During my second year as a student
 - During my third year as a student
 - During my fourth year as a student
 - During my fifth year as a student
 - After my fifth year as a student

9. **Students only:** Why did you seriously consider leaving the University? **(Mark all that apply.)**
- Climate not welcoming
 - Coursework too difficult
 - Coursework not challenging enough
 - Did not like major
 - Did not have my major
 - Did not meet the selection criteria for a major
 - Financial reasons
 - Homesick
 - Lack of a sense of belonging
 - Lack of social life at the University
 - Lack of support group
 - Lack of support services
 - My marital/relationship status
 - Personal reasons (e.g., medical, mental health, family emergencies)
 - A reason not listed above (Please specify.): _____
10. **Faculty/Post-doctoral Scholar/Administrative Faculty/Administrative Faculty Executive Level/Classified Staff only:** Why did you seriously consider leaving the University? **(Mark all that apply.)**
- Campus climate unwelcoming
 - Family responsibilities
 - Institutional support (e.g., technical support, laboratory space/equipment)
 - Increased workload
 - Interested in a position at another institution
 - In rank compensation
 - Lack of a sense of belonging
 - Lack of benefits
 - Lack of diversity
 - Limited advancement opportunities
 - Local community did not meet my (my family) needs
 - Local community climate not welcoming
 - Low salary/pay rate
 - Lack of professional development opportunities
 - Personal reasons (e.g., medical, mental health, family emergencies)
 - Recruited or offered a position at another institution/organization
 - Relocation
 - Spouse or partner relocated
 - Spouse or partner unable to find suitable employment
 - Tension with supervisor/manager
 - Tension with coworkers
 - A reason not listed above (Please specify.): _____
11. We are interested in knowing more about your experiences. If you would like to elaborate on why you seriously considered leaving, please do so here.
Insert text box here

12. **Students only:** Please indicate the extent to which you agree with each of the following statements regarding your academic experience at the University.

| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|--|-----------------------|-----------------------|-----------------------------------|-----------------------|--------------------------|
| I am performing up to my full academic potential. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am satisfied with my academic experience at the University. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am satisfied with the extent of my intellectual development since enrolling at the University. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have performed academically as well as I anticipated I would. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My academic experience has had a positive influence on my intellectual growth and interest in ideas. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My interest in ideas and intellectual matters has increased since coming to the University. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I intend to graduate from the University. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Thinking ahead, it is likely that I will leave the University. before I graduate. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

13. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to learn, live, or work at the University?
- No (**Skip to Q#23**)
 - Yes
14. What do you believe was the basis of the conduct? (**Mark all that apply.**)
- Academic performance
 - Age
 - Disability/condition
 - Educational credentials (e.g., BS, MS, PhD, MD)
 - English language proficiency/accent
 - Ethnicity
 - Gender/gender identity
 - Gender expression
 - Immigrant/citizen status
 - International status/national origin
 - Length of service at the University
 - Major field of study
 - Marital status (e.g., single, married, partnered)
 - Medical disability/condition
 - Military/veteran status
 - Parental status (e.g., having children)
 - Participation in an organization/team (Please specify.): _____
 - Physical characteristics
 - Philosophical views
 - Political views
 - Position (e.g., administrative faculty, staff, academic faculty, student)
 - Pregnancy
 - Racial identity
 - Religious/spiritual views
 - Sexual identity
 - Socioeconomic status
 - Do not know
 - A reason not listed above (Please specify.): _____
15. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you experience?
- 1 instance
 - 2 instances
 - 3 instances
 - 4 instances
 - 5 or more instances

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

17. Where did the conduct occur? **(Mark all that apply.)**

- At an event/program on campus
- In a class/laboratory
- In an academic faculty office
- In a religious center
- In a fraternity house
- In a sorority house
- In a meeting with one other person
- In a meeting with a group of people
- In a University fitness center
- In a University administrative office
- In the University dining facility
- In the University library
- In an experiential learning environment (e.g., community-based learning, externship, internship)
- In athletic facilities
- In other public spaces at the University
- In campus housing
- In the University Counseling Services Office
- In off-campus housing
- In a parking garage
- In the University Student Health Center
- In the Joe Crowley Student Union
- Off campus
- On a campus shuttle
- On a campus escort van
- On phone calls/text messages/email
- On social media sites (e.g., Facebook, Twitter, Snapchat, Instagram)
- While walking on campus
- While working at the University job
- A venue not listed above (Please specify.): _____

18. Who/what was the source of the conduct? **(Mark all that apply.)**
- Academic advisor
 - Alumnus/a
 - Athletic coach/trainer
 - University media (e.g., posters, brochures, flyers, handouts, websites)
 - University Police Services
 - Coworker/colleague
 - Construction worker/contractor
 - Department/program chair
 - Direct report (e.g., person who reports to me)
 - Donor
 - Outside security staff (e.g., ESI, CCS)
 - Academic Faculty member/other instructional staff
 - Friend
 - Off-campus community member
 - Senior administrator (e.g., president, provost, dean, vice president, vice provost)
 - Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)
 - Administrative Faculty/Staff member
 - Stranger
 - Student
 - Student staff
 - Student organization (Please specify.): _____
 - Supervisor or manager
 - Teaching assistant/laboratory assistant/tutor
 - Do not know source
 - A source not listed above (Please specify.): _____
19. How did you feel after experiencing the conduct? **(Mark all that apply.)**
- I felt anxious
 - I felt depressed
 - I felt embarrassed.
 - I felt somehow responsible.
 - I was afraid/intimidated.
 - I was angry.
 - I ignored it.
 - I felt distressed.
 - A feeling not listed above (Please specify.): _____

20. What did you do in response to experiencing the conduct? **(Mark all that apply.)**
- I did not do anything.
 - I avoided the person/venue.
 - I contacted a local law enforcement official.
 - I confronted the person(s) at the time.
 - I confronted the person(s) later.
 - I did not know to whom to go.
 - I sought information online.
 - I sought support from off-campus hotline/advocacy services.
 - I contacted a University resource.
 - Academic Faculty member
 - Senior administrator (dean, vice president, provost)
 - Administrative Faculty (Residential Life staff, advisor, department chair)
 - Student teaching assistant (tutor, graduate teaching assistant)
 - Student Staff (resident assistant, student coordinators, building managers, event staff)
 - University Police Services
 - Counseling Services
 - Equal Opportunity and Title IX Office
 - Diversity Initiatives
 - Office of Human Resources
 - The Center. Every Student. Every Story.
 - Confidential Campus Victim Advocate
 - Social Services Coordinator
 - Downing Counseling Clinic
 - Student Conduct Office or Dean of Students
 - Victims of Crime Treatment Center
 - Student Health Center
 - University Psychological Services Center
 - I told a family member.
 - I told a friend.
 - I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
 - I submitted a bias incident report or a report through the Bias and Hate Incident Reporting Hotline.
 - A response not listed above (Please specify.): _____
21. Did you officially report the conduct?
- No, I did not report it. (Skip to Question #21.no)
 - Yes, I reported it.
 - Yes, I reported the incident and was satisfied with the outcome.
 - Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
 - Yes, I reported the incident but felt that it was not addressed appropriately
 - Yes, I reported the conduct and the outcome is still pending.
 - Yes, I reported the conduct, but the outcome was not shared
 - Yes, I reported the conduct, but was never made aware of the process for determining the outcome

21.no You indicated that you **DID NOT** report the conduct to a campus official. Please explain why you did not.

Insert Text Box

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

Insert text box here

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

<https://www.unr.edu/truth#resources>

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

23. **While a member of the University community**, have you experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs/alcohol to incapacitate, sodomy)?

No (**Skip to Q#34**)

(PROGRAMMING NOTE: Respondents cannot select this answer option and any other option.)

Yes

Yes – relationship violence (e.g., ridiculed, controlling, hitting)

Yes – stalking (e.g., following me, on social media, texting, phone calls)

Yes – unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)

Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)

PROGRAMMING NOTE: For questions 24-25 and 26-32: Insert appropriate experience (e.g., relationship violence, stalking, sexual interaction, sexual contact) from Q#23

24. **Students only:** Were alcohol and/or drugs involved in the [insert appropriate experience from Q#23]?

No

Yes

Alcohol only

Drugs only

Both alcohol and drugs

25. When did the [insert appropriate experience from Q#23] occur?

Less than 6 months ago

6 - 12 months ago

13 - 23 months ago

2 - 4 years ago

5 - 10 years ago

11 - 20 years ago

More than 20 years ago

26. **Students only:** What semester were you in when you experienced the [insert appropriate experience from Q#23]? **(Mark all that apply.)**
- During my time as a graduate/professional student at the University
 - Prior to my first semester at the University (e.g., Nevada FIT, Nevada Bound, Summer Bridge Program, Upward Bound, Dean's Future Scholars)
 - Undergraduate first year
 - Fall semester
 - Spring semester
 - Summer semester
 - Undergraduate second year
 - Fall semester
 - Spring semester
 - Summer semester
 - Undergraduate third year
 - Fall semester
 - Spring semester
 - Summer semester
 - Undergraduate fourth year
 - Fall semester
 - Spring semester
 - Summer semester
 - After my fourth year as an undergraduate
27. Who did this to you? **(Mark all that apply.)**
- Acquaintance/friend
 - Family member
 - University academic faculty member
 - University administrative faculty
 - University staff member
 - Stranger
 - University student
 - Current or former dating/intimate partner
 - Other role/relationship not listed above
28. Where did the [insert appropriate experience from Q#23] occur? **(Mark all that apply.)**
- Off campus (Please specify location.): _____
 - On campus (Please specify location.): _____
29. How did you feel after experiencing the [insert appropriate experience from Q#23]? **(Mark all that apply.)**
- I felt embarrassed.
 - I felt somehow responsible.
 - I felt afraid.
 - I felt angry.
 - I ignored it.
 - A feeling not listed above (Please specify.): _____

30. What did you do in response to experiencing the [insert appropriate experience from Q#23]? (**Mark all that apply.**)
- I did not do anything.
 - I avoided the person(s)/venue.
 - I contacted a local law enforcement official.
 - I confronted the person(s) at the time.
 - I confronted the person(s) later.
 - I did not know to whom to go.
 - I sought information online.
 - I sought support from off-campus hotline/advocacy services.
 - I contacted a University resource.
 - I contacted a University resource
 - Academic Faculty member
 - Senior administrator (dean, vice president, provost)
 - Administrative Faculty (Residential Life staff, advisor, department chair)
 - Student teaching assistant (tutor, graduate teaching assistant)
 - Student Staff (resident assistant, student coordinators, building managers, event staff)
 - the University Police Services
 - Counseling Services
 - Equal Opportunity and Title IX Office
 - Diversity Initiatives
 - Office of Human Resources
 - The Center. Every Student. Every Story.
 - Confidential Campus Victim Advocate
 - Social Services Coordinator
 - Downing Counseling Clinic
 - Student Conduct Office (Dean of Students)
 - Victims of Crime Treatment Center- Cain Hall rm 206
 - Student Health Center - Redfield Building, University Med
 - University Psychological Services Center - Cain Hall rm 206
 - I told a family member.
 - I told a friend.
 - I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
 - A response not listed above (Please specify.): _____
31. Did you officially report the unwanted sexual conduct?
- No, I did not report it. [**Skip to Q#32**]
 - Yes, I reported the incident.
 - Yes, I reported the incident and was satisfied with the outcome. [**Skip to next section**]
 - Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately. [**Skip to next section**]
 - Yes, I reported the incident but felt that it was not addressed appropriately. [**Skip to Q#33**]
 - Yes, I reported the conduct and the outcome is still pending.
32. You indicated that you **DID NOT** report the [insert appropriate experience from Q#23] to a campus official or staff member. Please explain why you did not.
Insert Text Box
33. You indicated that you **DID** report the [insert appropriate experience from Q#23] but that it was not addressed appropriately. Please explain why you felt that it was not.
Insert Text Box

34. Please indicate how much you agree or disagree with each of the following statements.

| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|--|---------------------------|-----------------------|---|-----------------------|------------------------------|
| I am aware of the definition of Affirmative Consent. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am generally aware of the role of the University Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I know how and where to report such incidents. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am generally aware of the campus resources listed here: unr.edu/equal-opportunity-title-ix | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have a responsibility to report such incidents when I see them occurring on campus or off campus. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I understand that the University standards of conduct and penalties differ from standards of conduct and penalties under the criminal law. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in Annual Security and Fire Safety Report Daily Crime Log at: unr.edu/police/data-center/daily-crime-log | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I know that the University sends an Emergency Notification Alert to the campus community when such an incident occurs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

<https://www.unr.edu/truth#resources>

Part 2: Workplace Climate

35. Tenured and Tenure-Track Faculty, Post-doctoral Scholars, President, Provost, Vice Provosts, Deans, Associate Deans: As a faculty member at the University, I feel...

| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|--|----------------|-------|----------------------------|----------|-------------------|
| The criteria for tenure are clear. | ○ | ○ | ○ | ○ | ○ |
| The tenure standards/promotion standards are applied equally to faculty in my school/division. | ○ | ○ | ○ | ○ | ○ |
| Supported and mentored during the tenure-track years. | ○ | ○ | ○ | ○ | ○ |
| University faculty who qualify for delaying their tenure-clock feel empowered to do so. | ○ | ○ | ○ | ○ | ○ |
| Research is valued by the University. | ○ | ○ | ○ | ○ | ○ |
| Teaching is valued by the University. | ○ | ○ | ○ | ○ | ○ |
| Service contributions are valued by the University. | ○ | ○ | ○ | ○ | ○ |
| Pressured to change my research/scholarship agenda to achieve tenure/promotion. | ○ | ○ | ○ | ○ | ○ |
| Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments). | ○ | ○ | ○ | ○ | ○ |
| I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities). | ○ | ○ | ○ | ○ | ○ |
| Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., child care, elder care). | ○ | ○ | ○ | ○ | ○ |
| Faculty opinions are taken seriously by senior administrators (e.g., dean, vice president, provost). | ○ | ○ | ○ | ○ | ○ |
| Faculty opinions are taken seriously by the Board of Regents. | ○ | ○ | ○ | ○ | ○ |
| Faculty opinions are valued within University committees. | ○ | ○ | ○ | ○ | ○ |
| I would like more opportunities to participate in substantive committee assignments. | ○ | ○ | ○ | ○ | ○ |
| I have opportunities to participate in substantive committee assignments. | ○ | ○ | ○ | ○ | ○ |

36. Tenured and Tenure-Track Faculty, Post-doctoral Scholars, President, Provost, Vice Provosts, Deans, Associate Deans: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

Insert text box here

37. **Non-Tenure-Track Faculty only:** As an employee with a non-tenure-track appointment at the University I feel...

| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|--|-----------------------|--------------|-----------------------------------|-----------------|--------------------------|
| The criteria used for contract renewal are clear. | ○ | ○ | ○ | ○ | ○ |
| The criteria used for contract renewal are applied equally to all positions. | ○ | ○ | ○ | ○ | ○ |
| Clear expectations of my responsibilities. | ○ | ○ | ○ | ○ | ○ |
| Clear description of my job responsibilities. | ○ | ○ | ○ | ○ | ○ |
| Research is valued by the University. | ○ | ○ | ○ | ○ | ○ |
| Teaching is valued by the University. | ○ | ○ | ○ | ○ | ○ |
| Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments). | ○ | ○ | ○ | ○ | ○ |
| I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities). | ○ | ○ | ○ | ○ | ○ |
| Pressured to do extra work that is uncompensated. | ○ | ○ | ○ | ○ | ○ |
| Non-tenure-track faculty opinions are taken seriously by senior administrators (e.g., president, provost, dean, vice president, vice provost, executive director). | ○ | ○ | ○ | ○ | ○ |
| Non-tenure-track faculty opinions are taken seriously the Board of Regents | ○ | ○ | ○ | ○ | ○ |
| I have job security. | ○ | ○ | ○ | ○ | ○ |

38. **Non-Tenure-Track Faculty only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

Insert text box here

39. **All Faculty, Post-Doctoral Scholars, President, Provost, Vice Provosts, Deans, Associate Deans:** As an Academic faculty member at the University, I feel...

| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|--|-----------------------|-----------------------|-----------------------------------|-----------------------|--------------------------|
| Salaries for tenure-track faculty positions are competitive. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Salaries for LOA/LOB professors are competitive. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Health insurance benefits are competitive. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Child care benefits are competitive. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Retirement/supplemental benefits are competitive. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The University provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My colleagues include me in opportunities that will help my career as much as they do others in my position. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The performance evaluation process is clear. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The University provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Positive about my career opportunities at the University. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I would recommend the University as good place to work. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have job security. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

40. **All Faculty, Post-Doctoral Scholars, President, Provost, Vice Provosts, Deans, Associate Deans:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.
Insert text box here

41. Administrative Faculty/Vice Presidents/Associate Vice Presidents/Classified Staff only: As an administrative faculty/staff member at the University, I feel...

| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|---|-----------------------|-----------------------|-----------------------------------|-----------------------|--------------------------|
| I have supervisors who give me job/career advice or guidance when I need it. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have colleagues/coworkers who give me job/career advice or guidance when I need it. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am included in opportunities that will help my career as much as others in similar positions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The performance evaluation process is clear. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The performance evaluation process is productive. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The process for contesting the performance process is clear. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My supervisor provides adequate support for me to manage work-life balance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am able to complete my assigned duties during scheduled hours. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My workload has increased without additional compensation due to other administrative faculty/staff departures (e.g., retirement positions not filled). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Pressured by departmental/program work requirements that occur outside of my normally scheduled hours. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am given a reasonable time frame to complete assigned responsibilities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, department/program work assignments). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| A hierarchy exists within administrative faculty/staff positions that allows some voices to be valued more than others. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The University provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

42. Administrative Faculty/Vice Presidents/Associate Vice Presidents/Classified Staff only: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

Insert text box here

43. Administrative Faculty/Vice Presidents/Associate Vice Presidents/Classified Staff only: As an administrative faculty or staff member at the University I feel...

| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|---|-----------------------|--------------|-----------------------------------|-----------------|--------------------------|
| The University provides me with resources to pursue training/professional development opportunities. | ○ | ○ | ○ | ○ | ○ |
| My supervisor provides me with resources to pursue training/professional development opportunities. | ○ | ○ | ○ | ○ | ○ |
| The University is supportive of taking extended leave (e.g., FMLA, parental). | ○ | ○ | ○ | ○ | ○ |
| My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, short-term disability). | ○ | ○ | ○ | ○ | ○ |
| Administrative Faculty & Staff in my department/program who use family accommodation policies (e.g., FMLA) are disadvantaged in promotion or evaluations. | ○ | ○ | ○ | ○ | ○ |
| The University policies (e.g., FMLA) are fairly applied across the University. | ○ | ○ | ○ | ○ | ○ |
| The University is supportive of flexible work schedules. | ○ | ○ | ○ | ○ | ○ |
| My supervisor is supportive of flexible work schedules. | ○ | ○ | ○ | ○ | ○ |
| Administrative Faculty & Staff salaries are competitive. | ○ | ○ | ○ | ○ | ○ |
| Annual leave benefits are competitive. | ○ | ○ | ○ | ○ | ○ |
| Health insurance benefits are competitive. | ○ | ○ | ○ | ○ | ○ |
| Child care benefits are competitive. | ○ | ○ | ○ | ○ | ○ |
| Retirement benefits are competitive. | ○ | ○ | ○ | ○ | ○ |
| Administrative Faculty & Staff opinions are valued on the University committees. | ○ | ○ | ○ | ○ | ○ |
| Administrative Faculty & Staff opinions are valued by the University academic faculty and administration. | ○ | ○ | ○ | ○ | ○ |
| Administrative Faculty & Staff opinions are taken seriously by the Board of Regents. | ○ | ○ | ○ | ○ | ○ |
| Clear expectations of my responsibilities exist. | ○ | ○ | ○ | ○ | ○ |
| Clear procedures exist on how I can advance at the University. | ○ | ○ | ○ | ○ | ○ |
| Positive about my career opportunities at the University. | ○ | ○ | ○ | ○ | ○ |
| I would recommend the University as good place to work. | ○ | ○ | ○ | ○ | ○ |
| I have job security. | ○ | ○ | ○ | ○ | ○ |

44. Administrative Faculty/Vice Presidents/Associate Vice Presidents/Classified Staff only: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

Insert text box here

45. **Graduate/Professional Students only:** As a graduate/professional student I feel...

| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|--|---------------------------|--------------|---|-----------------|------------------------------|
| I am satisfied with the quality of advising I have received from my department. | ○ | ○ | ○ | ○ | ○ |
| I have adequate access to my advisor. | ○ | ○ | ○ | ○ | ○ |
| My advisor provides clear expectations. | ○ | ○ | ○ | ○ | ○ |
| My advisor responds to my emails, calls, or voicemails in a prompt manner. | ○ | ○ | ○ | ○ | ○ |
| Department academic faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner. | ○ | ○ | ○ | ○ | ○ |
| Department administrative faculty & staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner. | | | ○ | | |
| Adequate opportunities exist for me to interact with other university academic faculty outside of my department. | ○ | ○ | ○ | ○ | ○ |
| I receive support from my advisor to pursue personal research interests. | ○ | ○ | ○ | ○ | ○ |
| My department academic faculty members encourage me to produce publications and present research. | ○ | ○ | ○ | ○ | ○ |
| My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research. | ○ | ○ | ○ | ○ | ○ |
| I feel comfortable sharing my professional goals with my advisor. | ○ | ○ | ○ | ○ | ○ |

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

Insert text box here

Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than five respondents, which may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified. You may also skip questions.

47. What is your birth sex (assigned)?
- Female
 - Intersex
 - Male
48. What is your gender/gender identity?
- Genderqueer
 - Man
 - Nonbinary
 - Transgender
 - Woman
 - A gender not listed here (Please specify.): _____
49. What is your current gender expression?
- Androgynous
 - Feminine
 - Masculine
 - A gender expression not listed here (Please specify.): _____
50. What is your citizenship/immigrant status in U.S.?
- A visa holder (such as F-1, J-1, H1-B, U)
 - Currently under a withholding of removal status
 - DACA (Deferred Action for Childhood Arrival)
 - DAPA (Deferred Action for Parental Accountability)
 - Other legally documented status
 - Permanent resident
 - Refugee status
 - Undocumented resident
 - U.S. citizen, birth
 - U.S. citizen, naturalized
51. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. **(If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.)**
- Alaska Native (If you wish, please specify your enrolled or principal corporation.): _____
 - American Indian/Native American (If you wish, please specify your enrolled or principal tribe.): _____
 - Asian/Asian American (If you wish, please specify.): _____
 - Black/African American (If you wish, please specify.): _____
 - Latina/x/o/Chicana/x/o (If you wish, please specify.): _____
 - Middle Eastern (If you wish, please specify.): _____
 - Native Hawaiian (If you wish, please specify.): _____
 - Pacific Islander (If you wish, please specify.): _____
 - South Asian (If you wish, please specify.): _____
 - White/European American (If you wish, please specify.): _____
 - A racial/ethnic identity not listed here (If you wish, please specify.): _____

52. What is your age?
(Insert drop down of all ages: “18” through “99”)
53. What is your current political party affiliation?
- No political affiliation
 - Democrat
 - Independent
 - Libertarian
 - Republican
 - Political affiliation not listed above (Please specify.): _____
54. How would you describe your current political views?
- Very conservative
 - Conservative
 - Moderate
 - Liberal
 - Very liberal
55. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity.
- Bisexual
 - Gay
 - Heterosexual (Straight)
 - Lesbian
 - Pansexual
 - Queer
 - Questioning
 - A sexual identity not listed here (Please specify.): _____
56. Do you have substantial parenting or caregiving responsibility?
- No
 - Yes (**Mark all that apply.**)
 - Children 5 years old or under
 - Children 6 - 18 years old
 - Children over 18 years old, but still legally dependent (e.g., in college, disabled)
 - Independent adult children over 18 years old
 - Partner with a disability or illness
 - Senior or other family member
 - A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending) (Please specify.): _____
57. Have you ever served in the U.S. Armed Forces, on active duty, in the National Guard, or in the Reserves?
If so, please indicate your current primary status.
- I have never served in the U.S. Armed Forces.
 - I am currently on active duty.
 - I am currently a member of the National Guard (but not in ROTC).
 - I am currently a member of the Reserves (but not in ROTC).
 - I am not currently serving, but have served (e.g., retired/veteran).
 - I am in ROTC.
 - I am a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.

58. What is the highest level of education achieved by your primary parent(s)/guardian(s)?

Parent/Guardian 1:

- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree (e.g., MA, MS, MBA)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., MD, JD)
- Unknown
- Not applicable

Parent/Guardian 2:

- Not applicable
- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree (e.g., MA, MS, MBA)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., MD, JD)
- Unknown

59. **Administrative Faculty/Classified Staff only:** What is your highest level of education?

- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/Technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree (e.g., MA MS, MBA, MLS)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., MD, JD)

60. **Faculty/ Administrative Faculty/Classified Staff only:** How long have you been employed at the University?

- Less than 1 year
- 1 - 5 years
- 6 - 10 years
- 11 - 15 years
- 16 - 20 years
- More than 20 years

61. **Undergraduate Students only:** Where are you in your **college career** at the University?

- First year
- Second year
- Third year
- Fourth year
- Fifth year
- Sixth year (or more)

62. **Graduate/Professional Students only:** Where are you in your graduate studies program at the University?
- Certificate student
 - Graduate Special
 - Master degree student
 - First year
 - Second year
 - Third year
 - Fourth year or more
 - Doctoral degree student
 - First year
 - Second year
 - Third year
 - Fourth year or more
 - Professional degree student
 - First year
 - Second year
 - Third year
 - Fourth year or more
63. **Faculty only:** With which academic division are you **primarily affiliated** at this time?
- College of Agriculture, Biotechnology, and Natural Resources
 - College of Business
 - College of Education
 - College of Engineering
 - College of Liberal Arts
 - College of Science
 - Division of Health Sciences
 - Orvis School of Nursing
 - Reynolds School of Journalism
 - School of Community Health Sciences
 - School of Medicine
64. **Administrative Faculty/Classified Staff only:** With which academic division/work unit are you **primarily affiliated** at this time?
- Athletics
 - Academic Offices (Academic Advising and Student Achievement, Core Curriculum, Honors Program, Intensive English Language Center, University Math Center, University Tutoring Center, Assessment and Accreditation, Composition and Communication in the Disciplines, University Writing Center, Office of Service Learning and Civic Engagement)
 - College of Agriculture, Biotechnology, and Natural Resources
 - College of Business
 - College of Education
 - College of Engineering
 - College of Liberal Arts
 - College of Science
 - Development and Alumni Relations
 - Facilities Services
 - Facilities Maintenance Services
 - Planning and Construction Services
 - Facilities Services
 - Finance and Administration (Business and Finance, Human Resources, Planning Budget and Analysis, Real Estate)
 - Orvis School of Nursing
 - Office of Research and Innovation (Animal Resources, Enterprise and Innovation, Environmental Health and Safety, InNevation Center, Nevada Center for Applied Research, Nevada Industry Excellence, Research Integrity, Sponsored Projects, Undergraduate Research)

- Office of Information Technology
- President's Office (e.g., Diversity Initiatives, External Relations, General Counsel, Marketing and Communications)
- Provost's Office (e.g., Extended Studies, Graduate School, Equal Opportunity and Title IX, Organizational Resilience, University of Nevada Press)
- Police Services
- Reynolds School of Journalism
- School of Medicine
- School of Social Work
- School of Community Health Sciences
- Student Services
 - Enrollment Services
 - Student Life Services and Counseling
- University of Nevada Cooperative Extension
- University Libraries

65. **Undergraduate Students only:** What is your major (if modified choose the primary department/program, excluding minors)? **(Mark all that apply.)**

- Undeclared
- Accounting
- Accounting & Information Systems
- Agricultural Science
- Anthropology
- Art
- Art (Art History)
- Atmospheric Science
- Biochemistry & Molecular Biology
- Biology
- Biomedical Engineering
- Biotechnology
- Chemical Engineering
- Chemistry
- Civil Engineering
- Communication Studies
- Community Health Sciences
- Computer Science & Engineering
- Criminal Justice
- Dance
- Ecohydrology
- Economics
- Electrical Engineering
- Engineering Physics
- English
- Environmental Engineering
- Environmental Science
- Finance
- Forest Management & Ecology
- French
- Gender, Race & Identity
- General Business
- General Studies
- Geography
- Geological Engineering
- Geology
- Geophysics
- History

- Human Development and Family Studies
- Hydrogeology
- Information Systems
- Integrated Elementary Teaching
- International Affairs
- International Business
- Journalism
- Kinesiology
- Management
- Marketing
- Materials Science & Engineering
- Mathematics
- Mechanical Engineering
- Metallurgical Engineering
- Mining Engineering
- Molecular Microbiology & Immunology
- Music
- Music Applied
- Music Education
- Neuroscience
- NevadaTeach
- Nursing
- Nutrition
- Philosophy
- Physics
- Political Science
- Psychology
- Rangeland Ecology & Management
- Secondary Education
- Secondary Education & English
- Secondary Education & History
- Secondary Education & Political Science
- Secondary Education & Spanish
- Social Work
- Sociology
- Spanish
- Speech Pathology
- Theatre
- Veterinary Science
- Wildlife Ecology & Conservation

66. **Graduate/Professional Students only:** What is your academic division? **(Mark all that apply.)**

O Master's Degree

- Accountancy
- Animal & Rangeland Sciences
- Anthropology
- Art
- Atmospheric Science
- Biochemistry
- Biology
- Biomedical Engineering
- Business Administration
- CASAT
- Cellular & Molecular Biology
- Chemical Engineering
- Chemistry
- Civil & Environmental Engineering
- Communication Studies
- Computer Science & Engineering
- Counseling
- Criminal Justice
- Economics
- Educational Leadership
- Electrical Engineering
- Elementary Education
- English
- English, Creative Writing Emphasis
- Environmental Sciences
- Equity & Diversity in Education
- Executive Master of Business Administration
- Finance
- Gender, Race, & Identity Studies
- Geography
- Geological Engineering
- Geology
- Geophysics
- Higher Education Administration
- History
- Human Development & Family Studies
- Hydrogeology
- Hydrology
- Information Systems
- Journalism
- Judicial Studies
- Justice Management
- Land Use Planning Policy
- Literacy Studies
- Materials Science & Engineering
- Mathematics
- Mechanical Engineering
- Metallurgical Engineering
- Mining Engineering
- Music
- Natural Resources & Environmental Science
- Neuroscience
- Nursing
- Nursing/Public Health

- Nutrition
- Philosophy
- Physician Assistant Studies
- Physics
- Political Science
- Psychology
- Public Administration & Policy
- Public Health
- Secondary Education
- Secondary Education Teacher Licensure
- Social Work
- Sociology
- Special Education
- Speech Pathology & Audiology
- Teaching of History
- World Languages & Literatures

O Doctoral Degree

- Animal & Rangeland Sciences
- Anthropology
- Atmospheric Science
- Basque Studies
- Biochemistry
- Biomedical Engineering
- Business Administration
- Cellular & Molecular Biology
- Cellular & Molecular Pharmacology & Physiology
- Chemical Engineering
- Chemical Physics
- Chemistry
- Civil & Environmental Engineering
- Computer Science & Engineering
- Counselor Education and Supervision
- Ecology, Evolution & Conservation Biology
- Economics
- Education
- Electrical Engineering
- English
- Environmental Sciences
- Geo-Engineering
- Geography
- Geology
- Geophysics
- History
- Hydrogeology
- Hydrology
- Interdisciplinary Social Psychology
- Judicial Studies
- Materials Science & Engineering
- Mathematics
- Mechanical Engineering
- Neuroscience
- Nursing
- Nursing Practice (from BSN)
- Nursing Practice (from MSN)
- Physics

- Political Science
- Psychology
- Public Health
- Interdisciplinary Social Psychology
- Speech Language Pathology
- Statistics and Data Science

O Certifications

- Addiction Treatment & Prevention Services
- Adult Gerontology Acute Care Nurse Practitioner
- Clinical Nurse Leader
- Cybersecurity
- Early Intervention/Early Childhood Special Education
- Ethics, Law, & Politics
- Gender, Race, & Identity
- Gerontology
- Gifted and Talented Education
- Graduate Studies in History
- International Water Resources
- Nuclear Packaging
- Nurse Practitioner
- Nursing Education
- Peer Support Specialist in Behavioral Health
- Psychiatric-Mental Health Nurse Practitioner
- Renewable Energy
- Social Justice
- Teaching English to Speakers of Other Languages
- UNR Med Post-Baccalaureate Program

67. Do you have a condition/disability that influences your learning, living, or working activities?

- No [**Skip to Question #71**]
- Yes

68. Which, if any, of the conditions listed below influence your learning, living, or working activities? (**Mark all that apply.**)

- ADD/ADHD
- Cognitive (e.g., Acquired/traumatic brain injury, PTSD)
- Developmental
- Hearing Impaired
- Learning
- Other Health Related (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)
- Physical
- Psychological (e.g., anxiety, depression)
- Speech Language
- Substance Abuse
- Vision

69. **Students only:** Are you registered with the Disabilities Resource Center?

- No
- Yes

70. **Faculty/Post-doctoral Scholars/Administrative Faculty/Administrative Faculty Executive Level/ Classified Staff only:** Are you receiving accommodations for your disability?

- No
- Yes

71. Is English your primary language?

- Yes
- No (Please specify your primary language.): _____

72. What is your religious or spiritual identity? **(Mark all that apply.)**

- Agnostic
- Atheist
- Baha'i
- Buddhist
- Christian
 - African Methodist Episcopal
 - African Methodist Episcopal Zion
 - Assembly of God
 - Baptist
 - Catholic/Roman Catholic
 - Church of Christ
 - Church of God in Christ
 - Christian Orthodox
 - Christian Methodist Episcopal
 - Christian Reformed Church (CRC)
 - Episcopalian
 - Evangelical
 - Greek Orthodox
 - Lutheran
 - Mennonite
 - Moravian
 - Nondenominational Christian
 - Pentecostal
 - Presbyterian
 - Protestant
 - Protestant Reformed Church (PR)
 - Quaker
 - Reformed Church of America (RCA)
 - Russian Orthodox
 - Seventh Day Adventist
 - The Church of Jesus Christ of Latter-day Saints
 - United Methodist
 - United Church of Christ
 - A Christian affiliation not listed here (Please specify.): _____
- Confucianist
- Druid
- Hindu
- Jain
- Jehovah's Witness

- Jewish
 - Conservative
 - Orthodox
 - Reform
 - A Jewish affiliation not listed here (Please specify.): _____
- Muslim
 - Ahmadi
 - Shi'ite
 - Sufi
 - Sunni
 - A Muslim affiliation not listed here (Please specify.): _____
- Native American Traditional Practitioner or Ceremonial
- Pagan
- Oriental Orthodox (e.g., Coptic, Eritrean, Armenian)
- Rastafarian
- Scientologist
- Secular Humanist
- Shinto
- Sikh
- Taoist
- Tenrikyo
- Unitarian Universalist
- Wiccan
- Spiritual but no religious affiliation
- No affiliation
- A religious affiliation or spiritual identity not listed above (Please specify.): _____

73. **Students only:** Do you receive financial support from a family member or guardian to assist with your living/educational expenses?

- Yes
- No

74. **Students only:** What is your *best estimate* of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?

- \$29,999 and below
- \$30,000 - \$49,999
- \$50,000 - \$69,999
- \$70,000 - \$99,999
- \$100,000 - \$149,999
- \$150,000 - \$199,999
- \$200,000 - \$249,999
- \$250,000 - \$499,999
- \$500,000 or more

75. **Students only:** Where do you live?
- Campus housing
 - Argenta Hall
 - Canada Hall
 - Great Basin Hall
 - Juniper Hall
 - Nevada Living Learning Community
 - Nye Hall
 - Peavine Hall
 - Ponderosa Village
 - Sierra Hall
 - Non-campus housing
 - Independently in an apartment/house
 - Living with family member/guardian
 - Fraternity housing
 - Sorority housing
 - Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/laboratory)
76. **Students only:** Since having been a student at the University, have you been a member or participate in any of the following? (**Mark all that apply.**)
- I do not participate in any clubs or organizations at the University.
 - Academic and academic honorary organizations
 - Club sport
 - Culture and/or Identity specific organization
 - Religious or spirituality-based organization
 - Governance organization
 - Greek letter organization
 - Health and wellness organization
 - Intercollegiate athletic team
 - Performance organization
 - Political or issue-oriented organization
 - Professional or pre-professional organization
 - Publication/media organization
 - Recreational organization
 - Service or philanthropic organization
 - A student organization not listed above (Please specify.): _____
77. **Students only:** At the end of your last semester, what was your cumulative grade point average?
- No GPA at this time – first semester at the University
 - 3.75 – 4.00
 - 3.50 – 3.74
 - 3.25 – 3.49
 - 3.00 – 3.24
 - 2.75 – 2.99
 - 2.50 – 2.74
 - 2.25 – 2.49
 - 2.00 - 2.24
 - Below 2.00

78. **Students only:** Have you experienced financial hardship while attending the University?
- No
 - Yes, I have had difficulty affording... **(Mark all that apply.)**
 - Alternative spring breaks
 - Books/course materials
 - Child care
 - Clothing
 - Cocurricular events or activities
 - Commuting to campus
 - Counseling
 - Food
 - Medical care (e.g., Health, Dental, Vision)
 - Housing (on-campus)
 - Housing (off-campus)
 - Other campus fees
 - Parking
 - Participation in social events
 - Studying abroad
 - Technology (e.g., laptops, software, clickers)
 - Travel during mandatory evacuation
 - Travel to and from the University (e.g., returning home from break)
 - Tuition
 - Tutoring
 - Unpaid internships/research opportunities
 - A financial hardship not listed here (Please specify.): _____
79. **Students only:** How are you currently paying for your education at the University? **(Mark all that apply.)**
- Campus employment
 - Credit card
 - Family contribution
 - Graduate assistantship (e.g., teaching, research)
 - Home country contribution
 - Loans
 - Military educational benefits (e.g., GI Bill, NGEAP)
 - Need-based scholarship (e.g., Trio, McNair)
 - Non-need-based scholarship (e.g., merit, ROTC, Millennium, Presidential)
 - Grant (e.g., Pell)
 - Personal contribution/job
 - Resident assistantship
 - A method of payment not listed here (Please specify.): _____

80. **Students only:** Are you employed on campus, off campus, or both during the academic year? (**Mark all that apply.**)
- No (cannot select this and another option)
 - Yes, I work **on campus** – (Please indicate total number of hours you work)
 - 1 - 10 hours/week
 - 11 - 20 hours/week
 - 21 - 30 hours/week
 - 31 - 40 hours/week
 - More than 40 hours/week
 - Yes, I work **off campus** – (Please indicate total number of hours you work)
 - 1 - 10 hours/week
 - 11 - 20 hours/week
 - 21 - 30 hours/week
 - 31 - 40 hours/week
 - More than 40 hours/week
81. How many minutes do you commute to the University one-way (**Mark all that apply.**)
- 10 minutes or fewer
 - 11-20 minutes
 - 21-30 minutes
 - 31-40 minutes
 - 41-50 minutes
 - 51-60 minutes
 - 60 or more
82. What is your primary method of transportation to the University?
- Bicycle
 - Campus Escort
 - Carpool (e.g., private pool)
 - Lime Bikes
 - PACK transit
 - Personal vehicle
 - Public transportation
 - Ride-sharing services (e.g., Lyft, Uber)
 - Walk

Part 4: Perceptions of Campus Climate

83. **Within the past year, have you OBSERVED** any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) learning or working environment at the University?
- No (Faculty/Staff/Administrator "No" responses skip to Q#94; Student "No" responses skip to Q#103)
 - Yes
84. Who/what was the **target** of the conduct? **(Mark all that apply.)**
- Academic advisor
 - Alumnus/a
 - Athletic coach/trainer
 - University media (e.g., posters, brochures, flyers, handouts, websites)
 - University Police Services
 - Coworker/colleague
 - Construction worker/contractor
 - Department/program chair
 - Direct report (e.g., person who reports to me)
 - Donor
 - Outside security staff (e.g., ESI, CCS)
 - Academic Faculty member/other instructional staff
 - Friend
 - Off-campus community member
 - Senior administrator (e.g., president, provost, dean, vice president, vice provost)
 - Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)
 - Administrative Faculty/Staff member
 - Stranger
 - Student
 - Student staff
 - Student organization (Please specify.): _____
 - Supervisor or manager
 - Teaching assistant/laboratory assistant/tutor
 - Do not know target
 - A source not listed above (Please specify.): _____

85. Who/what was the **source** of the conduct? (Mark all that apply.)
- Academic advisor
 - Alumnus/a
 - Athletic coach/trainer
 - University media (e.g., posters, brochures, flyers, handouts, websites)
 - University Police Services
 - Coworker/colleague
 - Construction worker/contractor
 - Department/program chair
 - Direct report (e.g., person who reports to me)
 - Donor
 - Outside security staff (e.g., ESI, CCS)
 - Academic Faculty member/other instructional staff
 - Friend
 - Off-campus community member
 - Senior administrator (e.g., president, provost, dean, vice president, vice provost)
 - Social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)
 - Administrative Faculty/Staff member
 - Stranger
 - Student
 - Student staff
 - Student organization (Please specify.): _____
 - Supervisor or manager
 - Teaching assistant/laboratory assistant/tutor
 - Do not know source
 - A source not listed above (Please specify.): _____
86. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you observe?
- 1 instance
 - 2 instances
 - 3 instances
 - 4 instances
 - 5 or more instances

87. Which of the target's characteristics do you believe was/were the basis for the conduct? **(Mark all that apply.)**
- Academic performance
 - Age
 - Disability/condition
 - Educational credentials (e.g., BS, MS, PhD, MD)
 - English language proficiency/accent
 - Ethnicity
 - Gender/gender identity
 - Gender expression
 - Immigrant/citizen status
 - International status/national origin
 - Length of service at the University
 - Major field of study
 - Marital status (e.g., single, married, partnered)
 - Medical disability/condition
 - Military/veteran status
 - Parental status (e.g., having children)
 - Participation in an organization/team (Please specify.): _____
 - Physical characteristics
 - Philosophical views
 - Political views
 - Position (e.g., administrative faculty, staff, academic faculty, student)
 - Pregnancy
 - Racial identity
 - Religious/spiritual views
 - Sexual identity
 - Socioeconomic status
 - Do not know
 - A reason not listed above (Please specify.): _____

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

89. Where did you observe this conduct? **(Mark all that apply.)**
- At an event/program on campus
 - In a class/laboratory
 - In an academic faculty office
 - In a religious center
 - In a fraternity house
 - In a sorority house
 - In a meeting with one other person
 - In a meeting with a group of people
 - In a University fitness center
 - In a University administrative office
 - In the University dining facility
 - In the University library
 - In an experiential learning environment (e.g., community-based learning, externship, internship)
 - In athletic facilities
 - In other public spaces at the University
 - In campus housing
 - In the University Counseling Services Office
 - In off-campus housing
 - In a parking garage
 - In the University Student Health Center
 - In the Joe Crowley Student Union
 - Off campus
 - On a campus shuttle
 - On a campus escort van
 - On phone calls/text messages/email
 - On social media sites (e.g., Facebook, Twitter, Snapchat, Instagram)
 - While walking on campus
 - While working at the University job
 - A venue not listed above (Please specify.): _____
90. How did you feel after observing the conduct? **(Mark all that apply.)**
- I felt anxious
 - I felt depressed
 - I felt embarrassed.
 - I felt somehow responsible.
 - I was afraid/intimidated.
 - I was angry.
 - I ignored it.
 - I felt distressed.
 - A feeling not listed above (Please specify.): _____

91. What was your response to observing this conduct? **(Mark all that apply.)**
- I did not do anything.
 - I avoided the person(s)/venue.
 - I contacted a local law enforcement official.
 - I confronted the person(s) at the time.
 - I confronted the person(s) later.
 - I did not know to whom to go.
 - I sought information online.
 - I sought support from off-campus hotline/advocacy services.
 - I contacted a University resource.
 - I contacted a University resource
 - Academic Faculty member
 - Senior administrator (dean, vice president, provost)
 - Administrative Faculty (Residential Life staff, advisor, department chair)
 - Student teaching assistant (tutor, graduate teaching assistant)
 - Student Staff (resident assistant, student coordinators, building managers, event staff)
 - The University Police Services
 - Counseling Services
 - Equal Opportunity and Title IX Office
 - Diversity Initiatives
 - Office of Human Resources
 - The Center. Every Student. Every Story.
 - Confidential Campus Victim Advocate
 - Social Services Coordinator
 - Downing Counseling Clinic
 - Student Conduct Office (Dean of Students)
 - Victims of Crime Treatment Center- Cain Hall rm 206
 - Student Health Center - Redfield Building, University Med
 - University Psychological Services Center - Cain Hall rm 206
 - I told a family member.
 - I told a friend.
 - I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
 - A response not listed above (Please specify.): _____
92. Did you officially report the conduct?
- No, I did not report it.
 - Yes, I reported it.
 - Yes, I reported the incident and was satisfied with the outcome.
 - Yes, I reported the incident and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
 - Yes, I reported the incident but felt that it was not addressed appropriately.
 - Yes, I reported the conduct and the outcome is still pending.
 - Yes, I reported the conduct but the outcome was not shared
93. We are interested in knowing more about your experiences. If you wish to elaborate on your observations of conduct directed toward a person or group of people on campus that you believe created an exclusionary, intimidating, offensive, and/or hostile learning or working environment, please do so here.
- Insert Text Box here**

94. **Faculty/Post-doctoral Scholar/Administrative Faculty/Administrative Faculty Executive Level/Classified Staff:** Have you observed **hiring** practices at the University (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust?
 No (**Skip to Question #97**)
 Yes

95. **Faculty/Post-doctoral Scholar/Administrative Faculty/Administrative Faculty Executive Level/Classified Staff:** I believe that the unjust **hiring** practices were based upon... (**Mark all that apply.**)

- Age
- Educational credentials (e.g., BS, MS, PhD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status
- Learning disability/condition
- Length of service at the University
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental health/psychological disability/condition
- Medical disability/condition
- Military/veteran status
- Nepotism/cronyism
- Parental status (e.g., having children)
- Participation in an organization/team (Please specify.): _____
- Physical characteristics
- Physical disability/condition
- Philosophical views
- Political views
- Position (e.g., staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Do not know
- A reason not listed above (Please specify.): _____

96. **Faculty/Post-doctoral Scholar/Administrative Faculty/Administrative Faculty Executive Level/Classified Staff:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust hiring practices, please do so here.
Insert Text Box here

97. **Faculty/Post-doctoral Scholar/Administrative Faculty/Administrative Faculty Executive Level/Classified Staff:** Have you observed **promotion, tenure, reappointment, and/or reclassification** practices at the University that you perceive to be unjust?
 No (**Skip to Question #100**)
 Yes

98. **Faculty/Post-doctoral Scholar/Administrative Faculty/Administrative Faculty Executive Level/Classified Staff:** I believe the unjust behavior, procedures, or employment practices related to **promotion, tenure, reappointment, and/or reclassification** were based upon... (**Mark all that apply.**)
- Age
 - Disability/condition
 - Educational credentials (e.g., BS, MS, PhD, MD)
 - English language proficiency/accents
 - Ethnicity
 - Gender/gender identity
 - Gender expression
 - Immigrant/citizen status
 - International status/national origin
 - Length of service at the University
 - Major field of study
 - Marital status (e.g., single, married, partnered)
 - Medical disability/condition
 - Military/veteran status
 - Parental status (e.g., having children)
 - Participation in an organization/team (Please specify.): _____
 - Physical characteristics
 - Philosophical views
 - Political views
 - Position (e.g., administrative faculty, staff, academic faculty, student)
 - Pregnancy
 - Racial identity
 - Religious/spiritual views
 - Sexual identity
 - Socioeconomic status
 - Do not know
 - A reason not listed above (Please specify.): _____

99. **Faculty/Post-doctoral Scholar/Administrative Faculty/Administrative Faculty Executive Level/Classified Staff:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification, please do so here.
Insert Text Box here

100. **Faculty/Post-doctoral Scholar/Administrative Faculty/Administrative Faculty Executive Level/Classified Staff:** Have you observed **employment-related discipline or action, up to and including dismissal**, at the University that you perceive to be unjust?
 No (**Skip to Question #104**)
 Yes
101. **Faculty/Post-doctoral Scholar/Administrative Faculty/Administrative Faculty Executive Level/Classified Staff:** I believe that the unjust **employment-related disciplinary actions** were based upon... (**Mark all that apply.**)
 Age
 Disability/condition
 Educational credentials (e.g., BS, MS, PhD, MD)
 English language proficiency/accnt
 Ethnicity
 Gender/gender identity
 Gender expression
 Immigrant/citizen status
 International status/national origin
 Length of service at the University
 Major field of study
 Marital status (e.g., single, married, partnered)
 Medical disability/condition
 Military/veteran status
 Parental status (e.g., having children)
 Participation in an organization/team (Please specify.): _____
 Physical characteristics
 Philosophical views
 Political views
 Position (e.g., administrative faculty, staff, academic faculty, student)
 Pregnancy
 Racial identity
 Religious/spiritual views
 Sexual identity
 Socioeconomic status
 Do not know
 A reason not listed above (Please specify.): _____
102. **Faculty/Post-doctoral Scholar/Administrative Faculty/Administrative Faculty Executive Level/Classified Staff:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of employment-related discipline or action, up to and including dismissal practices, please do so here.
Insert Text Box here

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

| | | | | | | |
|---|---|---|---|---|---|---|
| Friendly | 1 | 2 | 3 | 4 | 5 | Hostile |
| Inclusive | 1 | 2 | 3 | 4 | 5 | Exclusive |
| Improving | 1 | 2 | 3 | 4 | 5 | Regressing |
| Positive for persons with disabilities | 1 | 2 | 3 | 4 | 5 | Negative for persons with disabilities |
| Positive for people who identify as lesbian, gay, bisexual, queer, or transgender | 1 | 2 | 3 | 4 | 5 | Negative for people who identify as lesbian, gay, bisexual, queer, or transgender |
| Positive for people of various religious/spiritual backgrounds | 1 | 2 | 3 | 4 | 5 | Negative for people of various religious/spiritual backgrounds |
| Positive for people of color | 1 | 2 | 3 | 4 | 5 | Negative for people of color |
| Positive for men | 1 | 2 | 3 | 4 | 5 | Negative for men |
| Positive for women | 1 | 2 | 3 | 4 | 5 | Negative for women |
| Positive for nonnative English speakers | 1 | 2 | 3 | 4 | 5 | Negative for nonnative English speakers |
| Positive for people who are not U.S. citizens | 1 | 2 | 3 | 4 | 5 | Negative for people who are not U.S. citizens |
| Welcoming | 1 | 2 | 3 | 4 | 5 | Not welcoming |
| Respectful | 1 | 2 | 3 | 4 | 5 | Not respectful |
| Positive for people of high socioeconomic status | 1 | 2 | 3 | 4 | 5 | Negative for people of high socioeconomic status |
| Positive for people of low socioeconomic status | 1 | 2 | 3 | 4 | 5 | Negative for people of low socioeconomic status |
| Positive for people of various political affiliations | 1 | 2 | 3 | 4 | 5 | Negative for people of various political affiliations |
| Positive for people in active military/veteran status | 1 | 2 | 3 | 4 | 5 | Negative for people in active military/veteran status |

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

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

105. **Students only:** Please indicate the extent to which you agree with each of the following statements.

| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|---|---------------------------|-----------------------|---|-----------------------|------------------------------|
| I feel valued by University faculty. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel valued by University staff. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel valued by University senior administrators (e.g., dean, vice president, provost). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel valued by faculty in the classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel valued by other students in the classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel valued by other students outside of the classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I think that faculty prejudge my abilities based on their perception of my identity/background. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I believe that the campus climate encourages free and open discussion of difficult topics. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have faculty whom I perceive as role models. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have staff whom I perceive as role models. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

106. **Faculty only:** Please indicate the extent to which you agree with each of the following statements.

| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|--|---------------------------|-----------------------|---|-----------------------|------------------------------|
| I feel valued by faculty in my department/program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel valued by my department/program chair. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel valued by other faculty at the University. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel valued by students in the classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel valued by University senior administrators (e.g., dean, vice president, provost). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I think that faculty in my department/program prejudge my abilities based on their perception of my identity/background. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I think that my department/program chair prejudices my abilities based on their perception of my identity/background. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I believe that the University encourages free and open discussion of difficult topics. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel that my research/scholarship is valued. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel that my teaching is valued. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel that my service contributions are valued. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

107. **Administrative Faculty and Classified Staff only:** Please indicate the extent to which you agree with each of the following statements.

| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|--|---------------------------|--------------|---|-----------------|------------------------------|
| I feel valued by coworkers in my department. | ○ | ○ | ○ | ○ | ○ |
| I feel valued by coworkers outside my department. | ○ | ○ | ○ | ○ | ○ |
| I feel valued by my supervisor/manager. | ○ | ○ | ○ | ○ | ○ |
| I feel valued by the University students. | ○ | ○ | ○ | ○ | ○ |
| I feel valued by the University faculty. | ○ | ○ | ○ | ○ | ○ |
| I feel valued by the University senior administrators (e.g., dean, vice president, provost). | ○ | ○ | ○ | ○ | ○ |
| I think that coworkers in my work unit prejudice my abilities based on their perception of my identity/background. | ○ | ○ | ○ | ○ | ○ |
| I think that my supervisor/manager prejudices my abilities based on their perception of my identity/background. | ○ | ○ | ○ | ○ | ○ |
| I think that academic faculty prejudice my abilities based on their perception of my identity/background. | ○ | ○ | ○ | ○ | ○ |
| I think that administrative faculty prejudice my abilities based on their perception of my identity/background. | ○ | ○ | ○ | ○ | ○ |
| I believe that my department/program encourages free and open discussion of difficult topics. | ○ | ○ | ○ | ○ | ○ |
| I feel that my skills are valued. | ○ | ○ | ○ | ○ | ○ |
| I feel that my work is valued. | ○ | ○ | ○ | ○ | ○ |

108. (Respondents who respond “yes” to Q#66) As a person who identifies with a disability, have you experienced a barrier in any of the following areas at the University in the past year?

| | Yes | No | Not applicable |
|---|-----|----|----------------|
| Facilities | | | |
| Athletic and recreational facilities | 0 | 0 | 0 |
| Classroom buildings | 0 | 0 | 0 |
| Classrooms, laboratories (including computer labs) | 0 | 0 | 0 |
| On-campus housing | 0 | 0 | 0 |
| Off-campus housing | 0 | 0 | 0 |
| Dining facilities | 0 | 0 | 0 |
| Doors | 0 | 0 | 0 |
| Elevators/lifts | 0 | 0 | 0 |
| Emergency preparedness | 0 | 0 | 0 |
| Health Center | 0 | 0 | 0 |
| Furniture (e.g., chair, desk) | 0 | 0 | 0 |
| Office equipment (e.g., copy machines) | 0 | 0 | 0 |
| Campus transportation/parking | 0 | 0 | 0 |
| Other campus buildings | 0 | 0 | 0 |
| Podium | 0 | 0 | 0 |
| Restrooms | 0 | 0 | 0 |
| Signage | 0 | 0 | 0 |
| Studios/performing arts spaces | 0 | 0 | 0 |
| Temporary barriers because of construction or maintenance | 0 | 0 | 0 |
| Walkways, pedestrian paths, crosswalks | 0 | 0 | 0 |
| Technology/Online Environment | | | |
| Accessible electronic format | 0 | 0 | 0 |
| Student Response Systems (e.g., clickers, Tophat) | 0 | 0 | 0 |
| Computer equipment (e.g., screens, mouse, keyboard) | 0 | 0 | 0 |
| Electronic forms | 0 | 0 | 0 |
| Electronic signage | 0 | 0 | 0 |
| Electronic surveys (including this one) | 0 | 0 | 0 |
| Kiosks | 0 | 0 | 0 |
| Library database | 0 | 0 | 0 |
| Canvas/Red Shelf/Ally/MyNEVADA) | 0 | 0 | 0 |
| Phone/phone equipment | 0 | 0 | 0 |
| Software (e.g., voice recognition/audiobooks) | 0 | 0 | 0 |
| Video/video audio description | 0 | 0 | 0 |
| Website | 0 | 0 | 0 |
| Identity | | | |
| Electronic databases (e.g., Banner) | 0 | 0 | 0 |
| Email account | 0 | 0 | 0 |
| Intake forms (e.g., Health Center) | 0 | 0 | 0 |
| Learning technology | 0 | 0 | 0 |
| Surveys | 0 | 0 | 0 |
| Instructional/Campus Materials | | | |
| Brochures | 0 | 0 | 0 |
| Course Reserves (e.g., ARES) | 0 | 0 | 0 |
| Field Trips | 0 | 0 | 0 |
| Food menus | 0 | 0 | 0 |
| Forms | 0 | 0 | 0 |
| Journal articles | 0 | 0 | 0 |
| Library books | 0 | 0 | 0 |
| Other publications | 0 | 0 | 0 |
| Supplemental Course Materials (e.g., handouts) | 0 | 0 | 0 |
| Syllabi | 0 | 0 | 0 |
| Textbooks | 0 | 0 | 0 |
| Test and quizzes | 0 | 0 | 0 |

| | | | |
|--|-----------------------|-----------------------|-----------------------|
| Testing software (e.g., Examity) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Video-closed captioning and text description | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

109. We are interested in knowing more about your experiences (e.g., faculty providing appropriate accommodations). If you would like to elaborate on your responses regarding accessibility or accommodations, please do so here.

Insert Text Box here

110. (Respondents who select “Yes” to transgender/genderqueer/gender nonbinary in Q#48) As a person who identifies as transgender, genderqueer, and/or gender nonbinary have you experienced a barrier in any of the following areas at the University in the past year?

| | Yes | No | Not applicable |
|--|-----------------------|-----------------------|-----------------------|
| Facilities | | | |
| Athletic and recreational facilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Changing rooms/locker rooms | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Restrooms | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Signage | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Identity Accuracy | | | |
| Classroom roster | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The University ID Card | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Electronic databases (e.g., CANVAS, MyNevada, WebCampus) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Email account | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Intake forms (e.g., Health Center) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Learning technology | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Marketing & Communication Content | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Surveys | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

Insert Text Box here

Part 5: Institutional Actions Relative to Climate Issues

112. **All Faculty, Post-Doctoral Scholars, President, Provost, Vice Provosts, Deans, Associate Deans:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influence or would influence the climate at the University of Nevada, Reno.

| | This Initiative IS Available at the University of Nevada, Reno | | | This Initiative IS NOT Available at the University of Nevada, Reno | | |
|---|--|-----------------------------|-------------------------------|--|------------------------------------|------------------------------------|
| | Positively influences climate | Has no influence on climate | Negatively influences climate | Would positively influence climate | Would have no influence on climate | Would negatively influence climate |
| Providing flexibility for calculating the tenure clock | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing in-rank performance-based compensation (merit) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing recognition and rewards for including diversity issues in courses across the curriculum | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing diversity and inclusivity training for faculty | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing faculty with toolkits to create an inclusive classroom environment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing faculty with supervisory training | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing access to counseling for people who have experienced harassment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing mentorship for new faculty | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing a clear process to resolve conflicts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing a fair process to resolve conflicts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

Insert text box here

114. **Administrative Faculty/Vice Presidents/Associate Vice Presidents/Classified Staff only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influence or would influence the climate at the University of Nevada, Reno.

| | This Initiative IS Available at the University of Nevada, Reno | | | This Initiative IS NOT Available at the University of Nevada, Reno | | |
|--|--|-----------------------------|-------------------------------|--|------------------------------------|------------------------------------|
| | Positively influences climate | Has no influence on climate | Negatively influences climate | Would positively influence climate | Would have no influence on climate | Would negatively influence climate |
| Providing diversity and equity training for administrators and staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing access to counseling for people who have experienced harassment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing supervisors/managers with supervisory training | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing faculty supervisors with supervisory training | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing mentorship for new administrators and staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing a clear process to resolve conflicts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing a fair process to resolve conflicts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Considering diversity-related professional experiences as one of the criteria for hiring of administrators/staff/faculty | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing career development opportunities for administrators and staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing performance-based compensation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing affordable child care | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Providing support/resources for spouse/partner employment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

Insert text box here

116. **Students only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at the University of Nevada, Reno.

| | This Initiative IS Available at the University of Nevada, Reno | | | This Initiative IS NOT Available at the University of Nevada, Reno | | |
|--|---|------------------------------------|--------------------------------------|---|---|---|
| | Positively influences climate | Has no influence on climate | Negatively influences climate | Would positively influence climate | Would have no influence on climate | Would negatively influence climate |
| Providing diversity and equity training for students | ○ | ○ | ○ | ○ | ○ | ○ |
| Providing diversity and equity training for staff and administrators | ○ | ○ | ○ | ○ | ○ | ○ |
| Providing diversity and equity training for faculty | ○ | ○ | ○ | ○ | ○ | ○ |
| Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories) | ○ | ○ | ○ | ○ | ○ | ○ |
| Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories) | ○ | ○ | ○ | ○ | ○ | ○ |
| Increasing opportunities for cross-cultural dialogue among students | ○ | ○ | ○ | ○ | ○ | ○ |
| Increasing opportunities for cross-cultural dialogue among faculty, administrators, staff, and students | ○ | ○ | ○ | ○ | ○ | ○ |
| Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum | ○ | ○ | ○ | ○ | ○ | ○ |
| Provide additional service learning opportunities | ○ | ○ | ○ | ○ | ○ | ○ |
| Providing effective faculty mentorship of students | ○ | ○ | ○ | ○ | ○ | ○ |
| Providing effective academic advising | ○ | ○ | ○ | ○ | ○ | ○ |
| Providing diversity training for student staff (e.g., student union, resident assistants) | ○ | ○ | ○ | ○ | ○ | ○ |

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

Insert text box here

Part 6: Your Additional Comments

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

119. Do you have any specific recommendations for improving the climate at the University of Nevada, Reno?

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

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

To thank all members of the University of Nevada, Reno community for their participation in this survey, you have an opportunity to win an award.

Submitting your contact information for a survey award is optional. ***No survey information is connected to entering your information.***

To be eligible to win a survey award, select the link below. After the new page loads, enter your email address. Please submit only one entry per person; duplicate entries will be discarded. A random drawing will be held for several survey awards. Some of these include:

- Parking passes
- Gift cards to the Wolf Shop
- College of Liberal Arts Performing Arts Series tickets
- Six-month memberships to the E. L. Wiegand Fitness Center
- Men's and Women's Basketball Tickets
- Baseball and Softball Tickets
- Football and Volleyball Tickets

A full list of awards is available at the climate project website:

<https://www.unr.edu/truth>

By clicking on a link below, you will be taken to a separate website for the purposes of providing an email for the drawing. In providing your email on the separate website, you are in no way linked or identified with the survey information collected here. The separation between the survey and drawing websites ensures your confidentiality.

<https://www.unr.edu/truth/spoke>

Awards will be reported in accordance with IRS regulations. Please consult with your tax professional if you have questions.

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

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

<https://www.unr.edu/truth#resources>