Rankin & Associates, Consulting

Assessment • Planning • Interventions

University of Missouri - St. Louis

Campus Climate Research Study

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Rankin & Associates, Consulting

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Executive Summary

Introduction

History of the Project

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

UMSL also is committed to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in UMSL's mission statement, "The University of Missouri-St. Louis provides excellent learning experiences and leadership opportunities for a diverse student body."[1] To better understand the campus climate, the senior administration at UMSL recognized the need for a comprehensive tool that would provide campus climate metrics for the experiences and perceptions of its students, faculty, and staff. During the fall 2016 semester, UMSL conducted a comprehensive survey of all students, faculty, and staff to develop a better understanding of the learning, living, and working environment on campus.

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

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[1]http://www.umsl.edu/services/academic/About%20Us/mission.html

Project Design and Campus Involvement

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

In total, 1,495 people completed the survey. In the end, the University of Missouri-St. Louis' assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate, with a specific focus on the distribution of power and privilege among differing social groups at UMSL.

UMSL Participants

UMSL community members completed 1,495 surveys for an overall response rate of 11%. Only surveys that were at least 50% completed were included in the final data set for analyses.[2] Thirty-four percent (*n* = 515) of the sample were Undergraduate Students, 19% (*n* = 279) were Graduate/Professional Students and Post-Doctoral Scholars, Fellows, and Residents,[3] 21% (*n* = 310) were Faculty members, including Administrators with Faculty Rank, and 26% (*n* = 391) were Staff, including Administrators without Faculty Rank. Table 1 provides a summary of selected demographic characteristics of survey respondents. The percentages offered in Table 1 are based on the numbers of respondents in the sample (*n*) for each demographic characteristic.[4]

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[2]Fourteen surveys were removed because they did not complete at least 50% of the survey, and seven duplicate submissions were removed. Surveys were also removed from the data file if the respondent did not provide consent (*n* = 15). Any additional responses were removed because they were judged to have been problematic (i.e., the respondent did not complete the survey in good faith).

[3]Graduate/Professional Students and Post-Doctoral Scholars, Fellows, and Residents were collapsed into Graduate/Professional Students.

[4]The total *n* for each demographic characteristic may differ as a result of missing data.

Table 1. UMSL Sample Demographics

Characteristic	Subgroup	*n*	% of Sample
Position status	Undergraduate Student	515	34.4
	Graduate/Professional Student, Post-Doctoral Scholar/Fellow/Resident	279	18.7
	Faculty (including Administrator with Faculty Rank and Emeritus Faculty)	310	20.7
	Staff (including Administrator without Faculty Rank)	391	26.2
Gender identity	Men	429	28.7
	Women	1,002	67.0
	Transspectrum	30	2.0
Racial/ethnic identity	African/Black/African American	192	12.8
	Additional People of Color	118	7.9
	White	1,061	71.0
	Multiracial	66	4.4
Sexual identity	LGBQ	163	10.9
	Heterosexual	1,236	82.7
Citizenship status	U.S. Citizen	1,307	87.4
	Non-U.S./Naturalized Citizen	162	10.8
Disability status	Single Disability	113	7.6
	No Disability	1,301	87.0
	Multiple Disabilities	63	4.2
Religious/spiritual identity	Christian Religious/Spiritual Identity	747	50.0
	Additional Religious/Spiritual Identity	86	5.8
	No Religious/Spiritual Identity	551	36.9
	Multiple Religious/Spiritual Identities	67	4.5

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

Key Findings – Areas of Strength

1. **High levels of comfort with the climate at UMSL**

   Climate is defined as the "current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential."[5] The level of comfort experienced by faculty, staff, and students is one indicator of campus climate.

   - 75% (n = 1,120) of the survey respondents were "very comfortable" or "comfortable" with the climate at UMSL.
   - 72% (n = 502) of Faculty and Staff respondents were "very comfortable" or "comfortable" with the climate in their primary work area.
   - 84% (n = 927) of Student and Faculty respondents were "very comfortable" or "comfortable" with the climate in their classes.

2. **Faculty Respondents – Positive attitudes about faculty work**

   - 74% (n = 217) of Faculty respondents "strongly agreed" or "agreed" that they believed that their colleagues included them in opportunities that would help their career as much as they do others in their position.
   - 76% (n = 89) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they had opportunities to participate in substantive committee assignments.
   - 78% (n = 93) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that teaching was valued by UMSL; 83% (n = 132) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that teaching was valued by UMSL.
   - 87% (n = 261) "strongly agreed" or "agreed" that they felt valued by students in the classroom.

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

3. **Staff Respondents –Positive attitudes about staff work**

- 79% (*n* = 303) of Staff respondents "strongly agreed" or "agreed" that they had adequate resources to perform their job duties.
- 82% (*n* = 314) of Staff respondents "strongly agreed" or "agreed" that they felt valued by coworkers in their department.
- 83% (*n* = 319) of Staff respondents "strongly agreed" or "agreed" that their supervisors provided adequate support for them to manage work-life balance.
- 85% (*n* = 324) of Staff respondents "strongly agreed" or "agreed" that they were given a reasonable time frame to complete assigned responsibilities.

4. **Student Respondents – Positive attitudes about academic experiences**

The way students perceive and experience their campus climate influences their performance and success in college.[6] Research also supports the pedagogical value of a diverse student body and faculty for improving learning outcomes.[7] Attitudes toward academic pursuits are one indicator of campus climate.

All Student respondents

- o 78% (*n* = 612) of Student respondents felt valued by UMSL faculty; 72% (*n* = 564) felt valued by UMSL staff.
- o 74% (*n* = 580) of Student respondents felt that they had faculty whom they perceived as role models.
- o 70% (*n* = 548) of Student respondents felt that the campus climate encouraged free and open discussion of difficult topics.
- o 80% (*n* = 626) of Student respondents "strongly agreed" or "agreed" that they felt valued by UMSL faculty in the classroom.

Graduate/Professional Student respondents

- o 92% (*n* = 244) of Graduate/Professional Student respondents "strongly agreed" or "agreed" that they felt comfortable sharing their professional goals with their advisors.

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[6]Pascarella & Terenzini, 2005
[7]Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004

- 89% (n = 225) of Graduate/Professional Student respondents "strongly agreed" or "agreed" that they received due credit for research, writing, and publishing (e.g., authorship order in published articles).

- 83% (n = 224) of Graduate/Professional Student respondents "strongly agreed" or "agreed" that they were satisfied with the quality of advising they had received from their departments.

Student Respondents *Perceived Academic Success*

A confirmatory factor analysis was conducted on the scale, *Perceived Academic Success*, derived from Question 15 on the survey. Analyses using these scales revealed no significant difference existed in the overall test for means for Student respondents by racial identity, sexual identity, disability status, first-generation status, income status, and citizenship status on *Perceived Academic Success*.

Key Findings – Opportunities for Improvement

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

   Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.[8] Research also underscores the relationship between workplace discrimination and subsequent productivity.[9] The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

   - 18% (n = 272) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.[10]
     - 24% (n = 66) noted that the conduct was based on their position status, 23% (n = 62) felt that it was based on their gender/gender identity, 20% (n

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[8]Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Pascarella & Terenzini, 2005; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001

[9]Silverschanz, Cortina, Konik, & Magley, 2008; Waldo, 1999

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

= 53) felt that it was based on their age, and 18% ($n = 48$) felt that it was based on their ethnicity.

- Differences emerged based on gender identity, position status, and racial identity.
  - By gender identity, 18% ($n = 178$) of Women respondents and 17% ($n = 74$) of Men respondents indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year.
    - A significantly higher percentage of Women respondents (26%, $n = 47$) than Men respondents (14%, $n = 10$) who noted that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their gender identity.
  - By position status, Faculty respondents (27%, $n = 82$) and Staff respondents (26%, $n = 102$) were significantly more likely than were Graduate/Professional Student respondents (9%, $n = 26$) and Undergraduate Student respondents (12%, $n = 62$) to indicate that they had experienced this conduct.
    - Of those respondents who noted that they had experienced this conduct, 32% ($n = 33$) of Staff respondents, 31% ($n = 25$) of Faculty respondents, 10% ($n = 6$) of Undergraduate Student respondents, and fewer than five Graduate/Professional Student respondents thought that the conduct was based on their position status.
  - By racial identity, 26% ($n = 17$) of Multiracial respondents, 18% ($n = 57$) of Respondents of Color, and 16% ($n = 173$) of White respondents believed that they had experienced this conduct.
    - Of those respondents who noted that they believed that they had experienced this conduct, 51% ($n = 29$) of Respondents of Color, 5% ($n = 8$) of White respondents, and fewer than five Multiracial respondents thought that the conduct was based on their ethnicity.

Respondents were offered the opportunity to elaborate on their experiences of exclusionary, intimidating, offensive, and/or hostile conduct at UMSL. One hundred eighteen Student, Faculty, and Staff respondents contributed comments regarding these personal experiences. The predominant theme that emerged from the narratives was a feeling that UMSL was a hostile environment. Student respondents described a wide variety of incidents, ranging from experiences in the classroom with faculty and classmates to incidents in the community related to tensions around the community and police. Faculty and Staff respondents reported hostility in the workplace, often related to race and gender. Sources of the hostility ranged from supervisors, coworkers, and students in the classroom.

2. **Several constituent groups indicated that they were less comfortable with the overall campus climate, workplace climate, and classroom climate.**

   Prior research on campus climate has focused on the experiences of faculty, staff, and students associated with historically underserved social/community/affinity groups (e.g., women, People of Color, people with disabilities, first-generation students, veterans).[11] Several groups at UMSL indicated that they were less comfortable than were their majority counterparts with the climates of the campus, workplace, and classroom.

   - By gender identity, Men respondents (32%, $n = 135$) were more likely to feel "very comfortable" with the overall climate at UMSL than were Women respondents (25%, $n = 253$).

   - By racial identity, White respondents (29%, $n = 311$) were significantly more likely to feel "very comfortable" with the overall climate at UMSL than were African/Black/African American respondents (19%, $n = 36$).

   - By gender identity, Men Faculty and Student respondents (45%, $n = 135$) were more likely to feel "very comfortable" with the climate in their classes than were Women Faculty and Student respondents (34%, $n = 257$).

   - By racial identity, White Faculty and Staff respondents (39%, $n = 207$) were significantly more likely to be "very comfortable" with the climate in their primary work area than were Faculty and Staff Respondents of Color (24%, $n = 26$).

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

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

- 20% ($n = 76$) of Staff respondents "strongly agreed" or "agreed" that staff salaries were competitive.

- 27% ($n = 104$) of Staff respondents noted that they believed that staff opinions were valued by UMSL administration.

- 19% ($n = 73$) of Staff respondents "strongly agreed" or "agreed" that clear procedures existed on how they could advance at UMSL.

- 40% ($n = 151$) of Staff respondents "strongly agreed" or "agreed" that they felt valued by UMSL senior administrators.

4. **Faculty Respondents – Challenges with faculty work**

- 34% ($n = 39$) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they wanted more opportunities to participate in substantive committee assignments.

- 39% ($n = 112$) of Faculty respondents "agreed" that salaries for tenure-track faculty positions were competitive. Only 34% ($n = 99$) of Faculty respondents "agreed" that salaries for adjunct faculty were competitive, and 33% ($n = 92$) of Faculty respondents "agreed" that salaries for non-tenure-track faculty were competitive.

Ninety-three Staff respondents contributed comments regarding their employment-related experiences. Three themes emerged from these comments: 1) the poor quality of performance reviews, 2) lack of opportunities for career advancement, and 3) increased workload. Staff respondents felt that the performance evaluation process was "pointless" and not valued by the institution. Staff respondents also felt that a culture of "favoritism" prevented deserving individuals from advancing at UMSL. Finally, Staff respondents were concerned about the increased workload because of budget cuts and positions being unfilled or layoffs.

Seventy-four Faculty respondents elaborated on their experiences regarding workplace climate. Two themes emerged from their comments. One was the lack of "significant" compensation in terms of salary for both Tenured/Tenure-Track and Non-Tenure-Track Faculty respondents. Faculty respondents were also concerned about the lack of professional development and advancement opportunities. They feared that budget cuts prevented them from being able to pursue the professional development opportunities that they felt that they needed in order to advance in their career.

5. **A small, but 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 significant 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 UMSL survey requested information regarding sexual assault.

- 79 (5%) of respondents indicated that they had experienced unwanted sexual conduct while at UMSL.
    - 1% ($n = 17$) of respondents experienced relationship violence (e.g., ridiculed, controlling, hitting) while a member of the UMSL community.
    - 1% ($n = 20$) of respondents experienced stalking (e.g., physical following, on social media, texting, phone calls) while a member of the UMSL community.
    - 2% ($n = 28$) of respondents experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) while a member of the UMSL community.
    - 1% ($n = 14$) of respondents experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) while a member of the UMSL community.
- Women respondents were more likely than were Men respondents to experience unwanted sexual interaction.

- The majority of respondents did not report the unwanted sexual experience.

Respondents were offered the opportunity to elaborate on why they did not report unwanted sexual experiences. Three themes emerged among UMSL's respondents who explained why they did not report unwanted sexual conduct. The primary rationale cited for not reporting was not knowing that the conduct was reportable or not knowing how to report. The second most common rationale provided for not reporting unwanted sexual conduct was feeling that reporting was not necessary. Finally, respondents often felt too embarrassed to report the incident.

Conclusion

UMSL climate findings[12] were consistent with those found in higher education institutions across the country, based on the work of R&A Consulting.[13] For example, 70% to 80% of respondents in similar reports found the campus climate to be "very comfortable" or "comfortable." A similar percentage (75%) of UMSL respondents reported that they were "very comfortable" or "comfortable" with the climate at UMSL. Likewise, 20% to 25% of respondents in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At UMSL, a slightly smaller, percentage of respondents (18%) 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.[14]

UMSL's climate assessment report provides baseline data on diversity and inclusion, and addresses UMSL's mission and goals. While the findings may guide decision-making in regard to policies and practices at UMSL, 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 UMSL community with an opportunity to build upon its strengths and to develop a

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[12]Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.
[13]Rankin & Associates Consulting, 2016
[14]Guiffrida, Gouveia, Wall, & Seward, 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz et al., 2008; Yosso et al., 2009

deeper awareness of the challenges ahead. UMSL, 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.

Introduction

History of the Project

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

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Contextual Framework and Summary of Related Literature

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

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

Not long afterward, the Association of American Colleges and Universities (AAC&U) (1995) challenged higher education institutions "to affirm and enact a commitment to equality, fairness, and inclusion" (p. xvi). AAC&U proposed that colleges and universities commit to "the task of creating…inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard" (p. xxi). The report suggested that, to provide a foundation

for a vital community of learning, a primary duty of the academy is to create a climate grounded in the principles of diversity, equity, and an ethic of justice for all individuals.

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

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

Institutional Climate Within Campus Structures

While many colleges and universities express that they are diverse, welcoming, and inclusive places for all people, the literature on the experiences of individuals from marginalized communities in the academy proposes that not all communities have felt welcomed and included on campus. For example, racial climate scholars suggest that the academy is deeply rooted in white supremacy and that higher education's history informs current practices (Patton, 2016). Patton (2016) challenged higher education institutions to consider the ways in which their legacy of oppression, beyond race, matters now and currently affects people from marginalized groups.

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

commitment of senior leadership and support of all members of the academic community. Ingle (2005) recommended that "good intentions be matched with thoughtful planning and deliberate follow-through" for diversity initiatives to be successful (p. 13).

Campus Climate and Student, Faculty, and Staff Success

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

Several scholars found that when students of color perceive their campus environment as hostile, outcomes such as persistence and academic performance are negatively affected (Guiffrida, Gouveia, Wall, & Seward, 2008; Hurtado & Ponjuan, 2005; Johnson, Soldner, Leonard, Alvarez, Inkelas, Rowan, & Longerbeam, 2007; Solórzano, Ceja, & Yosso, 2000; Strayhorn, 2013; Yosso, Smith, Ceja & Solórzano, 2009). Several other empirical studies reinforced the importance of the perception of non-discriminatory environments to positive student learning and developmental outcomes (Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Gurin, Dey, Hurtado, & Gurin, 2002; Pascarella & Terenzini, 2005; Whitt et al., 2001). Finally, research has supported the value of a diverse student body and faculty on enhancing student learning outcomes and interpersonal and psychosocial gains (Chang, Denson, Sáenz, & Misa, 2006; Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Pike & Kuh, 2006; Sáenz, Ngai, & Hurtado, 2007).

The personal and professional development of faculty, administrators, and staff also are influenced by the complex nature of the campus climate. Owing to racial discrimination within the campus environment, faculty of color often report moderate-to-low job satisfaction (Turner, Myers, & Creswell, 1999), high levels of stress related to their job (Smith & Witt, 1993), feelings of isolation (Johnsrud & Sadao, 1998; Turner et al., 1999), and negative bias in the

promotion and tenure process (Patton & Catching, 2009; Villalpando & Delgado Bernal, 2002). For women faculty, experiences with gender discrimination in the college environment influence their decisions to leave their institutions (Gardner, 2013; Settles, Cortina, Malley, & Stewart, 2006). Lesbian, gay, bisexual, and transgender (LGBT) faculty felt that their institutional climate forced them to hide their marginalized identities if they wanted to avoid alienation and scrutiny from colleagues (Bilimoria & Stewart, 2009). Therefore, it may come as no surprise that LGBTQ faculty members who judged their campus climate more positively felt greater personal and professional support (Sears, 2002). The literature that underscores the relationships between workplace encounters with prejudice and lower health and well-being (i.e., anxiety, depression, and lower levels of life satisfaction and physical health) and greater occupation dysfunction (i.e., organizational withdrawal; lower satisfaction with work, coworkers, and supervisors), further substantiates the influence of campus climate on employee satisfaction and subsequent productivity (Silverschanz et al., 2008).

In assessing campus climate and its influence on specific populations, it is important to understand the complexities of identity and to avoid treating identities in isolation. Limited views of identity may prevent institutions from acknowledging the complexity of their faculty, staff, administration, and students. Maramba & Museus (2011) agreed that an "overemphasis on a singular dimension of students' [and other campus constituents'] identities can also limit the understandings generated by climate and sense of belonging studies" (p. 95). Using an intersectional approach to research on campus climate allows individuals and institutions to explore how multiple systems of privilege and oppression operate within the environment to influence the perceptions and experiences of groups and individuals with intersecting identities (see Griffin, Bennett, & Harris, 2011; Maramba & Museus, 2011; Nelson-Laird & Niskodé-Dossett, 2010; Patton, 2011; Pittman, 2010; Turner, 2002).

Discussing the campus climate in higher education for faculty, staff, administration, and students requires the naming of specific identities (e.g., positon within the institution, age, socioeconomic status, disability, gender identity, racial identity, spiritual affiliation, citizenship, political affiliation, sexual identity) that may often times be avoided in the academy. In some cases, colleges and universities encourage scholars and practitioners to operate within "acceptable"

definitions of social identities; such restriction, however, may maintain barriers against the possibilities of true inclusion. To move beyond defining diversity only in terms of race and gender, and to support real inclusion, each institution ought to define concepts, such as *diversity*, and the metrics by which they will recognize when progress is made and goals met.

Accessibility and Inclusivity

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

Frequently, the term *accessibility* is used only in the context of "disability." Understanding accessibility in terms of disability alone limits the potential for institutions of higher education and their constituents. Weiner (2016) shares the need to be cognizant and critical of scholarly work in higher education, regardless of one's position and subject matter expertise, to create the most welcoming campus climates. The possibility of positively affecting multiple constituents with one policy change or new initiative goes far beyond the disability community. When higher education understands how shifting policies – for example, by providing open housing options – influences community members' sense of comfort and belonging; mental, physical, and emotional health; and social opportunities, then a single experience of a marginalized individual (e.g., someone with a disability, someone who is genderqueer, someone with anxiety) does not have to be used as "the reason" to resolve systemic inequity. Institutions of higher education can proactively create policies and physical spaces for the diverse array of campus constituents to feel as safe as possible and to persist at school and at work (Wessel, Jones, Markle, & Westfall, 2009).

Campus Climate and Student Activism

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

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

"Student activism is an opportunity to scrutinize the campus contexts, conditions and social realities that speak to underlying claims or grievances [of students, faculty members, and staff members]" (Barnhardt & Reyes, 2016, p. 3). Naming inequities allows institutions to identify challenges and opportunities to shift the institutional actions, policies, and climate so that all community members feel honored, respected, and included. Additionally, naming social injustices and identifying institutions' oppressive behaviors, policies, and exclusive practices (as well as identifying supportive behaviors, policies, and inclusive practices) exposes campuses' responsibilities for shifting the climate toward equity and inclusion. The call to action to be resilient and authentic when working toward justice from scholars (Ahmed, 2009) is one that encourages higher education institutions to support a commitment to ensuring an evolving, intentional, and inclusive campus climate that engages, honors, and respects multiple identities of faculty, staff, administration, and student communities.

Methodology

Conceptual Framework

R&A defines diversity as the "variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics."[16] The conceptual model used as the foundation for this assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003).

Research Design

Survey Instrument. The survey questions were constructed based on the work of Rankin (2003) and with the assistance of the SCST. The SCST reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be contextually more appropriate for the campus population. The final UMSL campus-wide survey contained 120 questions,[17] including 25 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 UMSL'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. All survey responses were input into a secure-site database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis.

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

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[16]Rankin & Associates Consulting (2016) adapted from AAC&U (1995).
[17]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.

acknowledged that the data collected from this quality improvement activity also could be used for research. The IRB approved the project on September 9, 2016.

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

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

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

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 23.0). Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to UMSL 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.[18] Actual percentages[19] with missing or "no response" information may be found in the survey data tables in Appendix B. The purpose for this discrepancy in reporting is to note the missing or "no response" data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations and significance testing using the chi-square test for independence.

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

Factor Analysis Methodology. A confirmatory factor analysis was conducted on one scale embedded in Question 15 of the survey.[20] 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 seven sub-questions of Question 15 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, Student respondents who did not answer all scale sub-questions were not included in the

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

[19]Actual percentages were derived using the total number of survey respondents.

[20]All Student respondents were provided with the question header "Please indicate the extent to which you agree with each of the following statements regarding your academic experience at UMSL." Individual response options are offered within Table 2.

analysis. Approximately 3% (3.2%) of all potential Student respondents were removed from the analysis because of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing 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.[21] One question from the scale (Q15_2) did not hold with the construct and was removed; the scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach's alpha) of the scale was 0.870 (after removing the question noted above), which is high, meaning that the scale produces consistent results. With Q15_2 included, Cronbach's alpha was only 0.795.

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

Scale	Academic experience
Perceived Academic Success	I am performing up to my full academic potential.
	I am satisfied with my academic experience at UMSL.
	I am satisfied with the extent of my intellectual development since enrolling at UMSL.
	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 UMSL.

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 of the questions included in the given factor was given a score on a five-point scale. Lower scores on *Perceived Academic Success* factor suggests a student or constituent group is more academically successful.

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[21]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.

Means Testing Methodology

After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for Student 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 (because of lower numbers, graduate/professional students had a reduced number of categories for several demographic areas where noted):

- Gender identity (Women, Men, Transspectrum)
- Racial identity (Additional People of Color, Black/African/African American, Multiracial respondents, White People)
- Sexual identity (LGBQ, Heterosexual)
- Disability status (Single Disability, No Disability, Multiple Disabilities)
- Income status (Low-Income, Not-Low-Income)
- First-Generation status (First-Generation, Not-First-Generation)

When only two categories existed for the specified demographic variable (e.g., sexual identity), 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 were noted.

Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences at UMSL, elaborate upon their survey 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. These open-ended comments were reviewed[22] using standard methods of thematic analysis. R&A reviewers read all comments, and a list of common themes was generated based on their analysis. Most themes reflected the issues addressed in the survey questions and revealed in the quantitative data. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

Results

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

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

Description of the Sample[23]

One thousand four hundred ninety-five (1,495) surveys were returned for an 11% overall response rate. The sample and population figures, chi-square analyses,[24] and response rates are

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

[23]All frequency tables are provided in Appendix B.

[24]Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by UMSL.

presented in Table 3. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by UMSL.

- Women and Other/Missing/Not Reported were significantly overrepresented in the sample; Men were underrepresented. Transspectrum was provided as an option for the sample but not for the population.

- White/European Americans and Multiracial individuals were significantly overrepresented in the sample. Middle Eastern/Southwest Asian was present in the sample but not in the population. All other groups were significantly underrepresented in the sample.

- Post-Doctoral Scholar/Fellow/Residents, Faculty (non-Emeritus), and Staff were overrepresented in the sample. Undergraduate and Graduate/Professional Students were significantly overrepresented in the sample. Emeritus Faculty were present in equivalent percentages in the sample and the population.

- Non-U.S. Citizens were overrepresented in the sample. U.S. Citizens were underrepresented. No Undocumented Residents were in the population.

Table 3. **Demographics of Population and Sample**

Characteristic	Subgroup	Population N	Population %	Sample n	Sample %	Response rate
Gender identity[a]	Women	8,185	58.0	1,002	67.0	12.2
	Men	5,935	42.0	429	28.7	7.2
	Transspectrum	ND	ND	30	2.0	N/A
	Other/Missing/Not Reported	< 5	---	34	2.3	>100.0
Racial/ethnic identity[b]	American Indian/Alaska Native	40	0.3	< 5	---	---
	Asian/Asian American	622	4.4	65	4.3	10.5
	African/Black/African American	2,051	14.5	192	12.8	9.4
	Hispanic/Latin@/Chican@	354	2.5	30	2.0	8.5
	Middle Eastern/Southwest Asian	0	0.0	20	1.3	N/A
	Multiracial	282	2.0	66	4.4	23.4
	Native Hawaiian/Pacific Islander	24	0.2	< 5	---	---
	White/European American	8,575	60.7	1,061	71.0	12.4
	Missing/Unknown/Other	2,174	15.4	58	3.9	2.7
Position status[c]	Undergraduate Student	7,643	54.1	515	34.4	6.7
	Graduate/Professional Student	3,090	21.9	273	18.3	8.8
	Post-Doctoral Scholar/Fellow/Resident	16	0.1	6	0.4	37.5
	Faculty (including Administrator with Faculty Rank)	1,120	7.9	302	20.2	27.0
	Emeritus Faculty	68	0.5	8	0.5	11.8
	Staff (including Administrator without Faculty Rank)	2,185	15.5	391	26.2	17.9
Citizenship status[d]	U.S. Citizen	13,075	92.6	1,307	87.4	10.0
	Non-U.S. Citizen	1,047	7.4	162	10.8	15.5
	Missing/Unknown	ND	ND	26	1.7	N/A

*ND: No Data Available

[a] $X^2 (1, N = 1,465) = 5,276.89, p < .001$

[b] $X^2 (7, N = 1,475) = 207.32, p < .001$

[c] $X^2 (5, N = 1,495) = 524.42, p < .001$

[d] $X^2 (1, N = 1,493) = 27.44, p < .001$

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. (1998) and Smith et al. (1997) and were further informed by instruments used in other institutional and organizational studies by the consultant. Several researchers working in the area of campus climate and diversity, experts in higher education survey research methodology, and members of the SCST reviewed the bank of items available for the survey.

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

Reliability - Internal Consistency of Responses.[25] Correlations between the responses to questions about overall campus climate for various groups (survey Question 100) and to questions that rated overall campus climate on various scales (survey Question 101) 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 coefficients[26] are provided in Table 4.

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[25]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).
[26]Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

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 strong relationship (between .60 and .70) existed for all five pairs of variables—between Positive for People of Color and Not Racist; between Positive for Lesbian, Gay, Bisexual, Queer, or Transgender People and Not Homophobic; between Positive for Women and Not Sexist; between Positive for People of Low Socioeconomic Status and Not Classist (socioeconomic status); and between Positive for People with Disabilities and Disability Friendly (not ableist).

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

Climate Characteristics

	Not Racist	Not Homophobic	Not Sexist	Not Classist (SES)	Disability-Friendly
Positive for People of Color	.649[*]				
Positive for Lesbian, Gay, Bisexual, or Queer People		.619[*]			
Positive for Women			.643[*]		
Positive for People of Low-Income Status				.657[*]	
Positive for People with Disabilities					.682[*]

[*]$p < 0.01$
Note: A correlation of .5 or higher is considered strong in behavioral research (Cohen, 1988).

Sample Characteristics[27]

For the purposes of several analyses, demographic responses were collapsed into categories established by the LCST[28] to make comparisons between groups and to ensure respondents'

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[27]All percentages presented in the "Sample Characteristics" section of the report are actual percentages.
[28]LCST was composed of UMSL community members who served both on the SCST and were charged with leading the climate study initiative at UMSL.

confidentiality. Analyses do not reveal in the narrative, figures, or tables where the number of respondents in a particular category totaled fewer than five ($n < 5$).

Primary status data for respondents were collapsed into Undergraduate Student respondents, Graduate/Professional Student respondents, Faculty respondents, and Staff respondents.[29] Of all respondents, 34% ($n = 515$) were Undergraduate Students, 19% ($n = 279$) were Graduate/Professional Students or Post-Docs, 26% ($n = 391$) were Staff respondents, and 21% ($n = 310$) were Faculty respondents (Figure 1). Eighty-two percent ($n = 1,228$) of respondents were full-time in their primary positions. Subsequent analyses indicated that 80% ($n = 412$) of Undergraduate Student respondents, 69% ($n = 193$) of Graduate/Professional Student respondents, 83% ($n = 255$) of Faculty respondents, and 94% ($n = 368$) of Staff respondents were full-time in their primary positions.
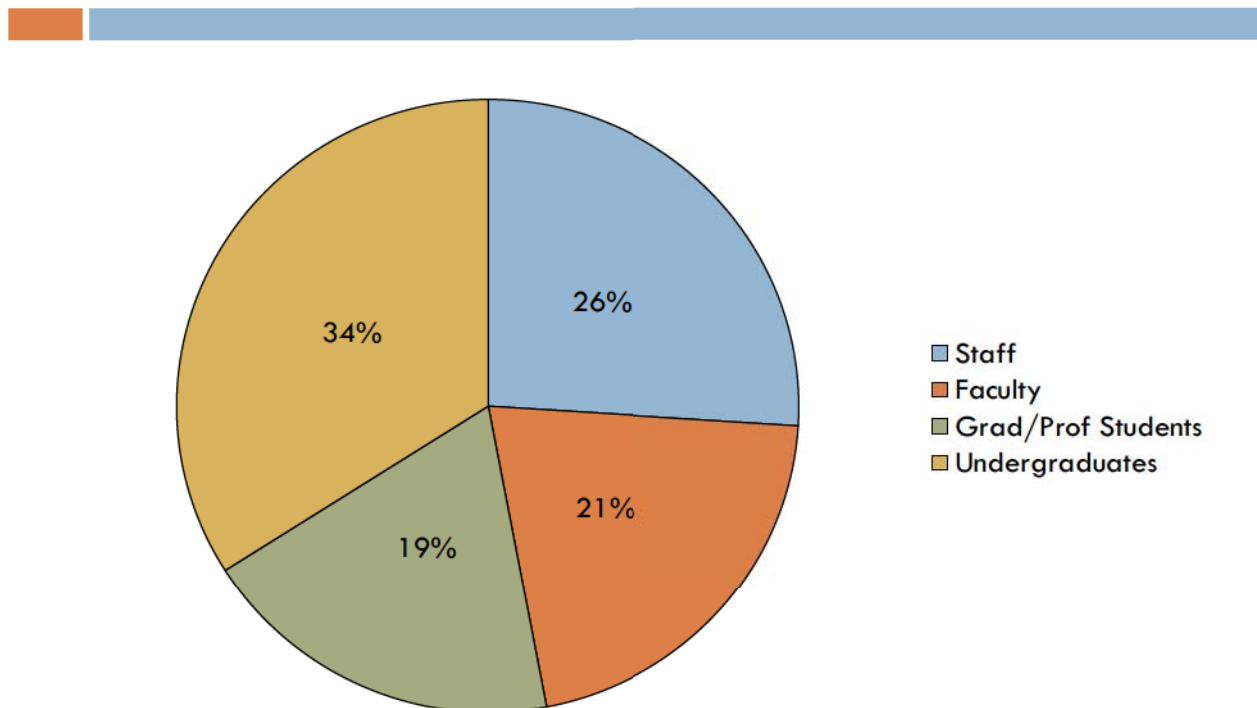
Figure 1. Respondents' Collapsed Position Status (%)

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[29]Collapsed position status variables were determined by the LCST.

Among Employee respondents, 6% ($n = 43$) were employed for less than 1 year, 32% ($n = 226$) were employed between 1 and 5 years, 16% ($n = 114$) were employed between 6 and 10 years, 15% ($n = 107$) were employed between 11 and 15 years, 9% ($n = 65$) were employed between 16 and 20 years, and 19% ($n = 134$) were employed for more than 20 years.

Among Employee respondents, 90% ($n = 626$) were benefit eligible. Eighty-four percent ($n = 260$) of Faculty respondents and 94% ($n = 366$) of Staff respondents were benefits eligible.

With regard to respondents' work unit affiliations, Table 5 indicates that Staff respondents represented various work units across campus. Of Staff respondents, 13% ($n = 49$) were affiliated with Vice Provost Student Affairs, 9% ($n = 36$) were affiliated with the College of Arts & Sciences, 6% ($n = 25$) were affiliated with Information Technology Services, and 6% ($n = 23$) were affiliated with the College of Education.

Table 5. **Staff Respondents' Academic Division/Work Unit Affiliations**

Academic Division/Work unit	n	%
Vice Provost Student Affairs	49	12.5
College of Arts & Sciences	36	9.2
Information Technology Services	25	6.4
College of Education	23	5.9
Campus Facilities Management	20	5.1
Libraries	16	4.1
KWMU Radio	14	3.6
University Advancement	14	3.6
College of Business Administration	13	3.3
Vice Provost Research	12	3.1
University Campaign	10	2.6
VC Academic Affairs	10	2.6
VC for Managerial & Technological Services/Finance & Admin	10	2.6

Table 5. Staff Respondents' Academic Division/Work Unit Affiliations

Academic Division/Work unit	n	%
University Advertising and Marketing	9	2.3
Center for International Studies	8	2.0
College of Nursing	8	2.0
College of Optometry	8	2.0
Institutional Safety	8	2.0
Chancellor-Special Units	7	1.8
Finance	6	1.5
Business Services	5	1.3
Graduate School	5	1.3
College and Units	< 5	---
Human Resources	< 5	---
Office of Public Policy	< 5	---
Online Education	< 5	---
School of Social Work	< 5	---
Chancellor	< 5	---
Alumni & Community Relations	< 5	---
University Advancement Administration	< 5	---
Honors College	0	0.0
UMSL/Washington University Engineering	0	0.0
Missing	65	16.6

Note: Table reports only Staff responses ($n = 391$).

Of Faculty respondents, 55% ($n = 169$) were affiliated with the College of Arts & Sciences, 14% ($n = 44$) with the College of Education, 7% ($n = 21$) with the College of Business Administration, and 7% ($n = 20$) with College of Nursing (Table 6).

Table 6. **Faculty Respondents' Primary Academic School/College Affiliations**

Academic division	*n*	%
College of Arts & Sciences	169	54.5
College of Education	44	14.2
College of Business Administration	21	6.8
College of Nursing	20	6.5
College of Optometry	9	2.9
Non-Divisional	9	2.9
School of Social Work	9	2.9
Vice Chancellor for Academic Affairs	7	2.3
Graduate School	< 5	---
Missing	20	6.5

Note: Table reports only Faculty responses ($n = 310$).

More than half of the sample (67%, $n = 1,002$) were women; 29% ($n = 429$) were men.[30] One percent ($n = 14$) of respondents identified as genderqueer, and fewer than five respondents identified as transgender.[31] Eight respondents (< 1%) marked "a gender not listed here" and offered identities such as "afro-gender," "I'm not sure," "I identify as a North Korean Dictator," and "trans-species."

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[30]The majority of respondents identified their birth sex as female (69%, $n = 1,026$), while 29% ($n = 440$) of respondents identified as male and less than five identified as intersex. Additionally, 68% ($n = 983$) identified their gender expression as feminine, 29% ($n = 429$) as masculine, 2% ($n = 28$) as androgynous, and 1% ($n = 16$) as "a gender not listed here."

[31]Self-identification as transgender/trans* does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked. Because transgender respondents numbered fewer than five, no analyses were conducted or included in the report in order to maintain the respondents' confidentiality.

The LCST decided to collapse transgender, genderqueer, and "gender not listed here" into the "Transspectrum" category (2%, $n = 30$). The committee also agreed not to include the Transspectrum category in all analyses to maintain the confidentiality of those respondents.

Figure 2 illustrates that more Women Undergraduate Student respondents (71%, $n = 364$) than Men Undergraduate Student respondents (25%, $n = 134$) and Transspectrum Undergraduate Student respondents (3%, $n = 14$) completed the survey. More Women Graduate/Professional Student respondents (72%, $n = 202$) than Men Graduate/Professional Student respondents (22%, $n = 60$) and Transspectrum Graduate Student respondents (4%, $n = 12$) completed the survey. A greater percentage of Staff respondents were women (64%, $n = 250$) than were men (32%, $n = 126$). A greater percentage of Faculty respondents identified as women (60%, $n = 186$) than identified as men (35%, $n = 109$).
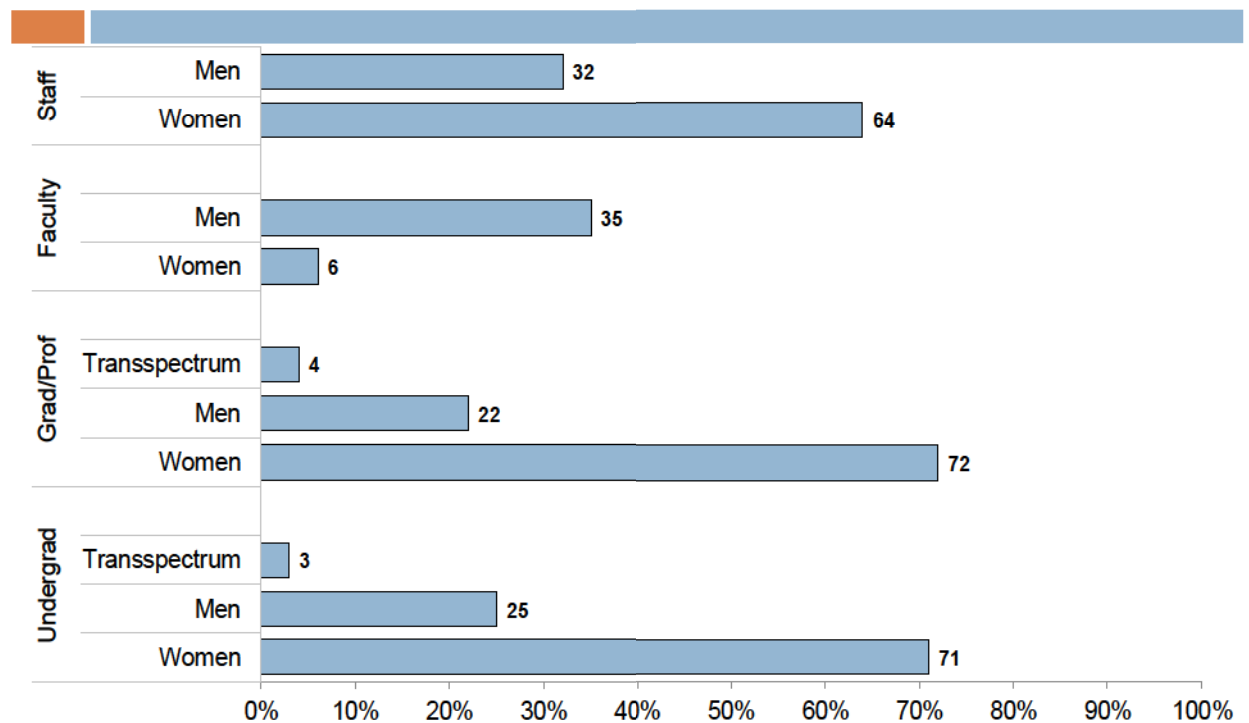
Note: Responses with $n < 5$ are not presented in the figure.

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

The majority of respondents identified as Heterosexual[32] (83%, $n = 1{,}236$) and 11% ($n = 163$) identified as LGBQ (i.e., lesbian, gay, bisexual, pansexual, queer, or questioning) (Figure 3).
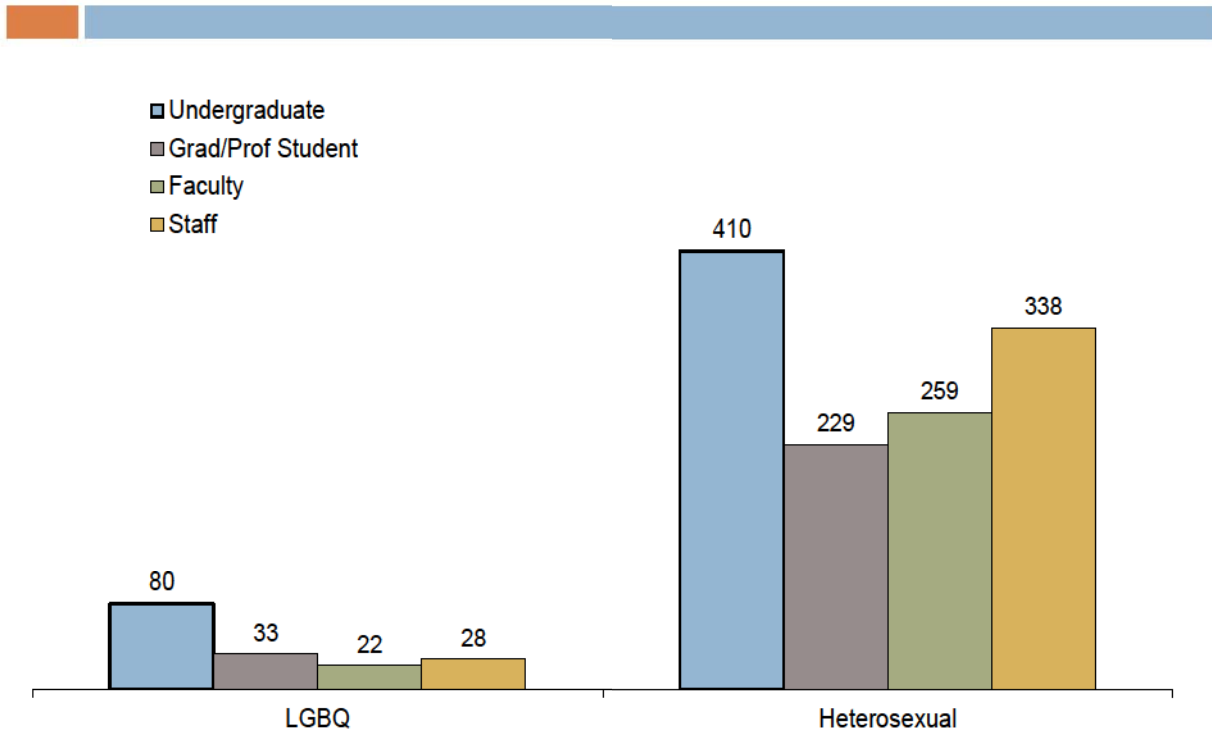
Figure 3. Respondents by Sexual Identity and Position Status (*n*)

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

Of Faculty respondents, 7% ($n = 23$) were between 25 and 34 years old, 17% ($n = 54$) were between 35 and 44 years old, 17% ($n = 52$) were between 45 and 54 years old, 22% ($n = 69$) were between 55 and 64 years old, 14% ($n = 43$) were between 65 and 74 years old, and 2% ($n = 6$) were 75 and older (Figure 4).

Of Staff respondents, 1% ($n = 5$) were between 22 and 24 years old, 19% ($n = 76$) were between 25 and 34 years old, 18% ($n = 72$) were between 35 and 44 years old, 18% ($n = 75$) were between 45 and 54 years old, 21% ($n = 82$) were between 55 and 64 years old, 7% ($n = 26$) were between 65 and 74 years old, and fewer than five respondents were 75 years and older.
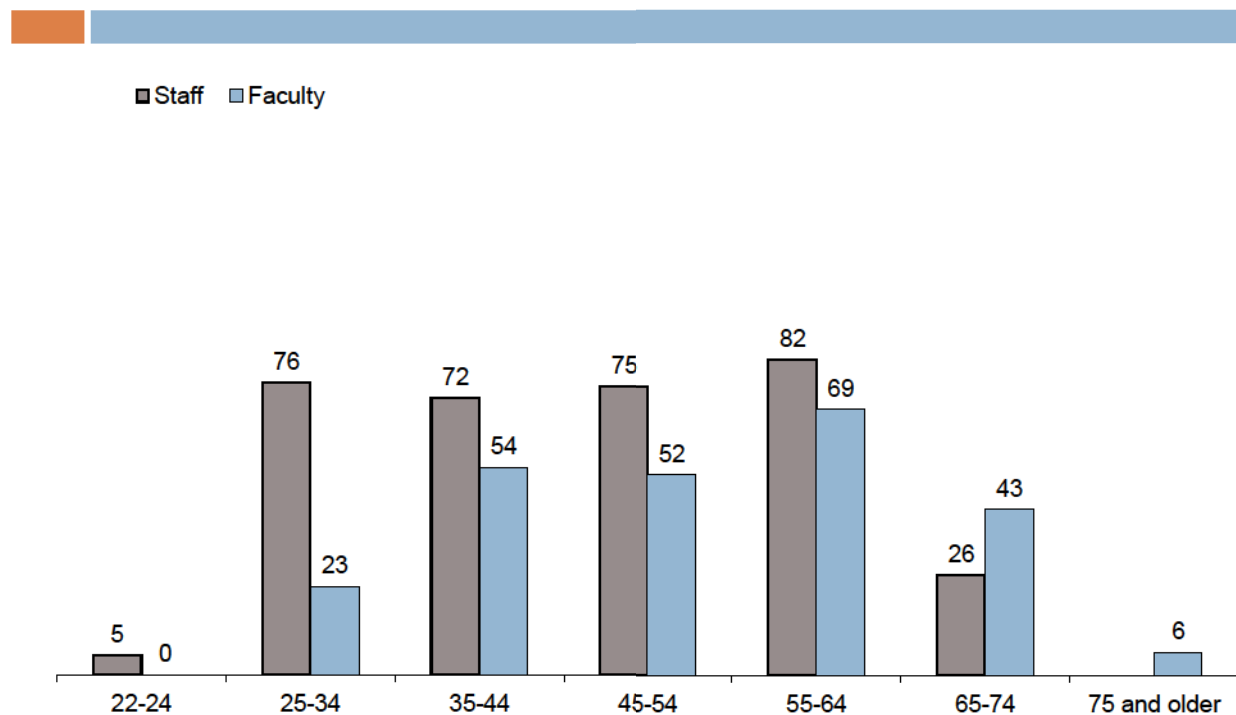
Note: Responses with $n < 5$ are not presented in the figure.

Figure 4. Employee[33] Respondents by Age and Position Status (n)

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[33]Throughout the report, the term "Employee respondents" refers to all respondents who indicated that they were staff or faculty members.

Of responding Undergraduate Students, 12% ($n = 63$) were 19 years or younger, 24% ($n = 125$) were between 20 and 21 years old, 18% ($n = 94$) were between 22 and 24 years old, and 21% ($n = 109$) were between 25 and 34 years old (Figure 5). Among Graduate/Professional Student respondents, 2%, ($n = 6$) were between 20 and 21 years old, 24%, ($n = 67$) were between 22 and 24 years old, and 43%, ($n = 120$) were between 25 and 34 years old,
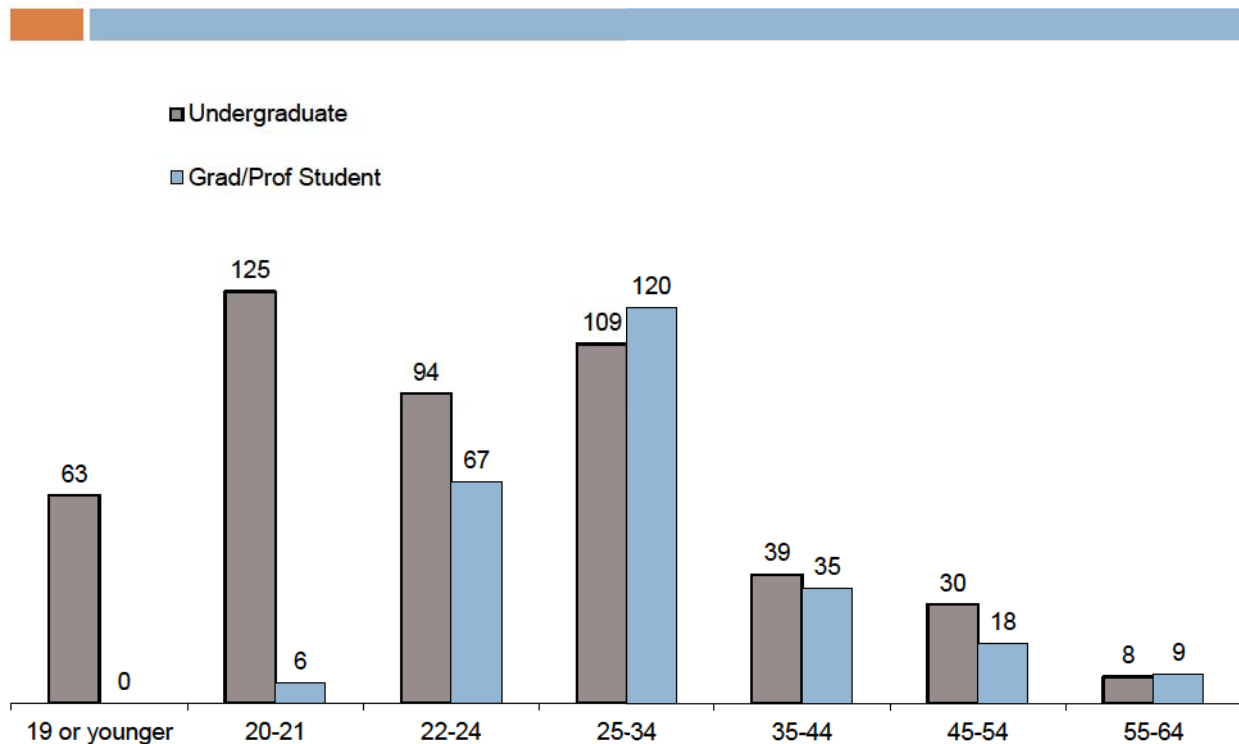
Note: Responses with $n < 5$ are not presented in the figure.

Figure 5. Student Respondents by Age (n)

With regard to racial identity, 75% ($n = 1,117$) of the respondents identified as White/European American (Figure 6). Fifteen percent ($n = 218$) identified as African/Black/African American, 5% ($n = 76$) as Asian/Asian American, 3% ($n = 44$) as Hispanic/Latin@/Chican@, 2% ($n = 33$) as Native American/Native, 2% ($n = 26$) as Middle Eastern/Southwest Asian, and fewer than five respondents identified as Pacific Islander, Native Hawaiian, or Alaskan Native. Some individuals marked the response category "a racial/ethnic identity not listed here" and wrote "jewish," "homo sapiens spiens-the only extant race of humans," "Human," and "How does any of us really know what mix we are?"
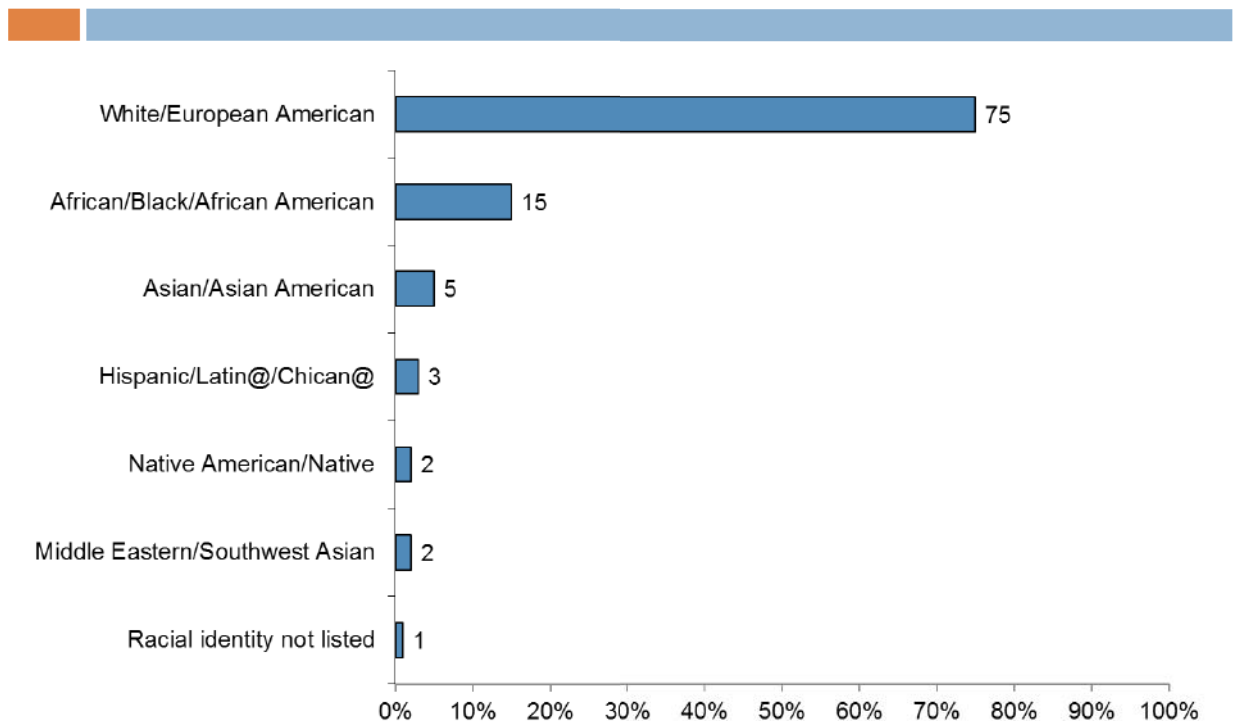
Note: Responses with $n < 5$ are not presented in the figure.

Figure 6. Respondents by Racial/Ethnic Identity (%), Inclusive of Multiracial and/or Multiethnic

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,[34] allowing them to identify as biracial or multiracial. For the purposes of some analyses, the LCST created four racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White (71%, $n = 1,061$) as their identity (Figure 7). Other respondents identified as Multiracial[35] (4%, $n = 66$), African/Black/African American (13%, $n = 192$), and Additional People of Color[36] (8%, $n = 119$). A substantial percentage of respondents did not indicate their racial identity and were recoded to Other/Missing/Unknown (4%, $n = 58$).
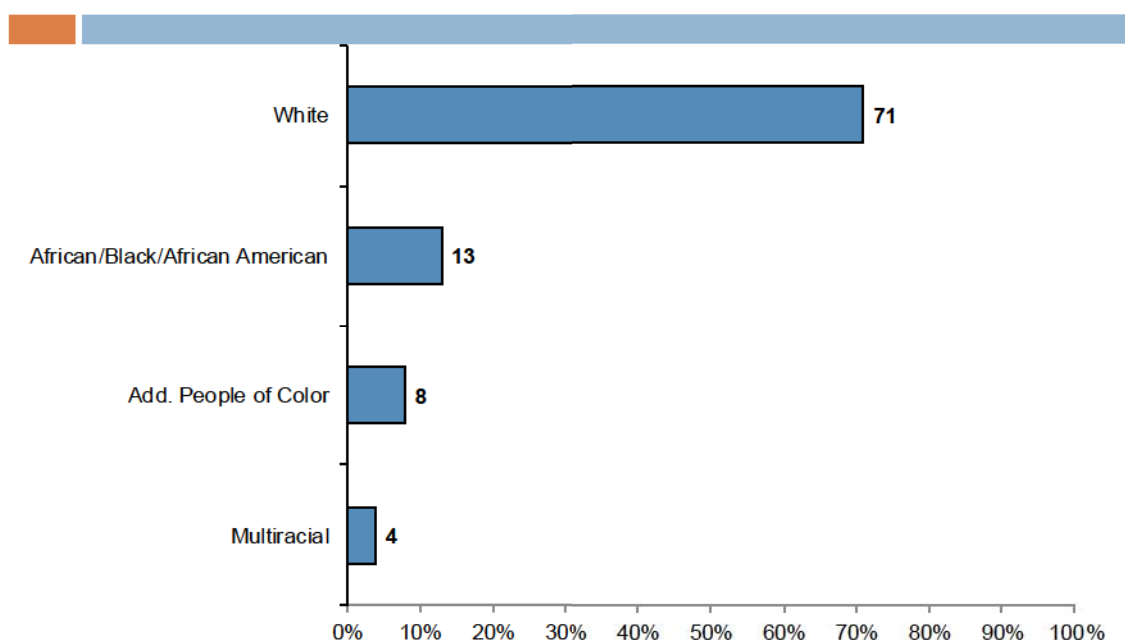
Figure 7. Respondents by Collapsed Categories of Racial Identity (%)

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[34]While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses as a result of the small numbers of respondents in the individual categories.
[35]Per the LCST, respondents who identified as more than one racial identity were recoded as Multiracial.
[36]Per the LCST, the Additional People of Color category included respondents who identified as American Indian/Native, Alaska Native, Middle Eastern/Southwest Asian, Asian/Asian American, Hispanic/Latin@/Chicana@, Native Hawaiian, or Pacific Islander. When comparing significant differences, all racial minorities were grouped together when low numbers of respondents existed (referred to, in this report, as Additional People of Color).

The survey question that queried respondents about their religious or spiritual identities provided a multitude of responses. For the purposes of this report, the responses were collapsed into four categories. Thirty-seven percent ($n = 551$) of respondents reported No Religious/Spiritual Identity (Figure 8). Fifty percent ($n = 747$) of respondents identified as having a Christian Religious/Spiritual Identity. Five percent ($n = 67$) identified with Multiple Religious/Spiritual Identities and 6% ($n = 86$) of respondents chose Other Religious/Spiritual Identities.
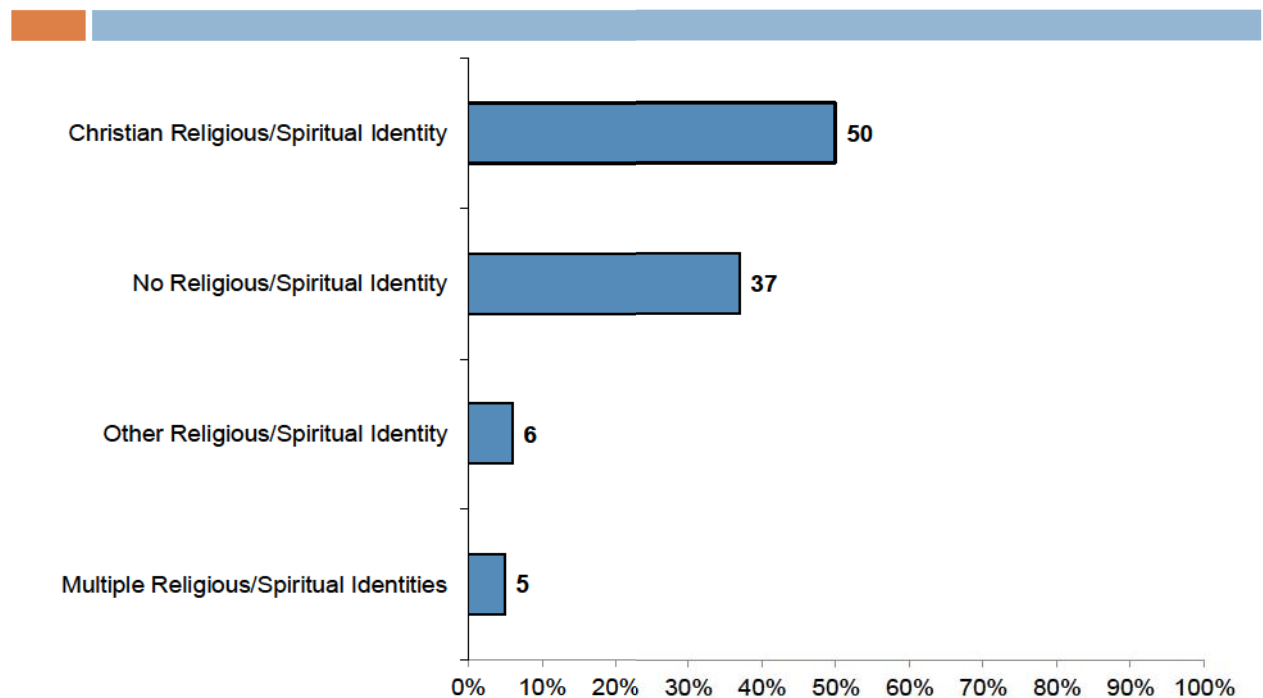
Figure 8. Respondents by Religious/Spiritual Identity (%)

Sixty-seven percent ($n = 997$) of respondents had no parenting or caregiving responsibilities. Seventy-seven percent ($n = 612$) of Student respondents had no dependent care responsibilities. Seventy-nine percent ($n = 404$) of Undergraduate Student respondents and 75% ($n = 208$) of Graduate/Professional Student respondents had no dependent care responsibilities (Figure 9).
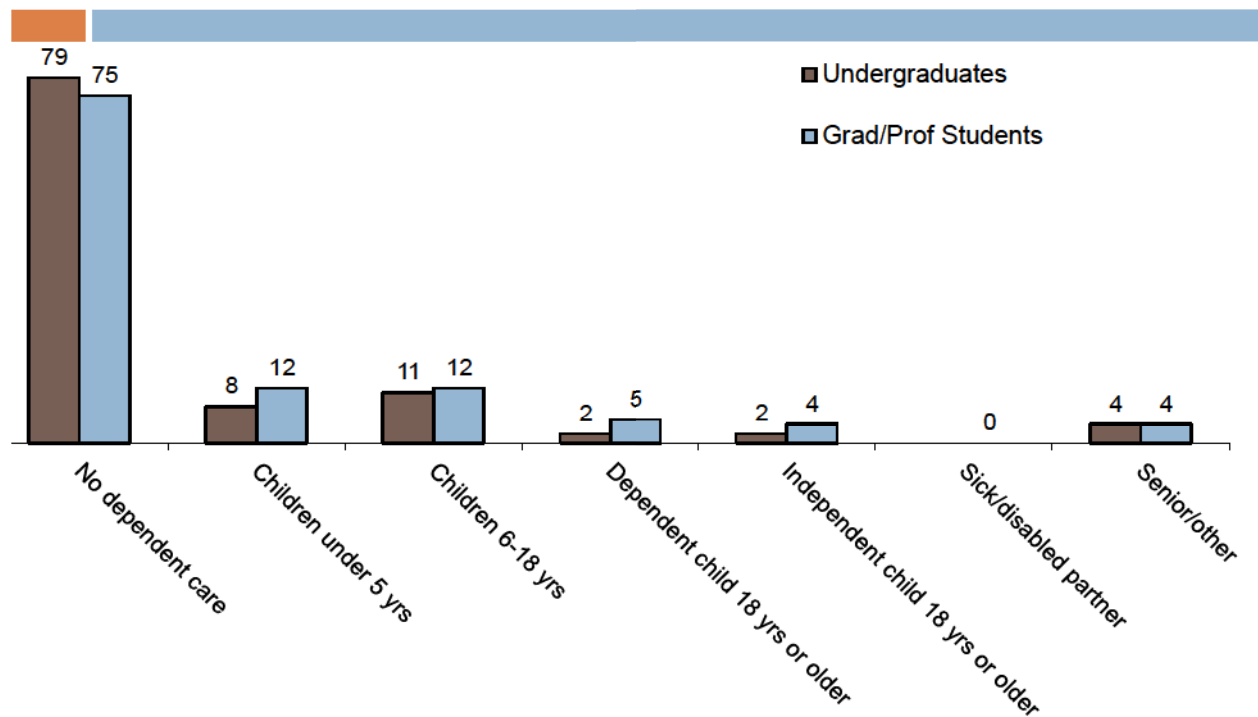
Note: Responses with $n < 5$ are not presented in the figure.

Figure 9. Student Respondents' Dependent Care Responsibilities by Student Status (%)

Fifty-seven percent ($n = 217$) of Staff respondents and 55% ($n = 168$) of Faculty respondents had no substantial parenting or caregiving responsibilities (Figure 10). Twelve percent ($n = 37$) of Faculty respondents and 13% ($n = 49$) of Staff respondents were caring for children under the age of five years. Twenty-four percent ($n = 74$) of Faculty respondents and 18% ($n = 69$) of Staff respondents were caring for children ages 6 to 18. Ten percent ($n = 40$) of Staff respondents and 9% ($n = 27$) of Faculty respondents were caring for children over the age of 18 years but still legally dependent. Four percent ($n = 14$) of Staff respondents and 3% ($n = 10$) of Faculty respondents had independent children over the age of 18. Fewer than five of Faculty respondents and 3% ($n = 13$) of Staff respondents were caring for sick and disabled partners. Thirteen percent ($n = 49$) of Staff respondents and 15% ($n = 47$) of Faculty respondents were caring for senior or other family members.
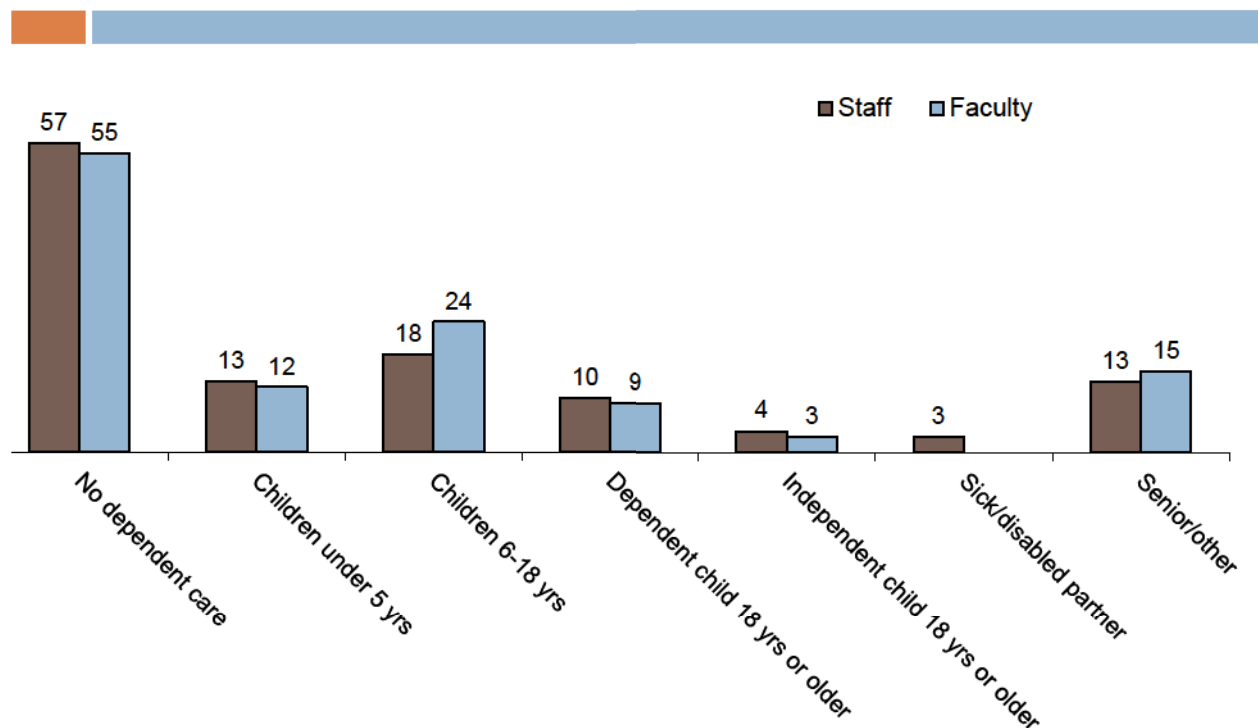
Note: Responses with $n < 5$ are not presented in the figure.

Figure 10. Employee Respondents' Caregiving Responsibilities by Position Status (%)

Twelve percent ($n = 183$) of respondents had conditions that substantially influenced learning, working, or living activities. Forty-eight percent ($n = 88$) of respondents with such conditions had mental health/psychological conditions, 31% ($n = 56$) had learning disabilities, and 28% ($n = 52$) had chronic health diagnoses or medical conditions (Table 7). Subsequent analyses indicated that 8% ($n = 113$) of total respondents had a single condition that substantially influenced learning, working, or living activities and 4% ($n = 63$) had multiple conditions that substantially influenced learning, working, or living activities. Eight percent ($n = 125$) of respondents who had conditions that substantially influenced learning, working or living activities were Student respondents and 4% ($n = 56$) were Employee respondents. Among the Student/Post-Doc respondents who indicated that they had a condition, 34% ($n = 43$) indicated that they were registered with UMSL Office for Services for Students with Disabilities. Among the Employee respondents who indicated that they had a condition, 38% ($n = 21$) indicated that they were receiving accommodation for their disability.

Table 7. **Respondents' Conditions That Affect Learning, Working, Living Activities**

Conditions	*n*	%
Mental health/psychological condition (e.g., anxiety, depression)	88	48.1
Developmental/learning difference/disability (e.g., Asperger's/Autism spectrum, Attention Deficit/ Hyperactivity Disorder, cognitive/language-based, etc.)	56	30.6
Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	52	28.4
Physical/mobility condition that affects walking	22	12.0
Hard of hearing or deaf	18	9.8
Physical/mobility condition that does not affect walking	9	4.9
Low vision or blind	5	2.7
Speech/communication condition	5	2.7
Acquired/Neurological/Traumatic Brain Injury	< 5	---
A disability/condition not listed here	< 5	---

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

Table 8 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 LCST created two citizenship categories:[37] Eighty-seven percent ($n = 1,307$) of respondents were U.S. Citizens and 11% ($n = 162$) were Non-U.S. Citizens.

Table 8. **Respondents' Citizenship Status (Duplicated Totals)**

Citizenship	*n*	%
U.S. citizen, birth	1,307	87.4
U.S. citizen, naturalized	80	5.4
A visa holder (such as J-1, H1-B, and U)	42	2.8
Permanent resident	38	2.5
DACA (Deferred Action for Childhood Arrival)	< 5	---
Other legally documented status	0	0.0
Refugee status	0	0.0
Undocumented resident	0	0.0
Currently under a withholding of removal status	0	0.0
DAPA (Deferred Action for Parental Accountability)	0	0.0
Missing	26	1.7

Ninety-two percent ($n = 1,378$) of respondents reported that English was their primary language. Seven percent ($n = 106$) indicated that English was not their primary language.

Additional analyses revealed that 90% ($n = 1,350$) of respondents had never served in the military. Four percent ($n = 53$) of respondents indicated that they were on active duty in the past but not now. Nine respondents (< 1%) were in ROTC, and five respondents were on active duty (including Reserved/National Guard).

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[37]For the purposes of analyses, the collapsed categories for citizenship are U.S. Citizen and Non-U.S. Citizen (includes naturalized U.S. Citizens, 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).

Twenty-two percent ($n = 86$) of Staff respondents indicated that the highest level of education they had completed was a bachelor's degree, 41% ($n = 159$) had a master's degree, 7% ($n = 28$) had finished a doctoral degree, 4% ($n = 15$) had finished an associate's degree, and 9% ($n = 35$) had finished some college.

Thirty percent ($n = 91$) of Faculty respondents indicated that the highest level of education they had completed was a master's degree, 66% ($n = 199$) had finished a doctoral degree, and 4% ($n = 11$) had finished a professional degree.

Thirty-seven percent ($n = 262$) of Employee respondents experienced financial hardship while working UMSL, including 29% ($n = 90$) of Faculty respondents and 44% ($n = 172$) of Staff respondents. Of these 262 Employee respondents, 42% ($n = 112$) had difficulty affording housing, 42% ($n = 112$) had difficulty affording professional development (e.g., travel, training, research), 34% ($n = 88$) had difficulty affording health care, and 26% ($n = 67$) had difficulty affording benefits (Table 9). "Other" responses included "all bills and expenses," "cost of living increases have not been adequate to cover the changing economic climate," "difficulty paying monthly bills due to high cost of medical, mostly maintenance drugs, in the past," "difficulty affording the owed 25% of my tuition and textbooks," and "paying bills/wage garnishments."

Table 9. **Experienced Financial Hardship**

Financial hardship	*n*	%
Difficulty in affording housing	112	42.7
Difficulty in affording professional development (e.g., travel, training, research)	112	42.7
Difficulty in affording health care	88	33.6
Difficulty in affording benefits	67	25.6
Difficulty affording food	56	21.4
Difficulty in affording childcare	56	21.4
Difficulty affording travel to and from UMSL	40	15.3
Difficulty in affording other campus fees (e.g., parking)	5	1.9

Table 9. **Experienced Financial Hardship**

Financial hardship	n	%
A financial hardship not listed here	66	25.2

Note: Table reports only responses of Employees who indicated on the survey that they experienced financial hardship (*n* = 262). Percentages may not sum to 100 because of multiple responses.

Table 10 illustrates the level of education completed by Student/Post-Doc respondents' parents or legal guardians. Subsequent analyses indicated that 9% (*n* = 131) of Student/Post-Doc respondents were First-Generation Students.[38]

Table 10. **Student/Post-Doc Respondents' Parents'/Guardians' Highest Level of Education**

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	n	%	n	%
No high school	15	1.9	26	3.3
Some high school	39	4.9	55	6.9
Completed high school/GED	133	16.8	161	20.3
Some college	125	15.7	120	15.1
Business/technical certificate/degree	49	6.2	57	7.2
Associate's degree	66	8.3	55	6.9
Bachelor's degree	162	20.4	159	20.0
Some graduate work	18	2.3	11	1.4
Master's degree (MA, MS, MBA)	124	15.6	72	9.1
Specialist degree (EdS)	< 5	---	5	0.6
Doctoral degree (PhD, EdD)	27	3.4	8	1.0
Professional degree (MD, JD)	22	2.8	15	1.9
Unknown	< 5	---	14	1.8
Not applicable	6	0.8	31	3.9

[38]With the LCST'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/Post-Doc Respondents' Parents'/Guardians' Highest Level of Education**

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	n	%	*n*	%
Missing	< 5	---	5	0.6

Note: Table includes answers only from those respondents who indicated that they were Students or Post-Docs in Question 1 (*n* = 794).

As indicated in Table 11, 20% (*n* = 105) of Undergraduate Student respondents had been at UMSL less than one semester, 19% (*n* = 93) had been at UMSL for three semesters, 13% (*n* = 65) had been at UMSL for five semesters, and 11% (*n* = 55) had been at UMSL for four semesters.

Table 11. **Undergraduate Students Semester in College**

Semester at UMSL	*n*	%
Less than one	105	20.4
1	29	5.6
2	37	7.2
3	98	19.0
4	55	10.7
5	65	12.6
6	35	6.8
7	37	7.2
8	16	3.1
9	16	3.1
10	5	1.0
11	< 5	---
12	5	1.0
13 or more	10	1.9
Missing	0	0.0

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students (*n* = 515).

Table 12 reveals that 11% ($n = 57$) of Undergraduate Student respondents were majoring in Business Administration, 10% ($n = 49$) of Undergraduate Student respondents were majoring in Psychology, and 9% ($n = 47$) of Undergraduate Student respondents were majoring in Social Work.

Table 12. **Undergraduate Student Respondents' Current or Intended Academic Majors**

Academic major	n	%
Business Administration	57	11.1
Psychology	49	9.5
Social Work	47	9.1
Biology	46	8.9
Nursing	43	8.3
Criminology & Criminal Justice	35	6.8
Accounting	28	5.4
Computer Science	28	5.4
Communication	19	3.7
English	16	3.1
Elementary Education	15	2.9
Information Systems	15	2.9
Mathematics	13	2.5
Biochemistry/Biotechnology	12	2.3
Liberal Studies	11	2.1
Political Science	11	2.1
Sociology	11	2.1
Anthropology	10	1.9
History	9	1.7
Modern Language	9	1.7
Music	9	1.7
Special Education	9	1.7
Physics	8	1.6
Chemistry	7	1.4
Media Studies	7	1.4
Early Childhood Education	7	1.4
Educational Studies	7	1.4
Secondary Education	7	1.4
Studio Art	7	1.4

Table 12. **Undergraduate Student Respondents' Current or Intended Academic Majors**

Academic major	n	%
Economics	6	1.2
Electrical Engineering	5	1.0
Nursing Completion (RN to BSN)	5	1.0

Note: Table reports only Undergraduate Student responses ($n = 515$). Table does not report majors where $n < 5$. Sum does not total 100% as a result of multiple response choices.

Fifty-two percent ($n = 142$) of Graduate/Professional Student respondents were master's degree candidates, 26% ($n = 72$) were doctoral degree candidates, 15% ($n = 42$) were professional degree candidates, 15% ($n = 13$) were in Graduate Certificate programs, and fewer than five respondents were in Educational Specialists programs.

Eight percent ($n = 21$) of Graduate/Professional Student respondents were doctoral students in Education, 7% ($n = 20$) were in the master's students in Social Work, and 16% ($n = 43$) were professional students in Optometry (Table 13).

Table 13. **Graduate/Professional Student Respondents' Academic Program**

Academic Program	n	%
Doctoral		
Education	21	7.7
Psychology	14	5.1
Criminology & Criminal Justice	11	4.0
Nursing	9	3.3
Biology	7	2.6
Chemistry	7	2.6
Mathematics & Computational Science	6	2.2
Political Science	6	2.2
Masters		
Social Work	20	7.3
Business Administration	18	6.6

Table 13. **Graduate/Professional Student Respondents' Academic Program**

Academic Program	*n*	%
Counseling	14	5.1
Computer Science	11	4.0
Nursing	9	3.3
Secondary Education	9	3.3
Psychology	8	2.9
Criminology & Criminal Justice	7	2.6
Elementary Education	7	2.6
English	7	2.6
Accounting	6	2.2
Biochemistry and Biotechnology	6	2.2
History	6	2.2
Public Policy Administration	6	2.2
Special Education	6	2.2
Professional		
Optometry	43	15.8
Certificate		
Gender Studies	6	2.2

Note: Table reports only Graduate/Professional Student, excluding Post-Doc, responses (*n* = 273). Table does not report majors where *n* < 5. Sum does not total 100% as a result of multiple response choices.

Analyses revealed that 17% ($n = 90$) of Undergraduate Student respondents and 31% ($n = 86$) of Graduate/Professional Student/Post-Doc respondents were employed on campus, while 51% ($n = 262$) of Undergraduate Student respondents and 44% ($n = 122$) of Graduate/Professional Student/Post-Doc respondents were employed off campus (Table 14). Thirty percent ($n = 154$) of Undergraduate Student respondents and 24% ($n = 65$) of Graduate/Professional Student/Post-Doc respondents were not employed.

Table 14. **Student/Post-Doc Employment**

Employed	Undergraduate Student respondents		Graduate/Professional Student/Post-Doc respondents	
	n	%	*n*	%
No	**154**	**30.1**	**65**	**24.2**
Yes, I work on-campus	**90**	**17.5**	**86**	**30.8**
1-10 hours/week	27	30.0	11	12.8
11-20 hours/week	54	60.0	54	62.8
21-30 hours/week	8	8.9	13	15.1
31- 40 hours/week	< 5	---	< 5	---
More than 40 hours/week	0	0.0	< 5	---
Yes, I work off-campus	**262**	**50.9**	**122**	**43.7**
1-10 hours/week	35	13.4	10	8.2
11-20 hours/week	63	24.0	21	17.2
21-30 hours/week	83	31.7	17	13.9
31- 40 hours/week	42	16.0	26	21.3
More than 40 hours/week	39	14.9	48	39.3

Note: Table reports only Student or Post-Doc responses ($n = 794$).

Forty-four percent ($n = 400$) of Student/Post-Doc respondents experienced financial hardship while attending UMSL, including 56% ($n = 285$) of Undergraduate Student respondents and 42% ($n = 115$) of Graduate/Professional Student/Post-Doc respondents. Of these 400 Student/Post-Doc respondents, 59% ($n = 234$) had difficulty affording tuition, 53% ($n = 210$) had difficulty purchasing books, 39% ($n = 157$) had difficulty in affording housing, and 39% ($n = 156$) had difficulty affording food (Table 15). "Other" responses included "difficult[y] in supporting a family of 7," "medical bills," "My truck has issues that exceed my budget," "utilities," and "helping parents with bills."

Table 15. **Experienced Financial Hardship**

Financial hardship	*n*	%
Difficulty affording tuition	234	58.5
Difficulty purchasing my books/course materials	210	52.5
Difficulty in affording housing	157	39.3
Difficulty affording food	156	39.0
Difficulty in affording health care	141	35.3
Difficulty participating in social events	110	27.5
Difficulty affording academic related activities (e.g., study abroad, service learning)	85	21.3
Difficulty affording travel to and from UMSL	78	19.5
Difficulty affording commuting to campus (e.g., transportation, parking)	75	18.8
Difficulty finding employment	69	17.3
Difficulty in affording unpaid internships/research opportunities	64	16.0
Difficulty in affording other campus fees	58	14.5
Difficulty affording co-curricular events or activities	52	13.0
Difficulty in affording alternative spring breaks	48	12.0
Difficulty in affording childcare	33	8.3
A financial hardship not listed here	29	7.2

Note: Table reports only responses of Students or Post-Docs who indicated on the survey that they experienced financial hardship ($n = 400$).

Fifty-two percent ($n = 413$) of Student respondents depended on loans to pay for their education at UMSL (Table 16). Fifty-six percent ($n = 286$) of Undergraduate Student respondents and 46% ($n = 127$) of Graduate/Professional Student respondents relied on loans to pay for their education. Subsequent analyses revealed that 60% ($n = 172$) of Low-Income Student respondents and 49% ($n = 234$) of Not-Low-Income Student respondents used loans to pay for college. Sixty percent ($n = 79$) of First-Generation Student respondents and 51% ($n = 333$) of Not-First-Generation Student respondents had loans to pay for college.

Twenty-nine percent ($n = 233$) of Student respondents relied on grants to pay for their education. Forty-five percent ($n = 230$) of Undergraduate Students respondents, and 1% ($n < 5$) of Graduate Students respondents relied on grants to pay for their education. When analyzed by income status, the data revealed that 21% ($n = 101$) of Not-Low-Income Student respondents and 45% ($n = 127$) of Low-Income Student respondents relied on non-need-based scholarships to help pay for college. Likewise, 27% ($n = 275$) of Not-First-Generation Student respondents and 44% ($n = 58$) of First-Generation Student respondents depended on non-need-based scholarships.

Twenty-seven percent ($n = 211$) of Student respondents used off-campus employment to pay for college. Twenty-seven percent ($n = 141$) of Undergraduate Student respondents, and 25% ($n = 70$) of Graduate Student respondents used off-campus employment to pay for their education. When analyzed by income status, the data revealed that 28% ($n = 136$) of Not-Low-Income Student respondents and 25% ($n = 72$) of Low-Income Student respondents relied on need-based scholarships to help pay for college. Analyzed by first-generation status, 28% ($n = 183$) of Not-First-Generation Student respondents and 21% ($n = 27$) of First-Generation Student respondents depended on need-based scholarships.

Table 16. **How Student/Post-Doc Respondents Were Paying for College**

Source of funding	*n*	%
Loans	413	52.0
Grant (e.g., Pell)	233	29.3
Off Campus employment	211	26.6
Family contribution	170	21.4

Table 16. **How Student/Post-Doc Respondents Were Paying for College**

Source of funding	*n*	%
Non-need based scholarship (e.g., Curators, Chancellor's Scholar Award)	170	21.4
Personal contribution	162	20.4
Need-based scholarship (e.g., Access Missouri)	143	18.0
On Campus employment	90	11.3
Graduate/Research assistantship	66	8.3
Credit card	64	8.1
GI Bill/Veterans benefits	20	2.5
Money from home country	12	1.5
Graduate fellowship	11	1.4
Dependent tuition (e.g., family member works at UMSL)	< 5	---
Resident assistant	< 5	---
A method of payment not listed here	33	4.2

Note: Table reports only Student or Post-Doc responses (*n* = 794).

Fifty-two percent (*n* = 416) of Student/Post-Doc respondents were the sole providers of their living and educational expenses (i.e., they were financially independent). Subsequent analyses indicated that 75% (*n* = 197) of Low-Income Student respondents, 47% (*n* = 212) of Not-Low-Income Student respondents, 72% (*n* = 85) of First-Generation Student respondents, and 54% (*n* = 327) of Not-First-Generation Student respondents were financially independent.

Thirty-six percent (*n* = 185) of Undergraduate Student respondents reported that they or their families had annual incomes of less than $30,000. Seventeen percent (*n* = 89) reported annual incomes between $30,000 and $49,999; 17% (*n* = 85) between $50,000 and $69,999; 10% (*n* = 50) between $70,000 and $99,999; 12% (*n* = 64) between $100,000 and $149,999; 3% (*n* = 17) between $150,000 and $199,999; 1% (*n* = 6) between $200,000 and $249,999; fewer than five respondents between $250,000 and $499,999; and fewer than five respondents reported an

annual income of $500,000 or more.[39] These figures are displayed by student status in Figure 11. Information is provided for those Undergraduate 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 Undergraduate Student respondents who were financially dependent on others.
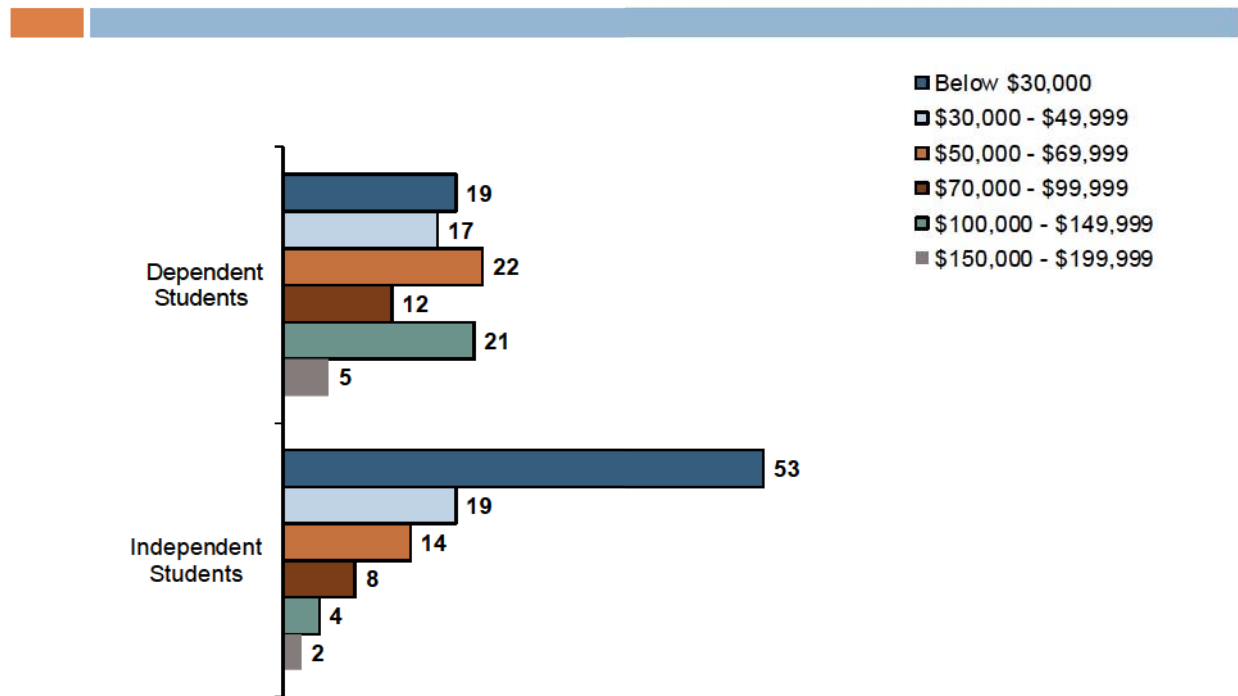
Note: Responses with *n* < 5 are not presented in the figure.

Figure 11. Undergraduate Student Respondents' Income
by Dependency Status (Dependent, Independent) (%)

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[39]Refer to Table B29 in Appendix B for the combined Student respondent data.

Of the Student/Post-Doc respondents completing the survey, 10% ($n = 77$) lived in campus housing, 84% ($n = 663$) lived in non-campus housing, and 1% ($n = 9$) identified as housing insecure (Table 17). Subsequent analyses indicated that 15% ($n = 70$) of Undergraduate Student respondents lived in campus housing, while 97% ($n = 257$) of Graduate/Professional Student/Post-Doc respondents lived in non-campus housing.

Table 17. **Student/Post-Doc Respondents' Residence**

Residence	n	%
Campus housing	**77**	**9.7**
Oak Hall	26	41.9
Mansion Hill Apartments	14	22.6
University Meadows Apartments	11	17.7
Villa Hall	11	17.7
Non-campus housing	**663**	**83.5**
Non-University affiliated apartment/house	382	60.9
Living with family member/guardian	229	36.5
University affiliated apartment/house	16	2.6
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	**9**	**1.1**
Missing	**45**	**5.7**

Note: Table includes answers only from those respondents who indicated that they were Students or Post-Docs ($n = 794$). Percentages for sub-categories are valid percentages and do not include missing responses.

Forty-five percent ($n = 358$) of Student/Post-Doc respondents did not participate in any clubs or organizations at UMSL, and 28% ($n = 222$) participated in academic and academic honorary organizations at UMSL (Table 18). Fifteen percent ($n = 119$) were involved with professional or pre-professional organizations, 8% ($n = 64$) were involved with religious or spiritual-based organizations, and 8% ($n = 62$) participated in governance organizations.

Table 18. **Student/Post-Doc Respondents' Participation in Clubs/Organizations at UMSL**

Club/organization	*n*	%
I do not participate in any clubs or organizations at UMSL	358	45.1
Academic and academic honorary organizations	222	28.0
Professional or pre-professional organization	119	15.0
Faith or spirituality-based organization	64	8.1
Governance organization (e.g., SGA, SFC, Councils)	62	7.8
Culture-specific organization	55	6.9
Greek letter organization	51	6.4
Recreational organization	44	5.5
Service or philanthropic organization	43	5.4
Political or issue-oriented organization	25	3.1
Health and wellness organization	24	3.0
Intercollegiate athletic team	20	2.5
Publication/media organization	19	2.4
A student organization not listed above	39	4.9

Note: Table reports only Student and Post-Doc responses ($n = 794$). Percentages may not sum to 100 as a result of multiple response choices.

Table 19 indicates that most Student respondents earned passing grades. Forty-four percent ($n =$ 227) of Undergraduate Student respondents earned above a 3.50 grade point average (G.P.A.).

Table 19. **Student/Post-Doc Respondents' Cumulative G.P.A. at the End of Last Semester**

G.P.A.	Undergraduate Student respondents		Graduate/Professional Student/Post-Doc respondents	
	n	%	*n*	%
3.75 – 4.00	157	30.5	148	53.0
3.50 – 3.74	70	13.6	58	20.8
3.25 – 3.49	88	17.1	30	10.8
3.00 – 3.24	69	13.4	23	8.2
2.75 – 2.99	58	11.3	< 5	---
2.50 – 2.74	25	4.9	0	0.0
2.25 – 2.49	12	2.3	0	0.0
2.00 – 2.24	15	2.9	0	0.0
1.99 and below	13	2.5	0	0.0
Missing	8	1.6	16	5.7

Note: Table reports only Student or Post-Doc responses ($n = 794$).

Campus Climate Assessment Findings[40]

The following section reviews the major findings of this study.[41] The review explores the climate at UMSL 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 the relevant identity and status of the respondents.

Comfort With the Climate at UMSL

The survey posed questions regarding respondents' levels of comfort with UMSL's campus climate. Table 20 illustrates that 75% ($n = 1,120$) of the survey respondents were "very comfortable" or "comfortable" with the climate at UMSL. Seventy-two percent ($n = 502$) of Faculty and Staff respondents were "very comfortable" or "comfortable" with the climate in their primary work area. Eighty-four percent ($n = 927$) of Student and Faculty respondents were "very comfortable" or "comfortable" with the climate in their classes.

Table 20. **Respondents' Comfort With the Climate at UMSL**

Level of comfort	Comfort with overall climate		Comfort with climate in primary work area*		Comfort with climate in class**	
	n	%	*n*	%	*n*	%
Very comfortable	402	26.9	249	35.5	406	36.9
Comfortable	718	48.1	253	36.1	521	47.4
Neither comfortable nor uncomfortable	224	15.0	83	11.8	129	11.7
Uncomfortable	112	7.5	79	11.3	38	3.5
Very uncomfortable	38	2.5	37	5.3	6	0.5

*Faculty and Staff responses ($n = 701$) only.
**Faculty and Student responses ($n = 1,104$) only.

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[40]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.
[41]The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

Figure 12 illustrates that Faculty respondents (12%, *n* = 38) and Staff respondents (13%, *n* = 51) were significantly more likely to have felt "uncomfortable" with the overall climate at UMSL than were Undergraduate Student respondents (3%, *n* = 15) and Graduate/Professional Student respondents (3%, *n* = 8).[i]
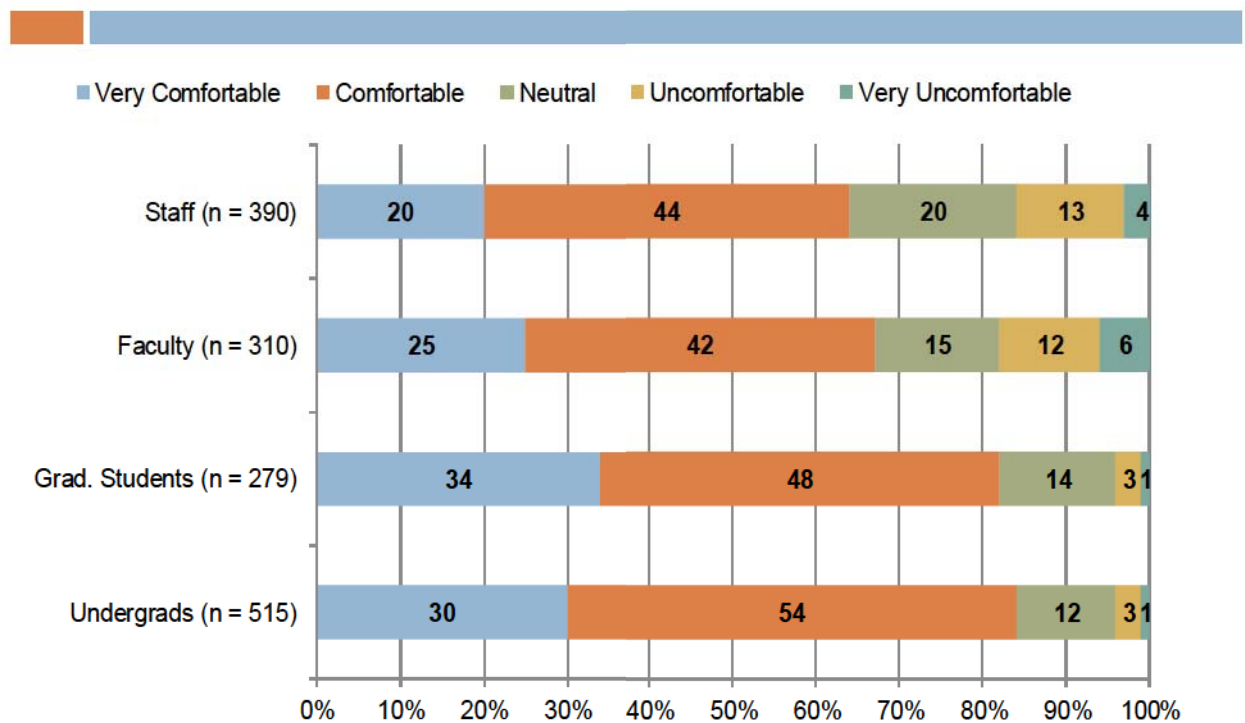
Figure 12. Respondents' Comfort With Overall Climate by Position Status (%)

Figure 13 illustrates that Tenured/Tenure-Track Faculty respondents (10%, $n = 12$) were significantly more likely to have felt "very uncomfortable" with the overall climate than were Non-Tenure-Track Faculty respondents (3%, $n = 5$).[ii]
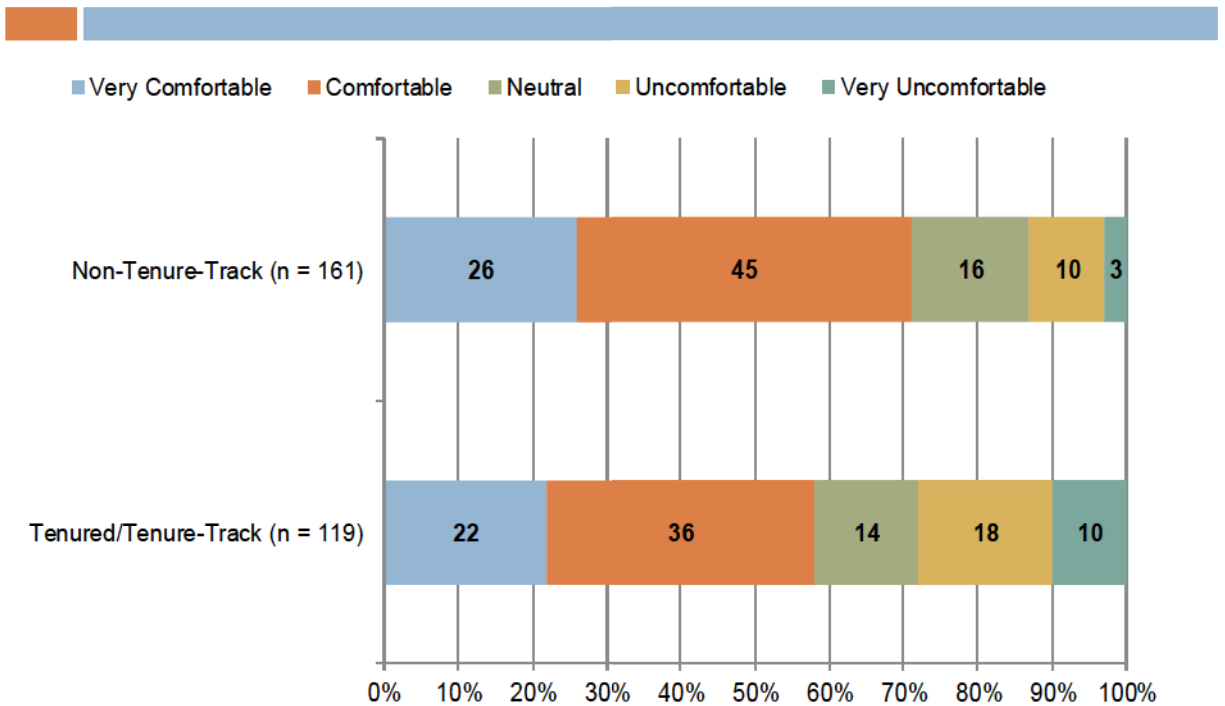
Figure 13. Respondents' Comfort With Overall Climate by Faculty Status (%)

No significant differences emerged between the proportions of Faculty respondents and Staff respondents who were "very comfortable" with the climate in their primary work area. Also, no significant difference existed in the proportions of Hourly Staff respondents' and Salary Staff respondents who were "very comfortable" with the climate in their primary work area. Figure 14 illustrates that Non-Tenure-Track Faculty respondents (41%, $n = 66$) were significantly more likely to be "very comfortable" with the climate in their primary work area than were Tenured/Tenure-Track Faculty respondents (29%, $n = 40$).[iii]
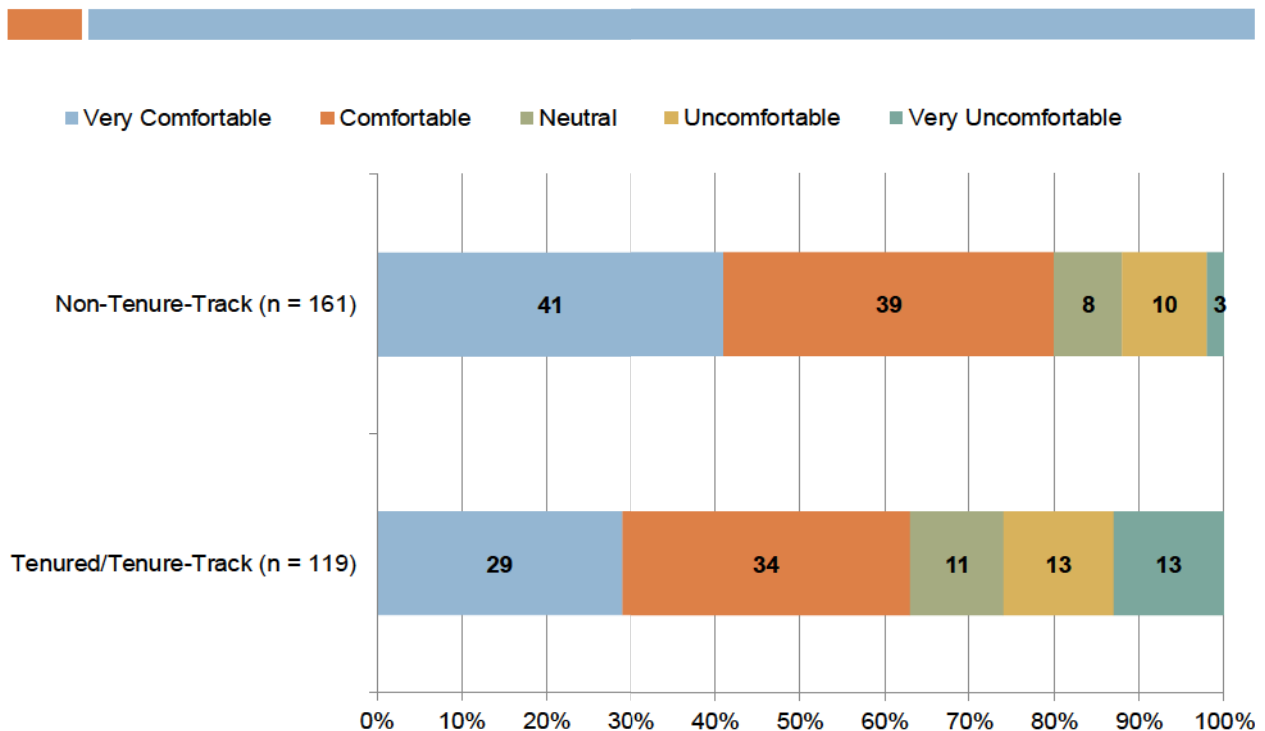
Figure 14. Faculty and Staff Respondents' Comfort With Climate in Primary Work Area by Faculty Status (%)

When analyzed by position status, Figure 15 illustrates that Graduate/Professional Student respondents (44%, *n* = 122) were significantly more likely to be "very comfortable" with the climate in their classes than were Undergraduate Student respondents (32%, *n* = 165) and Faculty respondents (39%, *n* = 119).[iv]
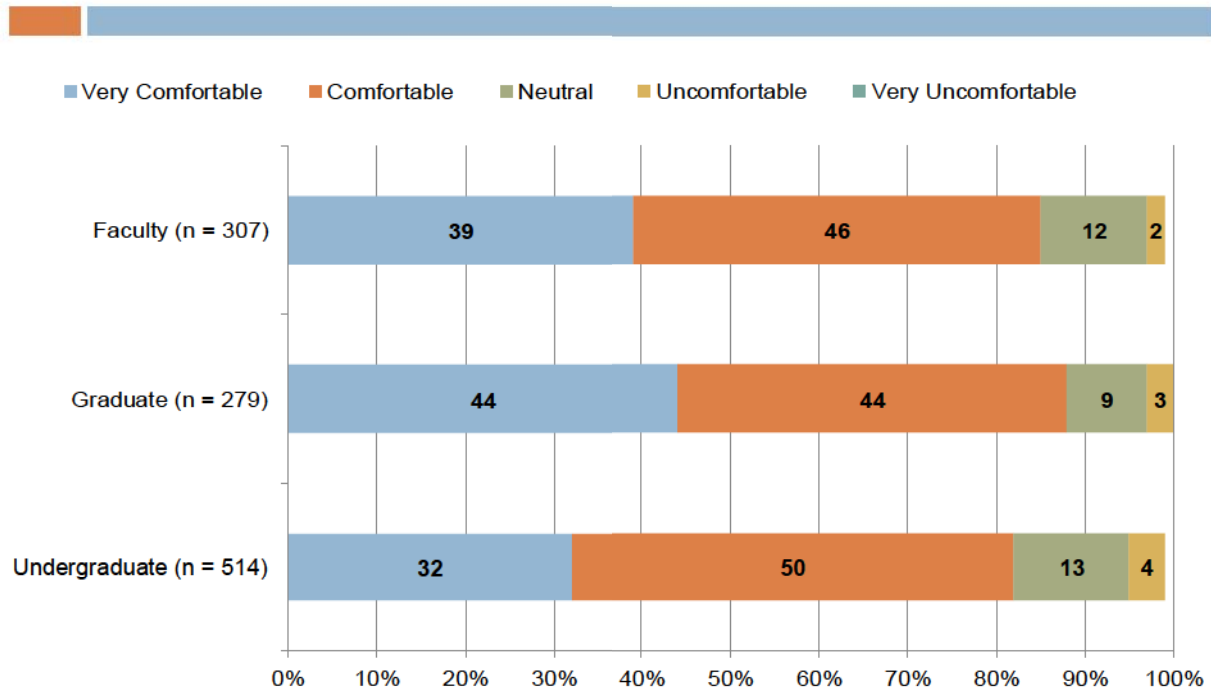
Figure 15. Faculty and Student/Post-Doc Respondents' Comfort With Climate in Classes by Position Status (%)

Several analyses were conducted to determine whether respondents' levels of comfort with the overall climate, the climate in their primary work area, or the climate in their classes differed based on various demographic characteristics.[42]

By gender identity,[43] 32% (*n* = 135) of Men respondents compared with 25% (*n* = 253) of Women respondents felt "very comfortable" with the overall climate at UMSL (Figure 16).[v]
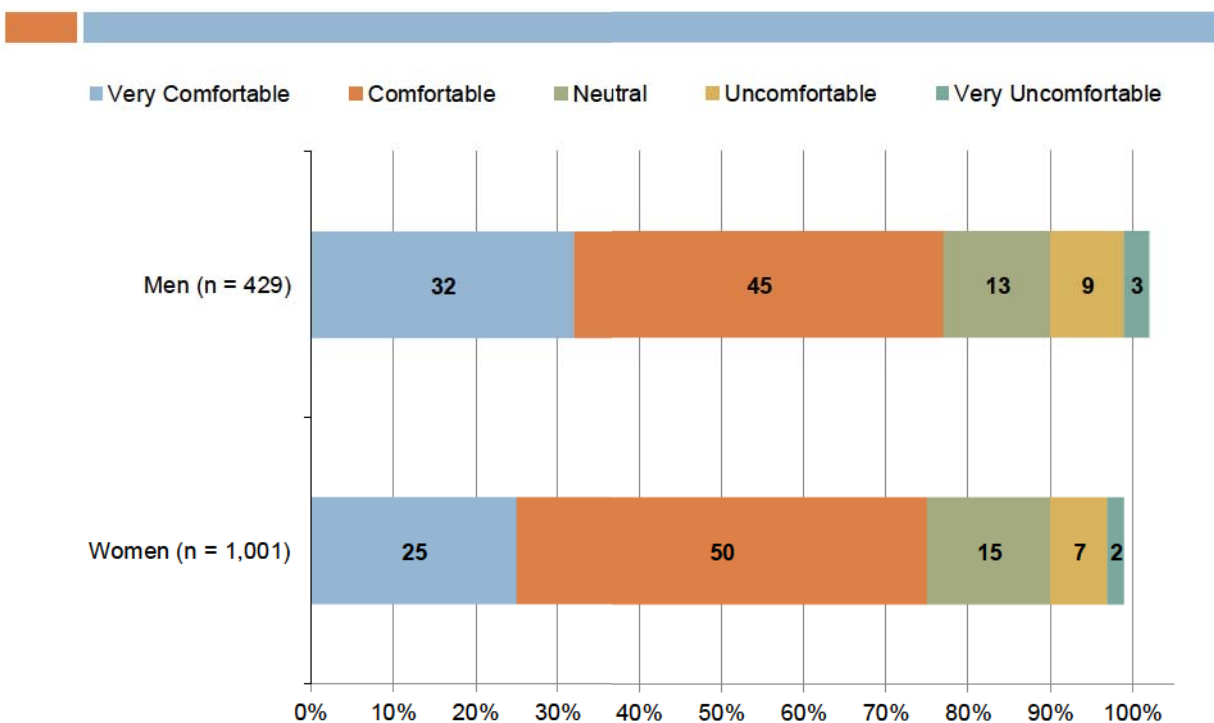
Figure 16. Respondents' Comfort With Overall Climate by Gender Identity (%)

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[42]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.

[43]Per the LCST, gender identity was recoded into the categories Men (*n* = 429), Women (*n* = 1,002), and Transspectrum (*n* = 30), where Transspectrum respondents included those individuals who marked "transgender," "trans," or "genderqueer" only for the question, "What is your gender/gender identity (mark all that apply)?" Transspectrum respondents were not included to maintain the confidentiality of their responses.

No significant differences existed between Men and Women Employee respondents' level of comfort with the climate in their primary work area.

A significantly higher percentage of Men Faculty and Student respondents (45%, $n = 135$) compared with Women Faculty and Student respondents (34%, $n = 257$) felt "very comfortable" in their classes (Figure 17).[vi]
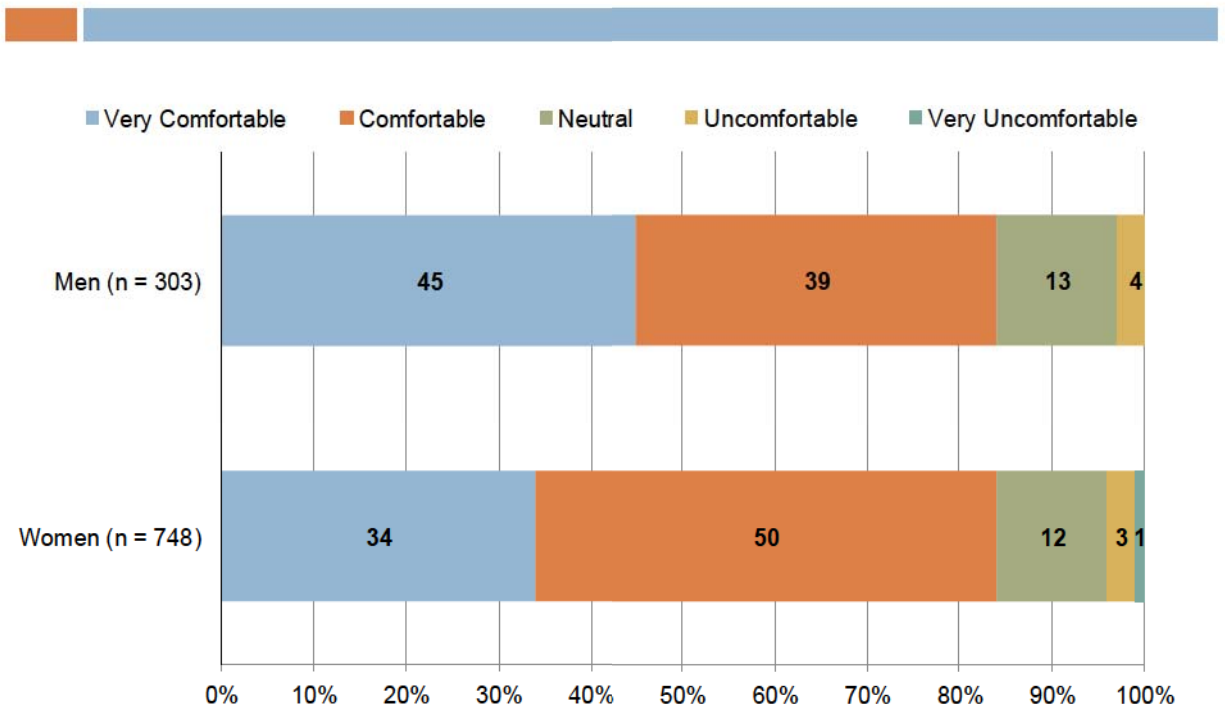
Figure 17. Faculty and Student/Post-Doc Respondents' Comfort With Climate in Classes by Gender Identity (%)

By racial identity,[44] White respondents (29%, $n = 311$) were significantly more likely to be "very comfortable" with the overall climate at UMSL than were African/Black/African American respondents (19%, $n = 36$) (Figure 18).[vii]
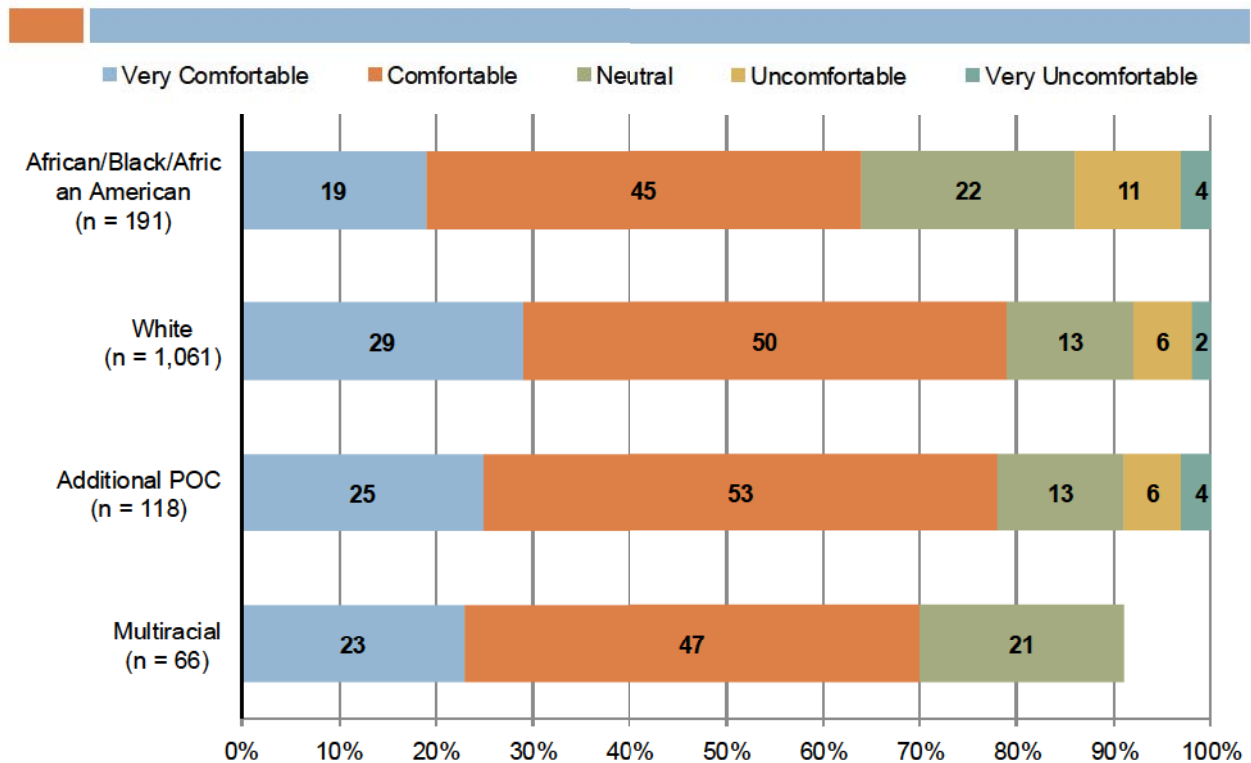
Note: Responses with $n < 5$ are not presented in the figure.

Figure 18. Respondents' Comfort With Overall Climate by Racial Identity (%)

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[44]The LCST proposed four collapsed racial identity categories (White, African/Black/African American, Additional People of Color, and Multiracial). For the purposes of some analyses, this report further collapses racial categories into three categories (White, People of Color, and Multiracial), where the African/Black/African American and Additional People of Color were collapsed into one People of Color category.

Figure 19 shows that White Faculty and Staff respondents[45] (39%, $n = 207$) were significantly more likely to be "very comfortable" with the climate in their primary work area than were Faculty and Staff Respondents of Color (24%, $n = 26$).[viii]
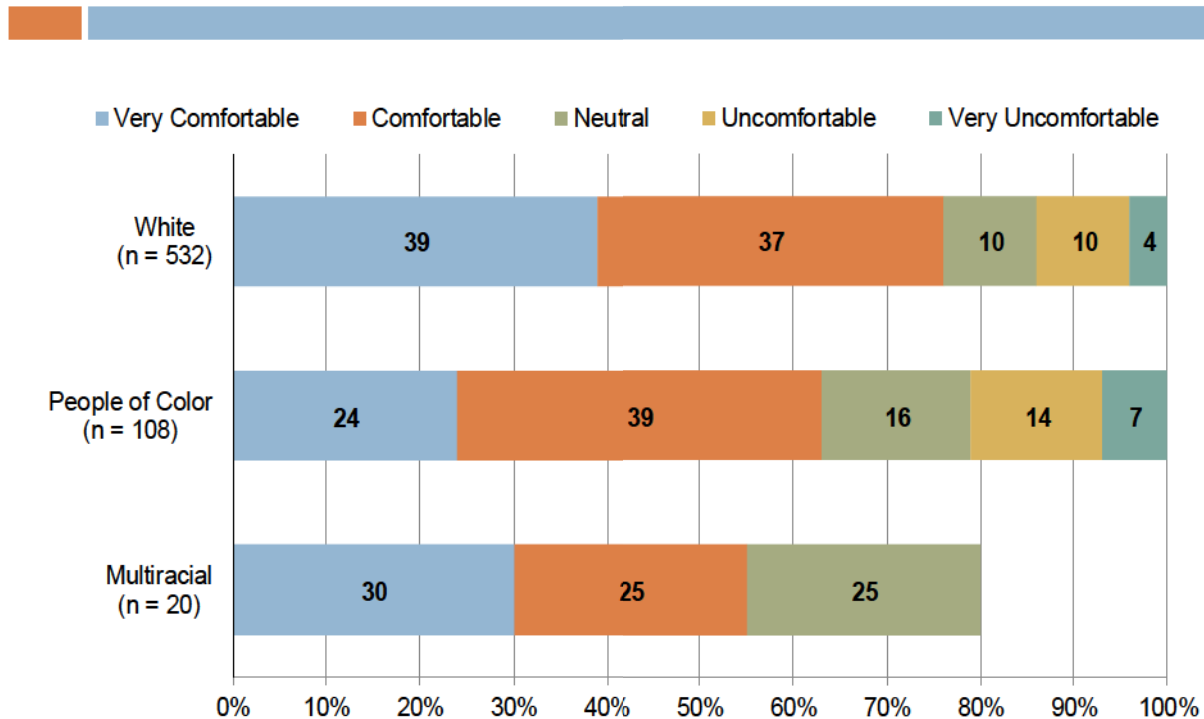
Note: Responses with $n < 5$ are not presented in the figure.

Figure 19. Faculty and Staff Respondents' Comfort With Primary Work Area Climate by Racial Identity (%)

No significant differences occurred in respondents' level of comfort with the climate in the classroom based on racial identity.

No significant difference existed in respondents' level of comfort with the overall climate, primary work area climate, or classroom climate based on sexual identity.

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[45]Due to the low numbers of respondents in each of the racial identity categories, racial identity was collapsed into three categories (White, People of Color, and Multiracial) for the purposes of some analyses.

No significant difference existed in respondents' level of comfort with the overall climate, primary work area climate, or classroom climate based on religious/spiritual identity.

No significant difference existed in respondents' level of comfort with the overall climate, primary work area climate, or classroom climate based on disability status.

No significant difference existed in respondents' level of comfort with the overall climate, primary work area climate, or classroom climate based on citizenship status.

By military status, 48% ($n = 652$) of Respondents with No Military Service compared with 36% ($n = 24$) of Respondents with Military Service felt "comfortable" with the overall climate at UMSL (Figure 20).[ix]
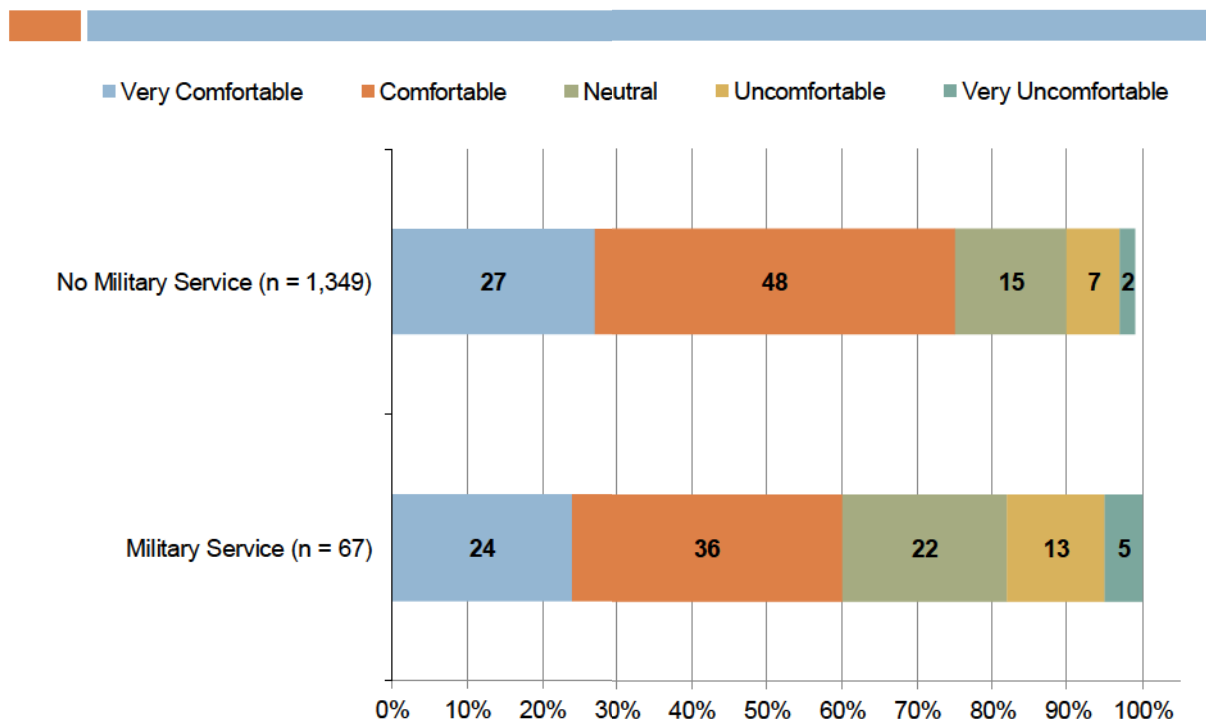
Note: Responses with $n < 5$ are not presented in the figure.

Figure 20. Respondents' Comfort With Overall Climate by Military Status (%)

In terms of Student respondents' income status and comfort with the overall climate on campus and climate in the classroom, no significant differences emerged.

By first-generation status, no significant difference existed in respondents' level of comfort with the overall climate or classroom climate.

By employment status, no significant difference existed in respondents' level of comfort with the overall climate or classroom climate.

By housing status, no significant difference existed in respondents' level of comfort with the overall climate or classroom climate.

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[i] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status: $\chi^2 (12, N = 1,494) = 99.9, p < .001$.

[ii] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by faculty status: $\chi^2 (4, N = 280) = 10.5, p < .05$.

[iii] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the climate in the work area by faculty status: $\chi^2 (4, N = 280) = 15.5, p < .01$.

[iv] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the climate in the classroom by position status: $\chi^2 (8, N = 1,100) = 15.7, p < .05$.

[v] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate in the classroom by gender identity: $\chi^2 (4, N = 1,430) = 10.2, p < .05$.

[vi] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate in the classroom by gender identity: $\chi^2 (4, N = 1,051) = 14.4, p < .01$.

[vii] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by racial identity: $\chi^2 (12, N = 1,436) = 28.9, p < .01$.

[viii] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the work area climate by racial identity: $\chi^2 (8, N = 660) = 16.7, p < .05$.

[ix] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by military status: $\chi^2 (4, N = 1,416) = 9.5, p < .05$.

Barriers at UMSL for Respondents With Disabilities

One survey item asked respondents with disabilities if they had experienced barriers in facilities, technology and the online environment, or educational materials at UMSL within the past year. Tables 21 through 24 highlight where Respondents with One or More Disabilities experienced barriers at UMSL.[46] With regard to campus facilities, 15% (*n* = 25) of Respondents with Disabilities experienced barriers as a result of campus transportation/parking and 12% (*n* = 20) experienced barriers with office furniture (e.g., chair, desk) within the past year.

Table 21. **Facilities Barriers Experienced by Respondents With Disabilities**

	Yes		No		Not applicable	
Facilities	*n*	**%**	*n*	**%**	*n*	**%**
Athletic and recreational facilities	12	7.0	92	53.8	67	39.2
Classroom buildings	17	9.9	109	63.4	46	26.7
Classrooms, labs (including computer labs)	17	9.9	104	60.8	50	29.2
University housing	7	4.1	67	39.4	96	56.5
Student Union/Center	6	3.6	106	63.9	54	32.5
Student Health Center	8	4.7	97	57.1	65	38.2
Testing Services	11	6.5	94	56.0	63	37.5
Disability Center/Services	10	5.9	99	58.2	61	35.9
Counseling Services	8	4.7	94	55.3	68	40.0
Dining facilities	7	4.1	112	65.5	52	30.4
Doors	14	8.2	113	66.1	44	25.7
Elevators/lifts	15	8.8	112	65.5	44	25.7
Emergency preparedness	5	2.9	119	69.6	47	27.5
Office furniture (e.g., chair, desk)	20	11.8	108	63.9	41	24.3
Campus transportation/parking	25	14.8	96	56.8	48	28.4
Other campus buildings	6	3.5	115	67.3	50	29.2
Podium	< 5	---	112	65.9	54	31.8
Restrooms	13	7.6	116	67.8	42	24.6
Signage	8	4.7	116	68.6	45	26.6
Studios/performing arts spaces	< 5	---	92	54.8	73	43.5
Temporary barriers due to construction or maintenance	18	10.6	105	61.8	47	27.6
Walkways, pedestrian paths, crosswalks	13	7.8	111	66.5	43	25.7

Note: Table reports responses from individuals who indicated on the survey that they had a disability (*n* = 183).

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[46]See Appendix B, Table B113 for all responses to the question, "As a person with a self-identified disability, have you experienced a barrier in any of the following areas at UMSL within the past year?"

Table 22 illustrates that, in terms of the technological or online environment, 6% (*n* = 10) of Respondents with One or More Disabilities had difficulty with Moodle/Blackboard/Canvas, 5% (*n* = 9) experienced barriers with an accessible electronic format, and 5% (*n* = 9) experienced barriers with computer equipment (e.g., screens, mouse, keyboard).

Table 22. **Barriers in Technology/Online Environment Experienced by Respondents With Disabilities**

Technology/online environment	Yes *n*	%	No *n*	%	Not applicable *n*	%
Accessible electronic format	9	5.3	121	71.2	40	23.5
Clickers	< 5	---	103	60.9	63	37.3
Computer equipment (e.g., screens, mouse, keyboard)	9	5.3	120	71.0	40	23.7
Electronic forms	5	2.9	124	72.9	41	24.1
Electronic signage	6	3.6	122	72.2	41	24.3
Electronic surveys (including this one)	< 5	---	124	73.8	40	23.8
Kiosks	< 5	---	112	66.3	53	31.4
Library database	< 5	---	119	70.8	45	26.8
Moodle/Blackboard/Canvas	10	5.9	114	67.1	46	27.1
Phone/phone equipment	6	3.6	118	69.8	45	26.6
Software (e.g., voice recognition/audiobooks/close captioning)	7	4.1	112	66.3	50	29.6
Video/video audio description	8	4.8	113	67.7	46	27.5
Website	6	3.6	121	72.0	41	24.4

Note: Table reports responses from individuals who indicated on the survey that they had a disability (*n* = 183).

In terms of instructional and campus materials, 4% (*n* = 7) of Respondents with One or More Disabilities had difficulty with video closed-captioning and text description, 4% (*n* = 6) had difficulty with food menus, and 4% (*n* = 6) experienced barriers with textbooks (Table 23).

Table 23. **Barriers in Instructional Campus Materials Experienced by Respondents With Disabilities**

Instructional/Campus Materials	Yes *n*	%	No *n*	%	Not applicable *n*	%
Brochures	< 5	---	122	73.1	42	25.1
Food menus	6	3.6	121	72.5	40	24.0
Forms	< 5	---	125	74.9	40	24.0

Journal articles	< 5	---	120	72.3	43	25.9
Library books	< 5	---	120	71.9	44	26.3
Other publications	< 5	---	121	72.5	44	26.3
Syllabi	5	3.0	115	69.3	46	27.7
Textbooks	6	3.6	113	68.1	47	28.3
Video-closed captioning and text description	7	4.2	108	65.1	51	30.7

Note: Table reports responses from individuals who indicated on the survey that they had a disability ($n − 183$).

In terms of identity, 6% ($n = 10$) of Respondents with One or More Disabilities had difficulty with intake forms and 5% ($n = 9$) had difficulty with learning technology (Table 24).

Table 24. **Barriers in Identity Experienced by Respondents With Disabilities**

	Yes		No		Not applicable	
Identity	**n**	**%**	**n**	**%**	**n**	**%**
Electronic databases (e.g., PeopleSoft, myLearn, myPerformance, Pathway)	6	3.6	119	71.3	42	25.1
Email account	< 5	---	130	78.3	32	19.3
Intake forms (e.g., Student Health)	10	6.0	111	66.5	46	27.5
Course change forms (e.g., add-drop forms)	6	3.6	111	66.9	49	29.5
Learning technology	9	5.4	113	68.1	44	26.5
Surveys	< 5	---	125	77.2	35	21.6

Note: Table reports responses from individuals who indicated on the survey that they had a disability ($n = 183$).

A total of forty-eight respondents elaborated on any barriers they may have experienced as a person with a self-identified disability. The two themes that emerged among all respondents were facilities and parking access.

Facilities. Respondents voiced concern about the accessibility of buildings across campus. One Student respondent wrote, "I have no physical disability and am in good health, but for the love of all that is holy PLEASE REPLACE THE DOORS AT THE END OF THE BRIDGE. I see people in wheel chairs struggle with it every day, and if I were them I'd feel embarrassed holding up traffic waiting for the door to open, then awkwardly fit through it." Another Student respondent added, "Automatic doors for Benton do not always work. I don't know who to call about that." Another Student respondent echoed the concern about doors, "So many doors and

exterior entrances/exits are not accessible!" Several respondents wrote about inoperable elevators across campus. Respondents also noted a lack of accessible restrooms. One Staff respondent shared, "The bathrooms can be difficult to navigate, are often dirty or out of order, and in older buildings, are not ADA compliant." Another Staff respondent noted, "Remodeled restroom stalls are difficult to use for larger individuals." One Faculty respondent summed up the issues as follows: "1) elevators not working (at least weekly), 2) handicapped access door buttons not working (they are broken more often than they work), 3) having to go to a different floor or building to find a handicap accessible restroom (multiple times each day), 4) classroom computer podiums that have unreachable flash drive ports (my students have to connect and disconnect flash drives for me), 5) classroom furniture that does not allow me to sit. (Fortunately, I can stand longer than I can sit.)."

Parking access. The lack of enough handicap parking spaces was expressed as a concern. One Student respondent noted, "There are too few accessible parking spaces, and sometimes people are illegally parked in them." A Faculty respondent reported, "No handicapped parking without having to walk quite far." Other respondents pointed out that the biggest parking accessibility issues exist at "Seton Hall," "SSB," "EHS," and "Clark." Regarding Seton Hall, one Student respondent explained, "Seton Hall does not have adequate parking for people with disabilities, or for students in general. The handicapped parking spots are few, and they are very far away from the Seton Hall lobby. There are so many faculty parking spots up close to the building compared to the handicapped or other student parking spots."

Barriers at UMSL for Transspectrum Respondents

One survey item asked Transspectrum respondents if they had experienced barriers in facilities and identity accuracy at UMSL within the past year. Tables 25 through 27 highlight where respondents experienced barriers at UMSL.[47] With regard to campus facilities, a majority of the responses had fewer than five respondents. However, 19% (*n* = 6) of Transspectrum respondents experienced barriers regarding restrooms within the past year. In terms of identity accuracy (Table 26) and instructional/campus materials (Table 27), a majority of responses had fewer than five respondents.

Table 25. **Facilities Barriers Experienced by Transspectrum Respondents**

Facilities	Yes *n*	%	No *n*	%	Not applicable *n*	%
Athletic and recreational facilities	< 5	---	14	45.2	16	51.6
Changing rooms/locker rooms	< 5	---	13	41.9	16	51.6
University housing	< 5	---	12	38.7	18	58.1
Dining facilities	< 5	---	15	48.4	15	48.4
Counseling Center	< 5	---	17	53.1	14	43.8
Student Health Center	< 5	---	16	51.6	14	45.2
Testing Services	< 5	---	14	45.2	16	51.6
Disability Center	< 5	---	12	38.7	17	54.8
Campus transportation/parking	< 5	---	17	54.8	13	41.9
Other campus buildings	< 5	---	17	56.7	11	36.7
Restrooms	6	19.4	18	58.1	7	22.6
Studios/performing arts spaces	< 5	---	13	41.9	17	54.8

Note: Table reports responses from individuals who indicated on the survey that their gender identity was Transgender (*n* = 32).

[47]See Appendix B, Table B114 for all responses to the question, "As a person who identifies as genderqueer, gender non-binary, or trans have you experienced a barrier in any of the following areas at UMSL within the past year?"

Table 26. **Identity Accuracy Barriers Experienced by Transgender Respondents**

Identity Accuracy	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Moodle/Blackboard	< 5	---	15	50.0	13	43.3
College ID card	< 5	---	15	48.4	12	38.7
Electronic databases (e.g., PeopleSoft)	< 5	---	17	54.8	11	35.5
Email account	< 5	---	17	54.8	11	35.5
Intake forms (e.g., Student Health)	< 5	---	15	48.4	14	45.2
Learning technology	< 5	---	16	51.6	13	41.9
Surveys	< 5	---	17	54.8	11	35.5

Note: Table reports responses from individuals who indicated on the survey that their gender identity was Transgender (*n* = 32).

Table 27. **Instructional/Campus Materials Barriers Experienced by Transgender Respondents**

Instructional/Campus Materials	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Forms	< 5	---	18	58.1	9	29.0
Syllabi	< 5	---	18	58.1	10	32.3

Note: Table reports responses from individuals who indicated on the survey that their gender identity was Transgender (*n* = 32).

A total of thirteen Transspectrum respondents elaborated on their experiences with barriers. The two themes that emerged were identification and presenting to the community.

Identification. Respondents explained that campus, forms, surveys. and official processes do not provide appropriate options for gender identification. One respondent noted, "I am always forced into a male-female binary identity on forms." A Student respondent stated, "Everything gets my name wrong." Another Student respondent wrote, "The language on a lot of the surveys and forms that we use on campus can also be better. Discerning the difference between gender and sex is huge and yet I still see them on forms that maybe don't really need one or the other or even both. Updating forms would be huge in making the campus feel inclusive." A Student respondent elaborated, "There have been a few instructors that have done well when it comes to pronouns like passing around a sheet to provide my name and my pronouns but there are still many teachers who need to work on being more inclusive in their language and handouts."

Presenting to the community. Respondents reported ease on campus as it relates to presenting their gender identity. One Student respondent reported, "I haven't had many problems at all, though I generally present as male on campus." Student respondents who expressed not identifying as any gender elaborated, "I don't particularly express my gender identity outwardly (other than my general demeanor) and typically present as male. So, I don't experience any hardships!" and "I don't identify as any gender but I come off as female and that's what I respond to so I have no issues."

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct[48]

Eighteen percent ($n = 272$) of respondents indicated that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct that had interfered with their ability to work, learn, or live at UMSL within the past year.[49] Table 28 reflects the perceived bases and frequency of exclusionary, intimidating, offensive, and/or hostile conduct. Of the respondents who experienced such conduct, 24% ($n = 66$) indicated that the conduct was based on their position status at UMSL (e.g., staff, faculty, student). Twenty-three percent ($n = 62$) noted that the conduct was based on gender/gender identity, 20% ($n = 53$) felt that it was based on age, and 18% ($n = 48$) felt it was based on ethnicity. "Reasons not listed above" included responses such as "a desire to make budget cuts," "anger at current policies and decisions," "jealousy or envy," "just the way they are and retaliation," and "personally dislike by ranked Administration."

Table 28. **Bases of Experienced Conduct**

Basis of conduct	n	%
Position (e.g., staff, faculty, student)	66	24.3
Gender/gender identity	62	22.8
Age	53	19.5
Ethnicity	48	17.6
Racial identity	40	14.7
Philosophical views	32	11.8
Educational credentials (e.g., MS, PhD)	29	10.7
Length of service at UMSL	29	10.7
Political views	22	8.1
Physical characteristics	20	7.4
Academic performance	15	5.5
Religious/spiritual views	13	4.8
Sexual identity	12	4.4
Socioeconomic status	12	4.4

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[48]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."

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

Table 28. **Bases of Experienced Conduct**

Basis of conduct	*n*	%
Medical disability/condition	10	3.7
English language proficiency/accent	9	3.3
Major field of study	9	3.3
Marital status (e.g., single, married, partnered)	8	2.9
Participation in an organization	8	2.9
Physical disability/condition	8	2.9
Immigrant/citizen status	7	2.6
International status/national origin	7	2.6
Parental status (e.g., having children)	7	2.6
Gender expression	6	2.2
Learning disability/condition	6	2.2
Mental health/psychological disability/condition	5	1.8
Military/veteran status	< 5	---
Pregnancy	0	0.0
Don't know	40	14.7
A reason not listed above	60	22.1

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 272). Percentages do not sum to 100 as a result of multiple response choices.

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

While not statistically significant, by gender identity, 18% ($n = 178$) of Women respondents and 17% ($n = 74$) of Men respondents indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Figure 21). A significantly higher percentage of Women respondents (26%, $n = 47$) than Men respondents (14%, $n = 10$) who noted that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their gender identity.[x]

☐ Overall experienced conduct[1]

☐ Of those who experienced exclusionary conduct, said they experienced conduct as a result of their gender identity[2]

	Men	Women
	($n = 74$)[1]	($n = 178$)[1]
	($n = 10$)[2]	($n = 47$)[2]

[1] Percentages are based on total n split by group.
[2] Percentages are based on n split by group for those who believed they had personally experienced this conduct.

Figure 21. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

In terms of position status, significant differences existed among respondents who indicated on the survey that they had experienced this conduct (Figure 22). A significantly higher percent of Staff respondents (26%, $n = 102$) and Faculty respondents (27%, $n = 82$) than Graduate/Professional Student respondents (9%, $n = 26$) and Undergraduate Student respondents (12%, $n = 62$) believed that they had experienced this conduct.[xi] Of those respondents who noted that they had experienced this conduct, 32% ($n = 33$) of Staff respondents, 31% ($n = 25$) of Faculty respondents, compared to 10% ($n = 6$) of Undergraduate Student respondents thought that the conduct was based on their position status.[xii]

☐ Overall experienced conduct[1]

☐ Of those who experienced exclusionary conduct, said they experienced conduct as a result of position status[2]

[1] Percentages are based on total *n* split by group.
[2] Percentages are based on *n* split by group for those who believed they had personally experienced this conduct.

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

Figure 22. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position Status (%)

While not statistically significant, in terms of ethnicity/racial identity, 16% ($n = 173$) of White respondents, 26% ($n = 17$) of Multiracial respondents, and 18% ($n = 57$) of Respondents of Color believed that they had experienced this conduct (Figure 23). Of those respondents who noted that they believed that they had experienced this conduct, 5% ($n = 8$) of White respondents, fewer than five Multiracial respondents, and 51% ($n = 29$) of Respondents of Color thought that the conduct was based on their ethnicity.[xiii]

□ Overall experienced conduct[1]

□ Of those who experienced exclusionary conduct, said they experienced conduct as a result of ethnicity[2]

	Multiracial	People of Color	White
	($n = 17$)[1]	($n = 57$)[1]	($n = 173$)[1]
	($n < 5$)[2]	($n = 29$)[2]	($n = 8$)[2]

[1] Percentages are based on total n split by group.
[2] Percentages are based on n split by group for those who believed they had personally experienced this conduct.

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

Figure 23. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Ethnicity (%)

In terms of age, a significantly higher percentage of respondents ages 55 to 64 (25%, $n = 42$) than respondents ages 20 to 21 (8%, $n = 11$) believed that they had experienced this conduct (Figure 24).[xiv] Of those respondents who noted that they believed that they had experienced this conduct, 29% ($n = 12$) of respondents age 55 to 64, 38% ($n = 17$) of respondents age 25 to 34, and 16% ($n = 7$) of respondents age 35 to 44 thought that the conduct was based on their age.
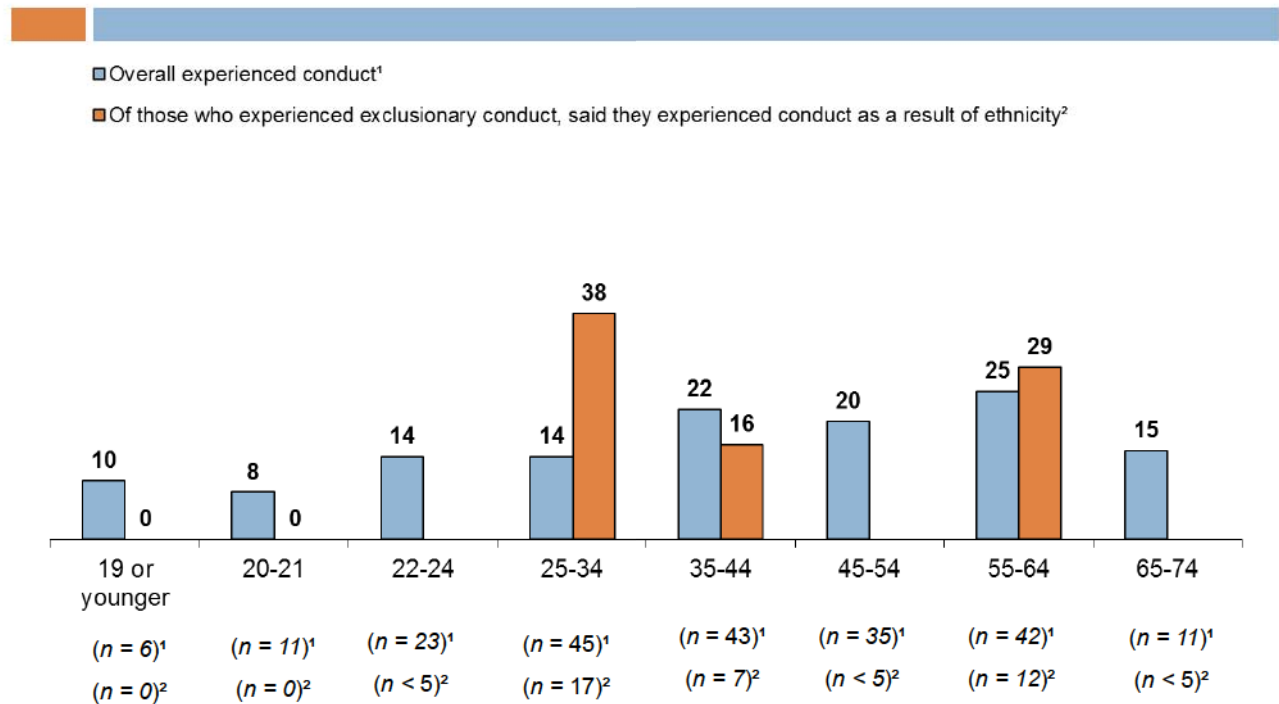
□ Overall experienced conduct[1]

□ Of those who experienced exclusionary conduct, said they experienced conduct as a result of ethnicity[2]

	19 or younger	20-21	22-24	25-34	35-44	45-54	55-64	65-74
Overall experienced conduct	10	8	14	14	22	20	25	15
Experienced as a result of ethnicity	0	0		38	16		29	
	$(n = 6)^1$	$(n = 11)^1$	$(n = 23)^1$	$(n = 45)^1$	$(n = 43)^1$	$(n = 35)^1$	$(n = 42)^1$	$(n = 11)^1$
	$(n = 0)^2$	$(n = 0)^2$	$(n < 5)^2$	$(n = 17)^2$	$(n = 7)^2$	$(n < 5)^2$	$(n = 12)^2$	$(n < 5)^2$

[1] Percentages are based on total n split by group.
[2] Percentages are based on n split by group for those who believed they had personally experienced this conduct.
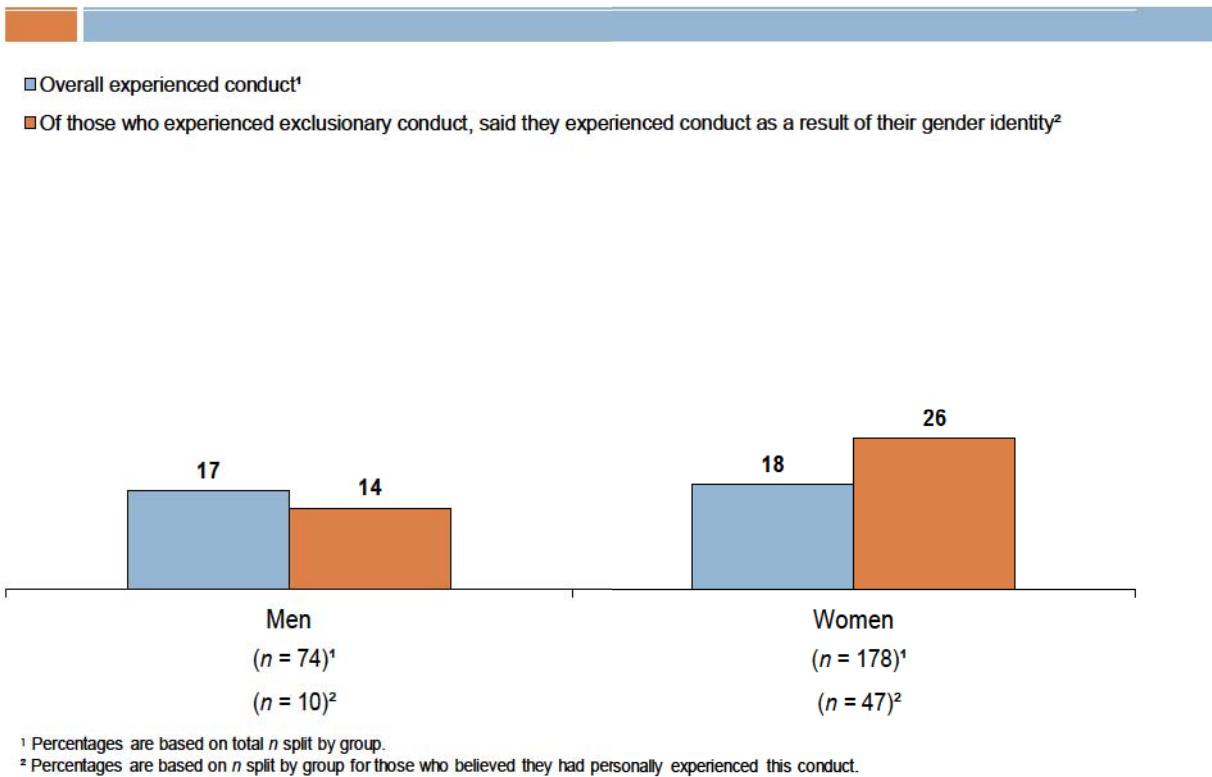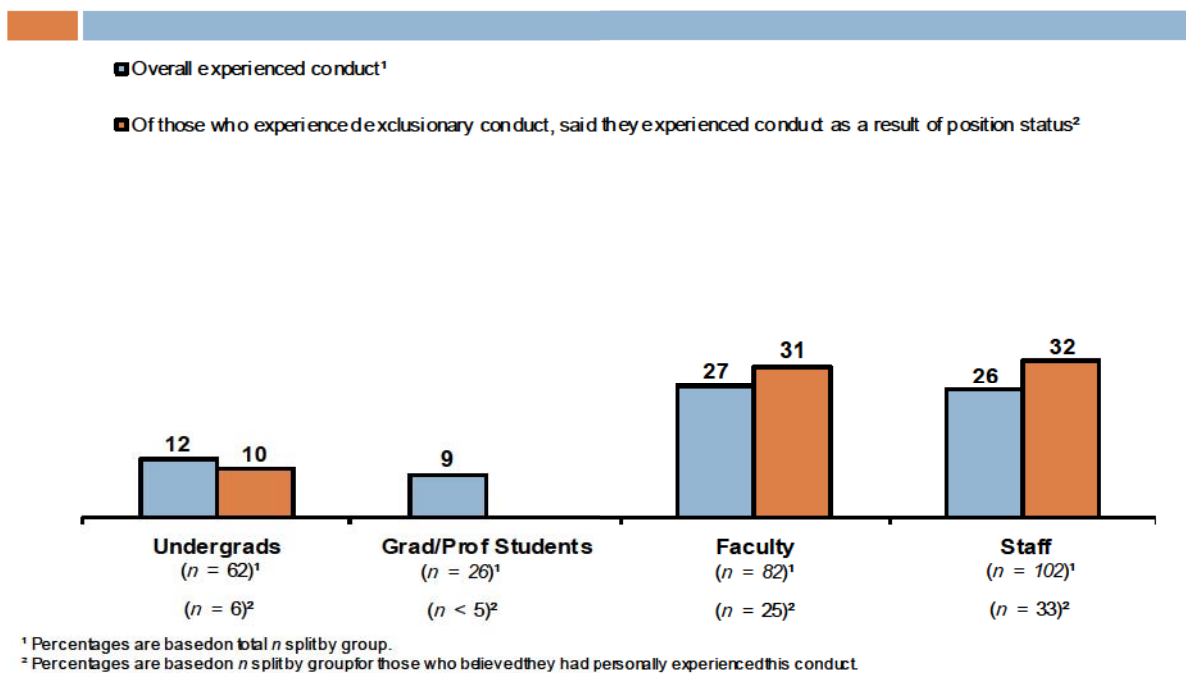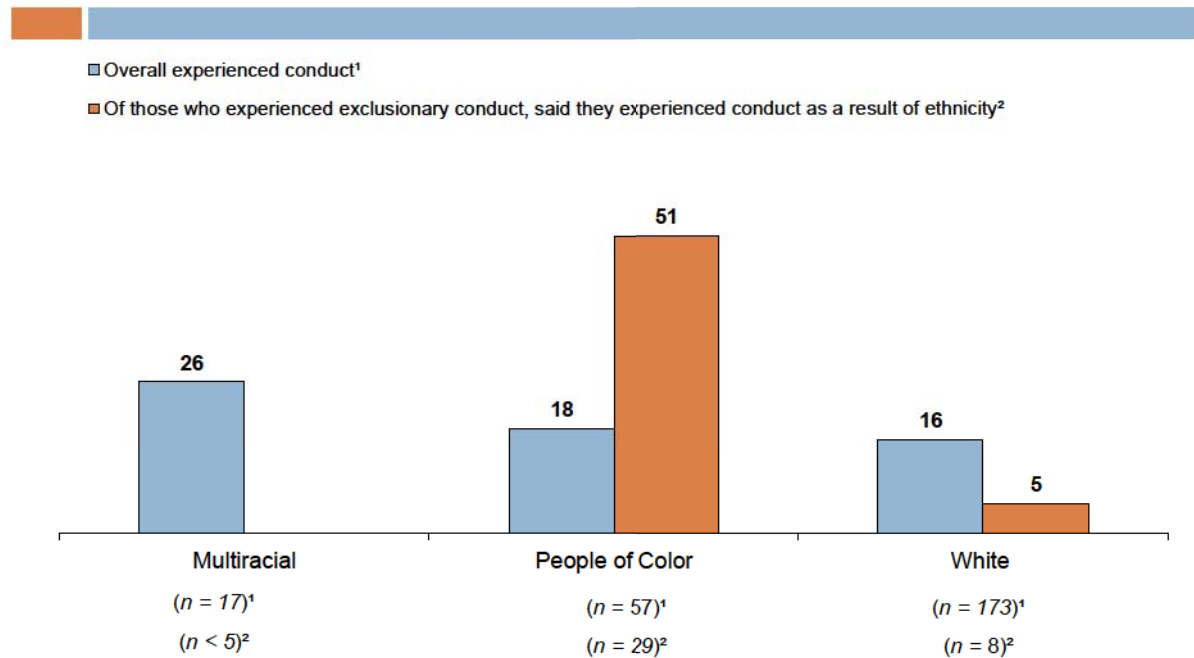
Note: Responses with n < 5 are no presented in the figure.

Figure 24. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Age (%)

Table 29 illustrates the manners in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct. Forty-three percent ($n = 117$) felt ignored or excluded, 35% ($n = 96$) felt intimidated and bullied, 35% ($n = 95$) felt isolated or left out, and 35% ($n = 94$) experienced a hostile work environment. Other forms of such conduct included "I received a threat of mental violence," "racially insensitive comments were made around me," "some faculty are rude and discriminatory in talking to Asian minority faculty," and "verbally attacks."

Table 29. **Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Form of conduct	*n*	% of those who experienced the conduct
I was ignored or excluded	117	43.0
I was intimidated/bullied	96	35.3
I was isolated or left out	95	34.9
I experienced a hostile work environment	94	34.6
I was the target of derogatory verbal remarks	73	26.8
I was the target of workplace incivility	57	21.0
I received derogatory written comments	32	11.8
I experienced a hostile classroom environment	28	10.3
I received a low or unfair performance evaluation	28	10.3
I received derogatory phone calls/text messages/email	21	7.7
I felt others staring at me	20	7.4
I was not fairly evaluated in the promotion and tenure process	20	7.4
The conduct made me fear that I would get a poor grade	17	6.3
The conduct threatened my physical safety	12	4.4
I was singled out as the spokesperson for my identity group	11	4.0
I was the target of racial/ethnic profiling	9	3.3
Someone assumed I was admitted/hired/promoted due to my identity group	6	2.2
I received derogatory/unsolicited messages via social media (e.g., Facebook, Twitter, Yik-Yak)	< 5	---
Someone assumed I was not admitted/hired/promoted due to my identity group	< 5	---
I received threats of physical violence	< 5	---
I was the target of stalking	< 5	---
I was the target of graffiti/vandalism	< 5	---

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Table 29. **Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Form of conduct	*n*	% of those who experienced the conduct
I was the target of physical violence	< 5	---
The conduct threatened my family's safety	0	0.0
An experience not listed above	44	16.2

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 272). Percentages do not sum to 100 as a result of multiple response choices.

Twenty-four percent (*n* = 66) of respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct noted that it occurred while working at a UMSL job, 24% (*n* = 65) in a staff office, 24% (*n* = 65) in a meeting with a group of people, 19% (*n* = 52) in a class/lab/clinical setting, and 15% (*n* = 41) in a faculty office (Table 30). Many respondents who marked "a location not listed above" described email, social media, fraternity house, and faculty department meetings. Respondents also noted the specific offices, meetings, buildings, campus locations, or events where the incidents occurred.

Table 30. **Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	*n*	% of respondents who experienced conduct
While working at a UMSL job	66	24.3
In a staff office	65	23.9
In a meeting with a group of people	65	23.9
In a class/lab/clinical setting	52	19.1
In a faculty office	41	15.1
In a(n) UMSL administrative office	37	13.6
In a meeting with one other person	35	12.9
In other public spaces at UMSL	31	11.4
On phone calls/text messages/e-mail	29	10.7
At a UMSL event/program	25	9.2
While walking on campus	17	6.3
Off-campus	11	4.0

Table 30. **Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	n	% of respondents who experienced conduct
On social media (Facebook/Twitter/Yik-Yak)	6	2.2
In a(n) UMSL dining facility	< 5	---
In a(n) UMSL library	< 5	---
In an on-line learning environment	< 5	---
In a campus residence hall/apartment	< 5	---
In the Student Union	< 5	---
In a sorority house	< 5	---
In an experiential learning environment	< 5	---
In a fraternity house	< 5	---
In athletic facilities	< 5	---
In Counseling Services	< 5	---
In the Health Center	< 5	---
In a religious center	0	0.0
In off-campus housing	0	0.0
On a campus shuttle	0	0.0
A location not listed above	23	8.5

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (n = 272). Percentages do not sum to 100 as a result of multiple response choices.

Twenty-seven percent (n = 72) of the respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct identified a coworker or colleague as the source of the conduct, 27% (n = 72) identified faculty members or other instructional staff, and 21% (n = 58) identified students as the sources of the conduct (Table 31). Sources of exclusionary, intimidating, offensive, and/or hostile conduct "not listed above" included "administration," "paid staff of the program," "people who check my lunch out," and "prefer not to answer."

Table 31. **Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Source of conduct	*n*	% of respondents who experienced conduct
Co-worker/colleague	72	26.5
Faculty member/Other instructional staff	72	26.5
Student	58	21.3
Department/Program/Division Chair	45	16.5
Staff member	41	15.1
Supervisor or manager (including experiential sites)	35	12.9
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	34	12.5
Academic/Scholarship/Fellowship Advisor	11	4.0
Direct Report (e.g., person who reports to you)	8	2.9
Stranger	8	2.9
Off campus community member	7	2.6
UMSL media (e.g., posters, brochures, flyers, handouts, web sites)	< 5	---
UMSL Police/Security	< 5	---
Friend	< 5	---
Student staff	< 5	---
Donor	< 5	---
Student Organization	< 5	---
Student Teaching Assistant/Student Lab Assistant/Student Tutor	< 5	---
Athletic coach/trainer	< 5	---
Alumnus/a	0	0.0
On social media (e.g., Facebook, Twitter, Yik-Yak)	0	0.0
Don't know source	8	2.9
A source not listed above	23	8.5

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 272). Percentages do not sum to 100 as a result of multiple response choices.

Figures 25 through 27 display the perceived source of experienced exclusionary conduct by position status. Students were the greatest source of reported exclusionary conduct for Undergraduate Student respondents. Faculty were the greatest source of reported exclusionary conduct for Graduate/Professional Student respondents.
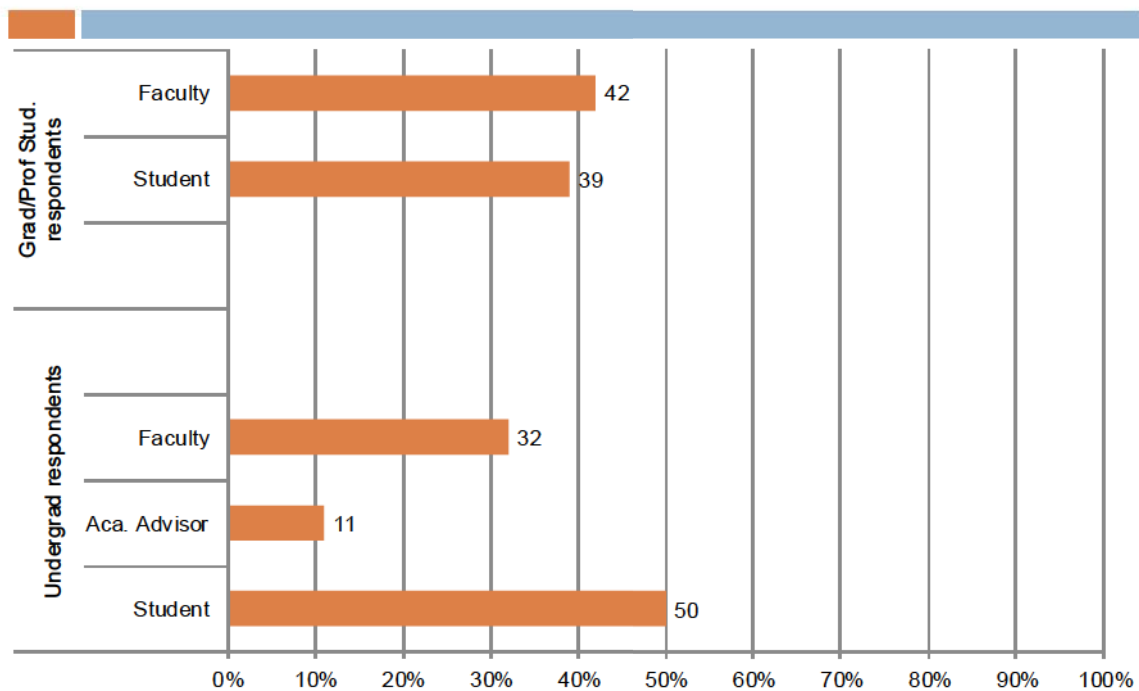
Figure 25. Student Respondents' Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

Faculty respondents most often cited coworkers and faculty as the source of the exclusionary conduct. Staff respondents most often cited coworkers, supervisors, senior administrators, faculty, and department chairs as the source of the exclusionary conduct (Figure 26).
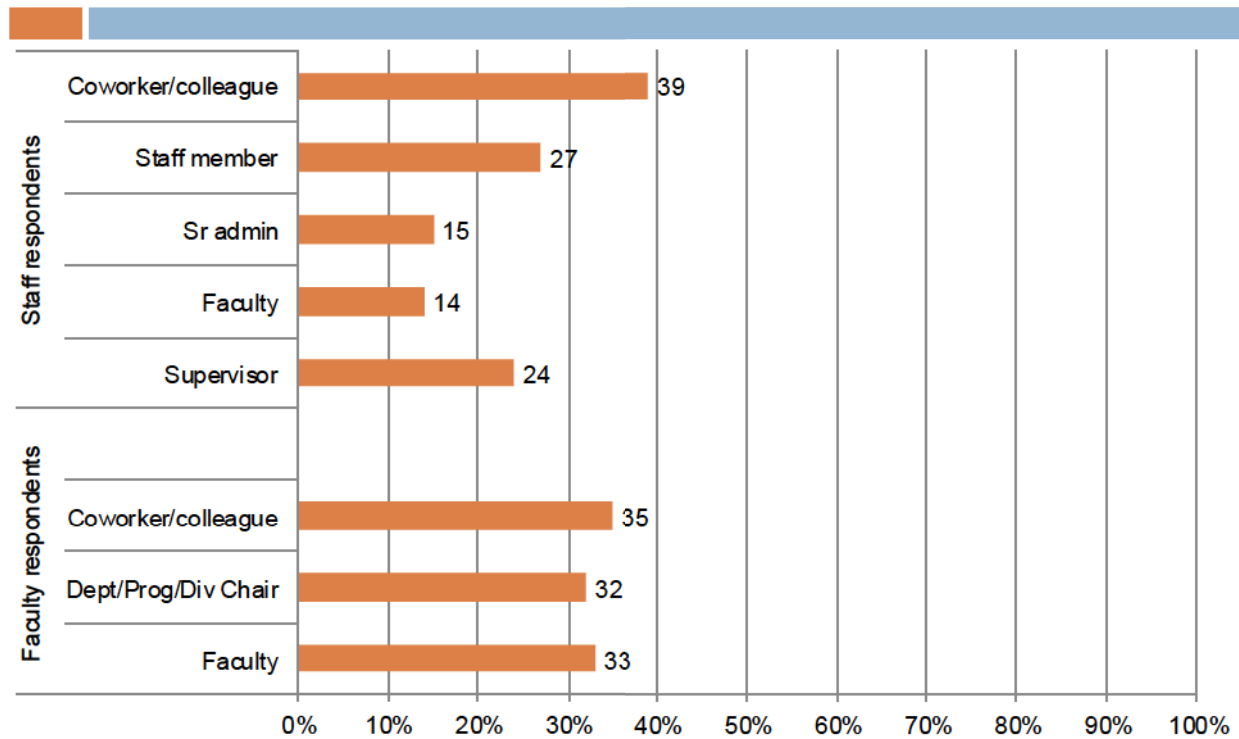
Note: Responses with *n* < 5 are not presented in the figure.

Figure 26. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Employee Position Status (%)

Staff-Hourly and Staff-Salary respondents identified coworkers, supervisors, and staff as their greatest sources of exclusionary conduct (Figure 27).
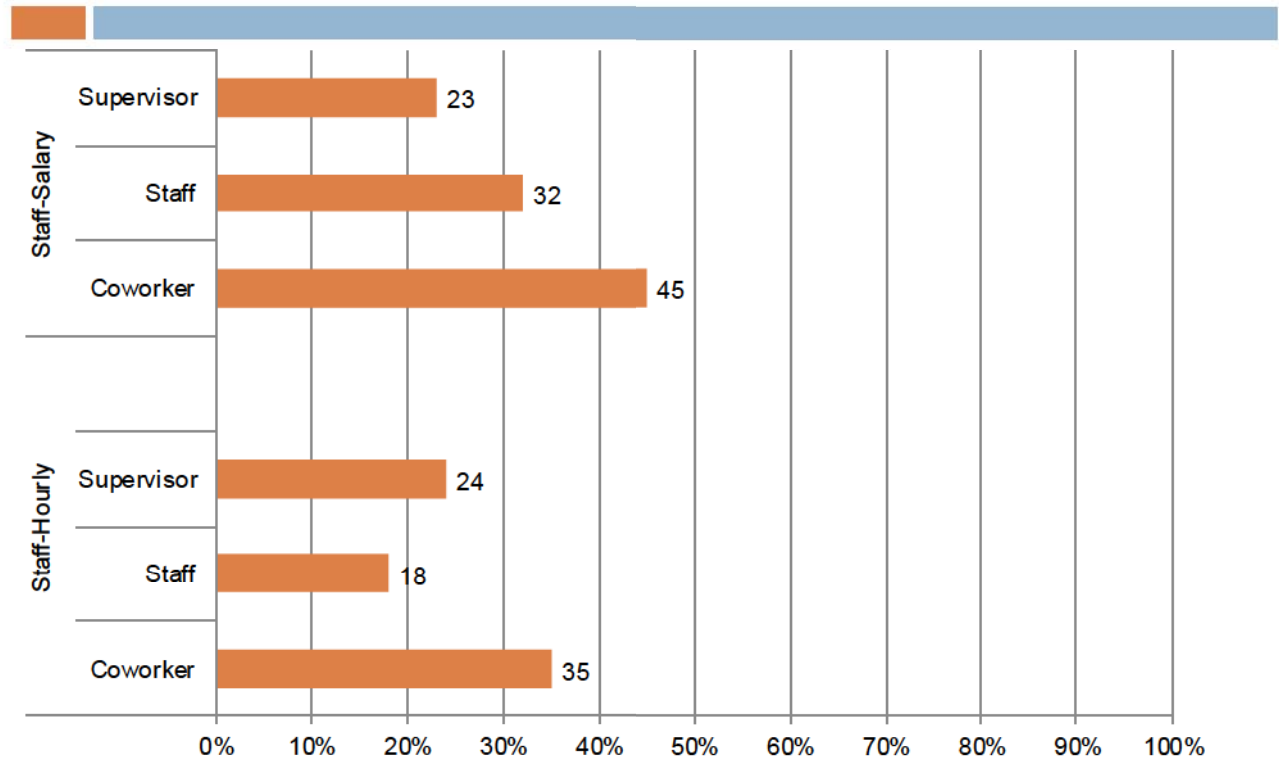
Figure 27. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Staff Status (%)

In response to this conduct, 70% (*n* = 191) of respondents felt angry, 40% (*n* = 108) felt embarrassed, 22% (*n* = 59) felt afraid, 21% (*n* = 58) ignored it, and 13% (*n* = 34) somehow felt responsible (Table 32). Of respondents who indicated their experience was not listed, several added comments that indicated they felt "confused," "disappointed," "disrespected and violated for no fault of my own," "disgusted," and "shocked."

Table 32. **Respondents' Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Emotional response to conduct	*n*	% of respondents who experienced conduct
I was angry.	191	70.2
I felt embarrassed.	108	39.7
I was afraid.	59	21.7
I ignored it.	58	21.3
I felt somehow responsible.	34	12.5
A feeling not listed above	74	27.2

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 272). Percentages do not sum to 100 as a result of multiple response choices.

Also in response to experiencing the conduct, 38% (*n* = 104) told a friend, 34% (*n* = 92) told a family member, 34% (*n* = 91) avoided the person/venue, and 33% (*n* = 89) did not do anything (Table 33). Of the 20% (*n* = 54) of respondents who sought support from a UMSL resource, 37% (*n* = 20) sought support from a senior administrator (e.g., president, provost, dean, vice provost, vice president) and 33% (*n* = 18) sought help from a supervisor. Some "response not listed above" comments were "afraid to lose my job, did nothing," "counseling," "I contacted the legal dept," "I went to human resources," and "treated him with respect and continue to communicate with him."

Table 33. **Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to conduct	n	% of respondents who experienced conduct
I told a friend.	104	38.2
I told a family member.	92	33.8
I avoided the person/venue.	91	33.5
I did not do anything.	89	32.7
I contacted a(n) UMSL resource.	54	19.9
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	*20*	*37.0*
Supervisor	*18*	*33.3*
Human Resources	*15*	*27.8*
Faculty member	*13*	*24.1*
Title IX Coordinator/Clery Act Compliance Officer	*8*	*14.8*
Office of Equal Opportunity and Diversity	*7*	*13.0*
UMSL Police Department	*5*	*9.3*
Counseling Services	*< 5*	*---*
Employee Assistance Program	*< 5*	*---*
Faculty or staff ombudsperson	*< 5*	*---*
Staff person (e.g., Residential Life staff, program director)	*< 5*	*---*
Student staff (e.g., Resident Assistants, student ambassadors)	*< 5*	*---*
Community Psychological Services	*< 5*	*---*
Multicultural Student Services	*< 5*	*---*
Campus Mediation Services	*0*	*0.0*
UMSL Hotline	*0*	*0.0*
Center for Trauma Recovery	*0*	*0.0*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*0*	*0.0*
I confronted the person(s) at the time.	45	16.5
I did not know who to go to.	42	15.4
I confronted the person(s) later.	30	11.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	12	4.4
I sought information online.	6	2.2
I contacted a local law enforcement official.	< 5	---

Table 33. **Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

| Actions in response to conduct	*n*	% of respondents who experienced conduct
I sought support from off-campus hot-line/advocacy services.	0	0.0
A response not listed above	68	25.0

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 272). Percentages do not sum to 100 as a result of multiple response choices.

Table 34 illustrates that 84% (*n* = 221) of respondents did not report the incident and that 16% (*n* = 42) of respondents did report the incident. Of the respondents who reported the incident, 26% (*n* − 11) felt the complaint received an appropriate response even while the outcome was not what was hoped for and 50% (*n* = 21) felt the incident did not receive an appropriate response.

Table 34. **Respondents' Reporting Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Reporting the conduct	*n*	% of respondents who experienced conduct
No, I didn't report it.	221	84.0
Yes, I reported it (e.g., bias incident report, UM System Ethics and Compliance Hotline)	42	16.0
Yes, I reported the incident and was satisfied with the outcome.	*< 5*	---
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*11*	*26.2*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*21*	*50.0*

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 272). Percentages do not sum to 100 as a result of multiple response choices.

One hundred eighteen respondents provided information regarding exclusionary intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that interfered with their ability to work, learn, or live at UMSL. Among those respondents, 40 were Student respondents, 37 were Faculty respondents, and 41 were Staff respondents. Among all respondents, the major theme that emerged was a hostile environment.

Student respondents – *Hostile environment.* Student respondents experience of a hostile campus environment was attributed to race/ethnicity, gender expression, and/or sexual identity. In terms of race, one respondent offered, "This person hated Indians in particular and I don't know what his problem was but he treated us differently." Another respondent noted, "I felt that I was bullied due to my race. I felt guilty for being the race that I am and became uncomfortable, to the point where I almost felt anger towards the other race." Another respondent reported that an employment opportunity was influenced by their race, "I was also told that a certain staff member wanted more white people in the office, to paraphrase." White respondents reported mistreatment in the community specifically tied to race, "I was walking across the bridge and students had a table set up. They told me to stop because they were going to talk to me about privilege but I kept walking and they started yelling at me about my 'white privilege' as I walked away." One respondent reported being "Harassed and feared for my safety on the metro link and at the UMSL stations due to being Caucasian." Another respondent explained an incident that seemed to be related to increased tensions between the community and the police force, "I have a patch on my backpack that...was given to me by a neighbor on the police force who was killed in an accident. I was sitting by the Red Spoon or whatever it's called checking my email, and an older black woman (who was dressed as if she worked here, or more likely, was coming from a job) walks by and shouts at me, 'You best be gettin off the internet boy!' and then something about me getting shot. Her demeanor and the way she said it implied it as though the police are bad guys and deserve to be shot." "In the Veterans Center, news coverage was on CNN regarding the Charlotte riots following the murder of unarmed black man by police. Two students in the Vets Center were laughing at the coverage and making comments along the lines of, 'Was the guy actually armed this time? How many times has this happened now? Does anyone even care anymore?' I felt the comments were insensitive an[d] in poor taste, due to the fact that this police killings have been a big source of frustration and fear for the black community in recent years." Some respondents reported a hostile environment directed toward members of the LGBTQ community, "In a classroom I gave a presentation...A fellow student disrupted the class and informed me I was going to hell because I am a part of [the LGBTQ] community," and "I felt invalidated in my gender identity during a class discussion where two students made me feel 'othered' and felt like I couldn't leave the class at the time if I wanted to

get a grade. At no point did the teacher attempt to moderate the discussion or seem to pick up that I was in mental and emotional distress." Other respondents explained they experienced a hostile environment based on sexual harassment, assault, and stalking. Another respondent described being targeted by community members, "I frequently get catcalled, approached, called beautiful or told disgusting things about my body on the UMSL metro link property." One student respondent provided a report about dissatisfaction with the handling of a Title IX complaint and continuing concerns, "I was a complainant in a Title 9 investigation/hearing in Spring of 2016 due to behavior of a male graduate professor during my time at UMSL since Fall of 2014. The experience of deciding to report to Title 9, the hearing process, and since the conclusion have been extremely stressful and mishandled by UMSL officials. My academic and work environment continues to be very hostile." Student respondents explained issues with stalking and safety concerns, "On two occasions, I was followed by two different males throughout campus. One time, I was followed for about 5 minutes on south campus. The other time, the other male followed me for about 15 minutes as I walked from Clark, to the MSC, to the parking lots and back, through the administrative offices and the radio station, until finally I saw someone I recognized and talked to them. The guy followed me throughout the entire time," and "A student with a mental disability walked into my room once and took pictures of me while I was waiting for the shuttle."

Faculty respondents – *Hostile environment.* Several respondents conveyed hostility and intimidation in the environment in a general sense. "The climate in my department is not good, and has made me work from home more than coming onto campus. There is ongoing intimidation by senior faculty in my department. I have learned to deal with it better and have built better relationships with them, but I always know it is tenuous and if I say the wrong thing I will be ostracized. A faculty member said, 'You'll be sorry' in a hostile and threatening manner if I did not give him the courses he wanted to teach." Other respondents noted hostility related regarding gender and race. "I was harassed and belittled because of my gender by a senior

administrator." "Male dean raised his voice and spoke derogatorily to me...and another female faculty member," and "Male department chair was disrespectful in faculty meeting." "I am deeply interested and involved in diversity issues in my workplace. I consistently raise the issue for discussion with colleagues and students. I preface these conversations with a statement that should I ever offend or cause discomfort that they should let me know and I will cease. In a department meeting (not my primary department) one or more members stated they did not like that I was 'constantly' talking about race." Some respondents noted concern that student complaints were mishandled and result in hostility toward the affected faculty member with no accountability for the student. "One of my students referred to me in a series of offensive and derogatory terms and used foul language. The student later said that he intended the message for one of my colleagues. Typical excuse. Students are not held accountable and regularly abuse their teachers, especially those who don't have job security through tenure status." "Students harass faculty. If they send a derogatory email, the student is excused by Academic Affairs as 'just angry.' If a student cheats on a paper, Academic Affairs barely holds them accountable. Academic Affairs' rep often believes and sides with the student against the professor. I have reported these incidents in the past but nothing has ever been done. Students know they have control because no one has ever held them accountable in Academic Affairs here." "A student repeatedly sent rude and threatening emails. The associate dean met with the student repeatedly, but the harassment continued. Finally, the dean's office removed the student from my class." "A student appeared to discriminate against my capability to teach my class based on my age and accused me of not knowing something and encouraged other students to join her in making me feel inadequate." "A few students earned poor grades that would have resulted in their dismissal from the graduate program. Their dissatisfaction with their grades prompted them to contact a sympathetic faculty member who encouraged them to file a complaint against me. Despite the easily documented poor performance of the students, it was deemed more important to keep them in the program to increase graduation rate numbers than to support a faculty member's assessment of their abilities." Faculty respondents also reported hostility in response to differing political affiliations. "There is a hostile environment on campus toward males and toward conservative students and professors on the part of some faculty." "I have conservative values and views. The political election is divisive if one does not take the position that others espouse. The university community is not always open to all points of view."

Staff respondents – *Hostile environment.* One theme that emerged from staff was a hostile environment. Several respondents reported the hostility was related to race and gender. "There are faculty members that say inappropriate things to staff all the time. The comments are racially charged and chauvinistic. Staff don't feel comfortable reporting endowed faculty. It's been reported to management and nothing happens!" "Being supervised by someone that has no experience in leadership or management is a challenge within its self and on top of that having to deal with the racism and people that live by the old, out dated cliché of white privilege is not nowhere in the spectrum of diversity but totally in the spectrum of racism." "I am white and the bully was black. This has happened to me twice, by the same person, throughout my years of service at UMSL. I feel that administration would handle it differently if the race was reversed." Respondents noted some supervisors contribute to the hostile environment through discriminatory statements and actions, "My supervisor treated me differently than his other direct reports who were males--as a salaried professional, I was asked to account for my time on an hourly basis when the male counterparts were not asked to do so." "His comments about someone being a princess, overweight, and even a comment about being Jewish and the size of their nose(s)." "I was told my hair didn't look nice on particular days and that I needed to dress better when in fact I was better dressed if not equally dressed in comparison to most others in my work environment."

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[x]A chi-square test was conducted to compare percentages of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct based on their gender by gender identity: χ^2 (1, $N = 252$) = 5.0, $p <$ .05.

[xi]A chi-square test was conducted to compare percentages of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status: χ^2 (3, $N = 1,495$) = 58.4, $p < .001$.

[xii]A chi-square test was conducted to compare percentages of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct based on their position by position status: χ^2 (3, $N = 272$) = 16.4, $p <$ .001.

[xiii]A chi-square test was conducted to compare percentages of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct based on their position by racial identity: χ^2 (2, $N = 247$) = 66.9, $p <$ .001.

[xiv]A chi-square test was conducted to compare percentages of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct by age: χ^2 (8, $N = 1,310$) = 26.6, $p < .001$.

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-one percent ($n = 316$) 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/or hostile (bullying, harassing) working or learning environment at UMSL[50] within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on gender/gender identity (25%, $n = 78$), ethnicity (20%, $n = 62$), racial identity (19%, $n = 61$), and position status (17%, $n = 53$). Thirteen percent ($n = 41$) of respondents indicated that they did not know the basis (Table 35).

Table 35. **Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Characteristic	n	% of respondents who observed conduct
Gender/gender identity	78	24.7
Ethnicity	62	19.6
Racial identity	61	19.3
Position (staff, faculty, student)	53	16.8
Age	41	13.0
Political views	33	10.4
Philosophical views	28	8.9
Sexual identity	27	8.5
Learning disability/condition	22	7.0
Physical characteristics	21	6.6
Academic Performance	20	6.3
Gender expression	18	5.7
Religious/spiritual views	18	5.7

[50]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 UMSL?"

Table 35. **Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Characteristic	*n*	% of respondents who observed conduct
Mental Health/Psychological disability/condition	17	5.4
Length of service at UMSL	16	5.1
Educational credentials (e.g., BS, MS, PhD)	15	4.7
Parental status (e.g., having children)	13	4.1
Physical disability/condition	13	4.1
Socioeconomic status	13	4.1
English language proficiency/accent	11	3.5
Immigrant/citizen status	11	3.5
International status/national origin	11	3.5
Major field of study	9	2.8
Medical disability/condition	9	2.8
Participation in an organization/team	8	2.5
Marital status (e.g., single, married, partnered)	7	2.2
Pregnancy	7	2.2
Military/veteran status	6	1.9
Don't know	41	13.0
A reason not listed above	44	13.9

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 316$). Percentages do not sum to 100 as a result of multiple response choices.

Figure 28 separates, by demographic categories (e.g., position status; religious/spiritual identity), 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. No significant differences were noted in the percentages of respondents who indicated on the survey that they had observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year by undergraduate student status, graduate/professional student status, gender identity, racial identity, sexual identity, military status, citizenship status, disability status, student employment status, student housing status, first-generation status, or Student respondents' income status.

A significantly higher percentage of Faculty respondents (26%, *n* = 81) and Staff respondents (29%, *n* = 111) than Undergraduate Student respondents (16%, *n* = 81) and Graduate/Professional Student respondents (16%, *n* = 43) observed such conduct.[xv] Among Faculty respondents, a significantly higher percentage of Tenured/Tenure-Track Faculty respondents (37%, *n* = 44) than Non-Tenure-Track respondents (19%, *n* = 30) observed this conduct.[xvi]

In terms of religious/spiritual identity, Christian Religious/Spiritual Identity respondents (17%, *n* = 123) were less likely to have witnessed such conduct than were Respondents with Multiple Religious/Spiritual Identities (37%, *n* = 25) and Respondents with No Religious/Spiritual Identity (24%, *n* = 132).[xvii]
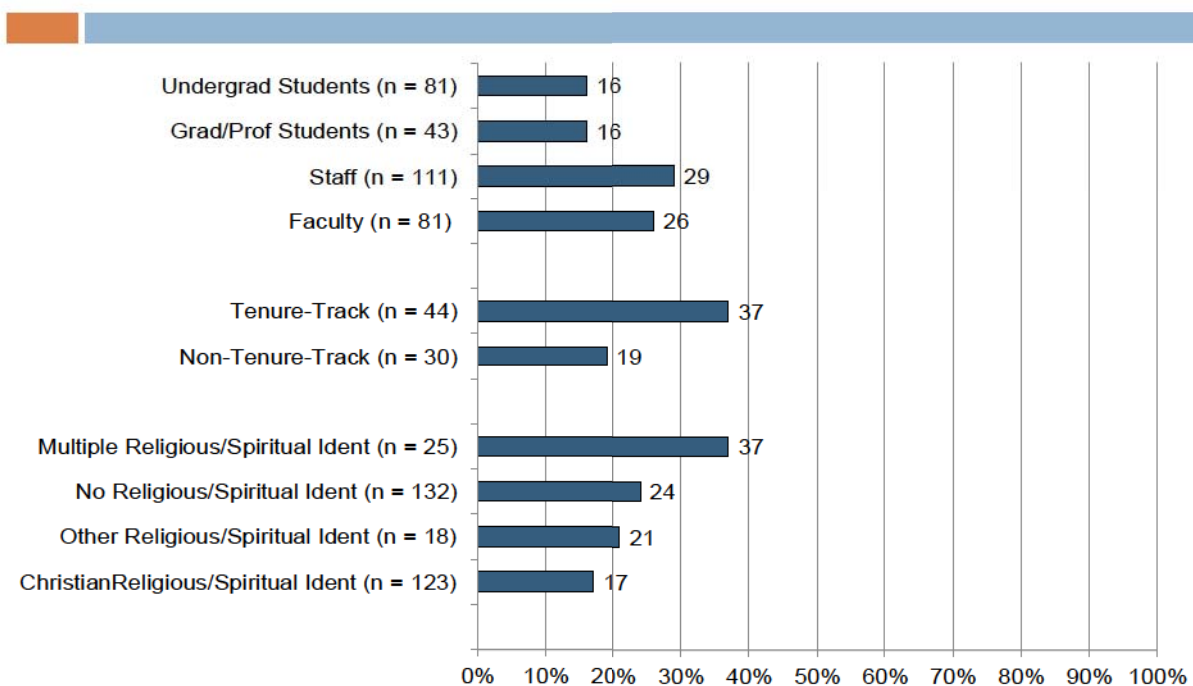
Figure 28. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Position Status, Faculty Status, and Religious/Spiritual Identity (%)

Table 36 illustrates that respondents most often observed this conduct in the form of someone being the target of derogatory verbal remarks (50%, $n = 157$), being deliberately ignored or excluded (39%, $n = 122$), being intimidated/bullied (32%, $n = 102$), being isolated or left out (31%, $n = 98$), experiencing a hostile work environment (24%, $n = 76$), or being the target of workplace incivility (20%, $n = 63$).

Table 36. **Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Form of conduct	n	% of respondents who observed conduct
Derogatory verbal remarks	157	49.7
Person ignored or excluded	122	38.6
Person intimidated/bullied	102	32.3
Person isolated or left out	98	31.0
Person experienced a hostile work environment	76	24.1
Person was the target of workplace incivility	63	19.9
Racial/ethnic profiling	40	12.7
Person experiences a hostile classroom environment	39	12.3
Person being stared at	30	9.5
Derogatory written comments	29	9.2
Person received a low or unfair performance evaluation	28	8.9
Singled out as the spokesperson for their identity group	27	8.5
Derogatory phone calls/text messages/e-mail	26	8.2
Person was unfairly evaluated in the promotion and tenure process	20	6.3
Assumption that someone was admitted/hired/ promoted based on his/her identity	17	5.4
Assumption that someone was not admitted/hired/ promoted based on his/her identity	16	5.1
Derogatory/unsolicited messages on-line (e.g., Facebook, Twitter, Yik-Yak)	15	4.7
Person was stalked	7	2.2
Threats of physical violence	6	1.9
Graffiti/vandalism	< 5	---

Table 36. **Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Form of conduct	*n*	% of respondents who observed conduct
Person received a poor grade	< 5	---
Physical violence	< 5	---
Derogatory phone calls	< 5	---
Something not listed above	28	8.9

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 316). Percentages do not sum to 100 as a result of multiple response choices.

Additionally, 23% (*n* = 72) of the respondents who indicated on the survey that they observed exclusionary conduct noted that it happened in a meeting with a group of people (Table 37). Some respondents noted that the incidents occurred in other public spaces at UMSL (23%, *n* = 71), in a staff office (22%, *n* = 69), and in a class/lab/clinical setting (21%, *n* = 65).

Table 37. **Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	*n*	% of respondents who observed conduct
In a meeting with a group of people	72	22.8
In other public spaces at UMSL	71	22.5
In a staff office	69	21.8
In a class/lab/clinical setting	65	20.6
While working at a UMSL job	40	12.7
In a faculty office	27	8.5
On phone calls/text messages/e-mail	27	8.5
In a(n) UMSL administrative office	26	8.2
While walking on campus	21	6.6
In a meeting with one other person	19	6.0
At a UMSL event/program	18	5.7
In a campus residence hall/apartment	11	3.5
On social media (Facebook/Twitter/Yik-Yak)	10	3.2

Table 37. **Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	n	% of respondents who observed conduct
In a(n) UMSL dining facility	9	2.8
In the Student Success Center/Student Union	8	2.5
Off-campus	8	2.5
On a campus shuttle	7	2.2
In athletic facilities	< 5	---
In the Health Center	< 5	---
In an on-line learning environment	< 5	---
In a fraternity house	< 5	---
In a sorority house	< 5	---
In an experiential learning environment (e.g., retreat, externship, internship, study abroad)	< 5	---
In Counseling Services	< 5	---
In a(n) UMSL library	< 5	---
In a religious center	0	0.0
In off-campus housing	0	0.0
A location not listed above	21	6.6

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 316). Percentages do not sum to 100 as a result of multiple response choices.

Forty-five percent (*n* = 142) 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 38). Other respondents identified coworkers/colleagues (29%, *n* = 92), staff members (20%, *n* = 64), faculty members/other instruction staff (15%, *n* = 48), and friends (10%, *n* = 32) as targets. "Other targets not listed" included, "conservatives," "faculty who support the union," "people of Caucasian race," and "consultants."

Table 38. **Targets of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Target	n	% of respondents who observed conduct
Student	142	44.9
Co-worker/colleague	92	29.1
Staff member	64	20.3
Faculty member/Other instructional staff	48	15.2
Friend	32	10.1
Stranger	14	4.4
Student staff	10	3.2
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	8	2.5
Department/Program/Division chair	6	1.9
Student Organization	6	1.9
UMSL Police/Security	5	1.6
Direct Report (e.g., person who reports to you)	5	1.6
Off campus community member	5	1.6
Supervisor or manager (including experiential sites)	5	1.6
Student teaching assistant/Student lab assistant/Student tutor/SI instructor	5	1.6
Academic/Scholarship/Fellowship advisor	< 5	---
UMSL media (e.g., posters, brochures, flyers, handouts, web sites)	< 5	---
Alumnus/a	< 5	---
Athletic coach/trainer	0	0.0
Donor	0	0.0
Don't know target	14	4.4
A target not listed above	17	5.4

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 316$). Percentages do not sum to 100 as a result of multiple response choices.

Of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 29% ($n = 91$) noted that students were the sources of the conduct (Table 39). Respondents identified additional sources as faculty

members/other instruction staff (21%, $n = 67$), coworkers/colleagues (20%, $n = 63$), and senior administrators (12%, $n = 37$).

Table 39. **Sources of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Source	n	% of respondents who observed conduct
Student	91	28.8
Faculty member/Other instructional staff	67	21.2
Co-worker/colleague	63	19.9
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	37	11.7
Department/Program/Division chair	36	11.4
Staff member	35	11.1
Supervisor or manager (including experiential sites)	33	10.4
Stranger	16	5.1
Academic/Scholarship/Fellowship advisor	12	3.8
Off campus community member	11	3.5
UMSL Police/Security	10	3.2
Friend	7	2.2
Student Organization	7	2.2
On social media	6	1.9
Student staff	6	1.9
UMSL media (e.g., posters, brochures, flyers, handouts, web sites)	< 5	---
Direct Report (e.g., person who reports to you)	< 5	---
Athletic coach/trainer	< 5	---
Student teaching assistant/Student lab assistant/Student tutor/SI instructor	< 5	---
Alumnus/a	0	0.0
Donor	0	0.0
Don't know source	18	5.7
A source not listed above	12	3.8

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 316$). Percentages do not sum to 100 as a result of multiple response choices.

Also in response to observing the exclusionary, intimidating, offensive, and/or hostile conduct, 26% (n = 82) did not do anything, 19% (n = 61) told a friend, 16% (n = 50) told a family member, 14% (n = 45) confronted the person(s) at the time, and 14% (n = 44) of respondents confronted the person(s) later (Table 40). Of the respondents (15%, n = 47) who contacted a UMSL resource, 30% (n = 14) sought support from a faculty member and 30% (n = 14) sought support from a Title IX Coordinator/Clery Act Compliance Officer.

Table 40. **Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to observed conduct	n	% of respondents who observed conduct
I did not do anything.	82	25.9
I told a friend.	61	19.3
I told a family member.	50	15.8
I contacted a UMSL resource.	47	14.9
Faculty member	14	29.8
Title IX Coordinator/Clery Act Compliance Officer	14	29.8
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	11	23.4
Office of Equal Opportunity and Diversity	9	19.1
Human Resources	7	14.9
UMSL Police Department	< 5	---
Staff person (e.g., Residential Life staff, program director)	< 5	---
Counseling Services	< 5	---
Faculty or staff ombudsperson	< 5	---
Student teaching assistant (e.g., tutor, graduate teaching assistant)	< 5	---
Supervisor	< 5	---
Campus Mediation Services	0	0.0
UMSL Hotline	0	0.0
Community Psychological Services	0	0.0
Center for Trauma Recovery	0	0.0
Employee Assistance Program	0	0.0
Multicultural Student Services	0	0.0
Student staff (e.g., Resident Assistants, student ambassadors)	0	0.0
I confronted the person(s) at the time.	45	14.2

Table 40. **Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to observed conduct	*n*	% of respondents who observed conduct
I confronted the person(s) later.	44	13.9
I avoided the person/venue.	43	13.6
I did not know who to go to.	36	11.4
I sought information online.	12	3.8
I contacted a local law enforcement official.	5	1.6
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	5	1.6
I sought support from off-campus hot-line/advocacy services.	< 5	---
A response not listed above	62	19.6

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 316). Percentages do not sum to 100 as a result of multiple response choices.

Table 41 illustrates that 85% (*n* = 253) of respondents did not report the incident and that 15% (*n* = 44) of respondents did report the incident. Of the respondents who reported the incident, 12% (*n* = 5) were satisfied with the outcome, 24% (*n* = 10) felt that the complaint received an appropriate response, and 24% (*n* = 10) felt that the incident did not receive an appropriate response.

Table 41. **Respondents' Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Reporting the observed conduct	*n*	% of respondents who observed conduct
No, I didn't report it.	253	85.2
Yes, I reported it.	44	14.8
Yes, I reported the incident and was satisfied with the outcome.	5	11.9
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	10	23.8
Yes, I reported the incident, but felt that it was not responded to appropriately.	10	23.8

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 316). Percentages do not sum to 100 as a result of multiple response choices.

A total of 112 respondents elaborated on their observations of conduct that created an exclusionary, intimidating, offensive, and/or hostile working or learning environment. The two themes that emerged among all respondents were conduct based on race and conduct based on religion. Among employees, an additional theme of bullying and harassment emerged.

All respondents – *Conduct based on race.* A Staff respondent described observing conduct on campus that was rooted in race. "I did nothing when I heard a co-worker tell a person of color that she was aggressive because she was from East St. Louis. The person of color actually lives in Belleville and is far from aggressive." A Student respondent wrote, "The man turned on football on ESPN. We all wanted to hear it. By all I mean 2 other Black men and myself. One female [descriptor removed] got irate she got up took the remote and made him turn it down 3 times. After the men left. She and the other 2 'white' men there were joking how the only reason they wanted to hear it was the Man on the TV was the Loudest [racial slur against African Americans] on TV." A Faculty respondent described offensive remarks by a faculty member that have been allowed to continue over time, without correction. "One faculty member in my department repeatedly has made derogatory/offensive jokes about various groups of people despite being told that they are inappropriate (e.g., 'He will be on that like a [African nationality] on a Big Mac.')."

Specifically, respondents noted a nexus between the offensive conduct and current events, to include the presidential election and recent incidents involving police violence against members of the African American community. A Student respondent explained, "During an organized study group. A student remarked that the BLM protestors acted like 'wild zoo animals.' I told them that I disagreed and the conversation faded out. There were other students in the room of different races." Some respondents noted that some protests related to current events influenced them adversely. A Student respondent stated, "While people protested they targeted the certain race and shouted about how 'white people are killers' and such. Nothing violent, but it did make me avoid where this happened."

All respondents – *Conduct based on religion.* Respondents also commented that inappropriate conduct was often centered on religion or religious beliefs and usually in very public spaces on campus. One Student respondent explained, "A man was standing outside the MSC, yelling   95

about his religious beliefs and how they were superior to others, etc. His comments specifically targeted non-Christian students. Several students were arguing with him." Another Student respondent elaborated, "This man told 2-3 Muslim women, as they walking by towards the Millennium ctr. from Clark Hall, that his Christian religion was the only truth and only the Christian God was the true God. The only way to God is through the Bible." One Student respondent expressed frustration at the lack of intervention. "Allowing people to stand in the quad and shout about religion while targeting students (in this case, Muslims) is unacceptable. The police were right there observing the entire interaction and did nothing when my friend was screamed at that she was going to hell because she was Muslim." A Staff respondent described interaction between students and visiting Christ Crusaders as "shameful" and "embarrassing" to the university. One Student respondent summarized concerns by explaining, "Generally speaking, these incidents, whether it be race, religion, or sexual identity seem to stem from ignorance and a failure to meet or learn about such people. It's a deep-rooted prejudice that I think most people have."

Employee respondents – *Bullying and harassment.* Respondents described bullying and harassment that has led to hostile environments. Respondents noted that the bullying and harassment caused individuals to leave UMSL. One Staff respondent wrote, "(a university supervisor) has created a hostile working environment for (a university employee) and she was forced to leave because the job became unbearable. She loved UMSL and did not want to leave, but her boss did not correct the situation so it got worse and worse." Another Staff respondent reported, "Co-worker was forced out of job by a supervisor who bullied her." One Faculty respondent expressed willingness to assist a colleague in a comparable situation, "I am supporting a colleague's hostile environment complaint, having been bullied by the same three people for decades." One Staff respondent noted gender-based "bullying and disrespect" that manifested itself at regularly scheduled unit meetings, "There is a climate of demeaning, bullying and disrespect in my workgroup that is mostly demonstrated in staff meetings...staff is all women and the AVC is male. He constantly demonstrates a need to put people in their place, teach them a lesson, show his superiority. It's aggressive, demeaning and crushing to watch and experience." Respondents also described unwillingness to take action when they witness bullying and harassment because of fear of retaliation. One Staff respondent shared, "I

see bullying from management level. Afraid to take any action against management level because I do not want retaliation." Another Staff respondent wrote, "I did not report it because I observed what happens at UMSL when someone reports an offense, bullying and mistreatment of the reporter and nothing to the perpetrator."

[xv]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: χ^2 (3, N=1,489) = 31.5, $p < .001$.
[xvi]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by faculty status: χ^2 (1, N = 278) = 11.9, $p < .001$.
[xvii]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by religious/spiritual identity: χ^2 (3, N = 1,447) = 23.0, $p < .001$.

Unwanted Sexual Experiences

Five percent ($n = 79$) of respondents indicated on the survey that they had experienced unwanted sexual conduct,[51] with 1% ($n = 17$) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 1% ($n = 20$) experiencing stalking (e.g., following me, on social media, texting, phone calls), 2% ($n = 28$) experiencing unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), and 1% ($n = 14$) experiencing unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent, or gang rape) while a member of the UMSL community (Figure 29).
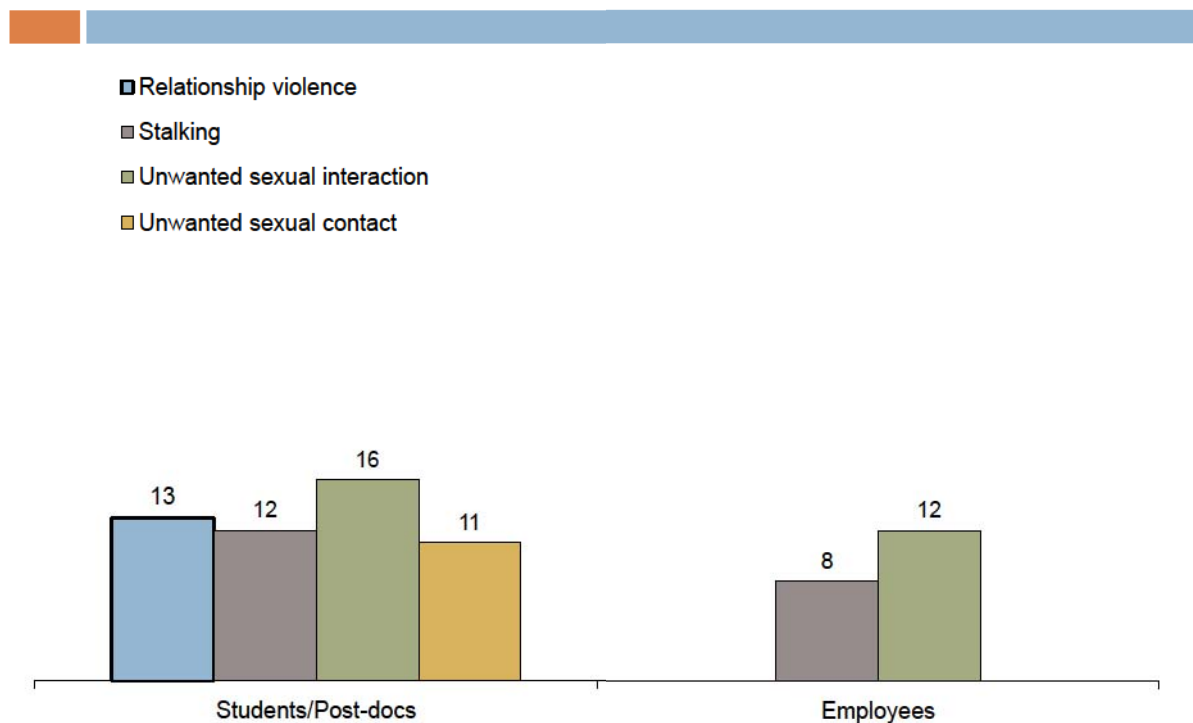
Note: Responses with n < 5 are not presented in the figure.

Figure 29. Respondents Experiences of Unwanted Sexual Conduct by Position Status (n)

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[51]The survey used the term "unwanted sexual conduct" to depict any unwanted sexual experiences and defined it as "unwanted or unwelcome touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal, or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact."

Relationship Violence

Subsequent analyses of the data revealed no statistical difference in the likelihood of experiencing relationship violence based on position status, student status, faculty status, staff status, gender identity, sexual identity, disability status, citizenship status, religious/spiritual identity, racial identity, student first-generation status, student employment status, and student housing status.

Student/Post-Doc respondents[52] were asked if alcohol and/or drugs were involved in the relationship violence and fewer than five respondents indicated "yes." Of those who indicated drugs and alcohol were involved, fewer than five respondents reported it was alcohol only and fewer than five respondents indicated it was both alcohol and drugs.

All respondents were asked when the relationship violence occurred. Forty-seven percent ($n = 8$) indicated that the relationship violence occurred within the past year, 47% ($n = 8$) indicated that it occurred 2 to 4 years ago, and fewer than five respondents reported that it occurred 5 to 10 years ago.

Student/Post-Doc respondents were also asked to share what year in their college career they experienced relationship violence. Of note, the greatest percentage of occurrences of relationship violence of any kind happened each fall semester. Of Undergraduate Student respondents who indicated that they experienced relationship violence, fewer than five respondents noted that it occurred within their first year, fewer than five respondents noted that it occurred in their second year, 46% ($n = 6$) noted that it occurred in their third year, and fewer than five respondents noted that it occurred during their fourth year (Table 42). Fewer than five Student/Post-Doc respondents who experienced relationship violence indicated that it occurred during their time as a Graduate/Professional Student at UMSL.

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[52]Analysis of Undergraduate Student, Graduate/Professional Student, and Post-Doc responses were combined because the number of Graduate/Professional Student and Post-Doc respondents ($n < 5$) was too low to maintain confidentiality.

Table 42. **Year in Which Student Respondents Experienced Relationship Violence**

Year experience occurred	*n*	%
During my time as a graduate/professional student at UMSL	< 5	---
Undergraduate first year	< 5	---
Fall semester	< 5	---
Spring semester	< 5	---
Summer semester	0	0.0
Undergraduate second year	< 5	---
Fall semester	< 5	---
Spring semester	< 5	---
Summer semester	< 5	---
Undergraduate third year	6	46.2
Fall semester	5	83.3
Spring semester	< 5	---
Summer semester	0	0.0
Undergraduate fourth year	< 5	---
Fall semester	< 5	---
Spring semester	0	0.0
Summer semester	0	0.0
After my fourth year as an undergraduate	0	0.0

Note: Table reports responses from Students who indicated on the survey that they experienced relationship violence (*n* = 13). Percentages do not sum to 100 as a result of multiple response choices.

Fifty-nine percent (*n* = 10) 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 other sources as UMSL students (35%, *n* = 6).

Asked where the relationship violence incidents occurred, 59% (*n* = 10) of respondents indicated that they occurred off campus and 47% (*n* = 8) indicated they occurred on campus. Respondents who experienced relationship violence off campus indicated that the incidents occurred in places such as "apartment," "home," "multiple places (ex: my apartment)," and "various locations." Respondents who experienced relationship violence on campus commented that the instances happened in "classroom," "everywhere on campus," and "office and meeting room."

Asked how they felt in response to experiencing relationship violence, 65% ($n = 11$) felt embarrassed, 59% ($n = 10$) somehow felt responsible, and 53% ($n = 9$) felt afraid (Table 43).

Table 43. **Emotional Reaction to Relationship Violence**

Emotional reaction	n	%
I felt embarrassed.	11	64.7
I felt somehow responsible.	10	58.8
I felt afraid.	9	52.9
I felt angry.	8	47.1
I ignored it.	6	35.3
A feeling not listed above	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced relationship violence ($n = 17$).

In response to experiencing relationship violence, five respondents (29%) contacted a UMSL resource. Most respondents told a friend (59%, $n = 10$), confronted the person(s) at the time (47%, $n = 8$), told a family member (35%, $n = 6$), avoided the person/venue (29%, $n = 5$), and confronted the person(s) later (29%, $n = 5$). (Table 44)

Table 44. **Actions in Response to Relationship Violence**

Action	n	%
I told a friend.	10	58.8
I confronted the person(s) at the time.	8	47.1
I told a family member.	6	35.3
I avoided the person/venue.	5	29.4
I confronted the person(s) later.	5	29.4
I contacted a UMSL resource.	5	29.4
Faculty member	< 5	---
Counseling Services	< 5	---
UMSL Police Department	< 5	---
Supervisor	< 5	---
Campus Mediation Services	0	0.0
UMSL Hotline	0	0.0
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	0	0.0

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Table 44. **Actions in Response to Relationship Violence**

Action	*n*	%
Community Psychological Services	*0*	*0.0*
Center for Trauma Recovery	*0*	*0.0*
Employee Assistance Program	*0*	*0.0*
Title IX Coordinator/Clery Act Compliance Officer	*0*	*0.0*
Office of Equal Opportunity and Diversity	*0*	*0.0*
Faculty or staff ombudsperson	*0*	*0.0*
Human Resources	*0*	*0.0*
Multicultural Student Services	*0*	*0.0*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*0*	*0.0*
Student staff (e.g., Resident Assistants, student ambassadors)	*0*	*0.0*
Staff person (e.g., Residential Life staff, program director)	*0*	*0.0*
I didn't know who to go to.	< 5	---
I didn't do anything.	< 5	---
I sought information online.	< 5	---
I contacted a local law enforcement official.	< 5	---
I sought support from off-campus hot-line/advocacy services.	< 5	---
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0
A response not listed above	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced relationship violence (*n* = 17).

Ninety-four percent (*n* = 16) of respondents did not report the relationship violence and fewer than five respondents reported the incident (Table 45).

Table 45. **Respondents' Reporting Relationship Violence**

Reporting the relationship violence	*n*	% of respondents who experienced conduct
No, I didn't report it.	16	94.1
Yes, I reported the incident (e.g., bias incident report, Title IX)	< 5	---
Yes, I reported the incident and was satisfied with the outcome	*0*	*0.0*

Table 45. **Respondents' Reporting Relationship Violence**

Reporting the relationship violence	n	% of respondents who experienced conduct
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately	0	0.0
Yes, I reported the incident, but felt that it was not responded to appropriately	0	0.0

Note: Table reports responses from individuals who indicated on the survey that they experienced relationship violence (*n* = 17).
Note: Percentages may not sum to 100 as a result of multiple response choices.

Thirteen respondents provided information which indicated that they did not report the unwanted sexual contact to a campus official or staff member. Among those respondents, 10 were Student respondents. The theme that emerged was uncertainty that the contact was reportable and/or where to report the misconduct. No respondents provided information which indicated that they did report the unwanted sexual contact but that it was not responded to appropriately.

Uncertainty that conduct was reportable/unaware where to report. One theme that emerged from respondents was a degree of uncertainty surrounding whether the contact was reportable and where to report the misconduct. One respondent stated, "I didn't know that it was bad." Another respondent noted, "It was not with a member of the UMSL campus community, it was someone I was dating at the time. I didn't report what occurred because it wasn't the campus official's job to intervene and I didn't need any sympathy. I knew that what was occurring was wrong, I wanted it to stop but I loved the person and hoped that eventually they'd go back to being the person that they were when the relationship began." One respondent described conduct that could have been reported but they chose not to because it wasn't sexual contact, "There was not unwanted sexual contact, just controlling and belittling." Finally, another respondent explained, "I didn't know who to report it to."

Stalking

Subsequent analyses of the data revealed no statistical difference in the likelihood of experiencing stalking based on position status, student status, faculty status, staff status, gender identity, sexual identity, disability status, citizenship status, religious/spiritual identity, racial identity, student first-generation status, student employment status, and student housing status.

Student/Post-Doc respondents[53] were asked if alcohol and/or drugs were involved in the stalking and no respondents indicated "yes."

All respondents were asked when the stalking occurred. Forty percent ($n = 8$) indicated that the relationship violence occurred within the past year, 35% ($n = 7$) indicated that it occurred 2 to 4 years ago, and fewer than five respondents each reported that it occurred 5 to 10 years ago and 11 to 20 years ago.

Student/Post-Doc respondents were also asked to share what year in their college career they experienced stalking. Of Undergraduate Student respondents who indicated that they experienced stalking, fewer than five respondents each noted that it occurred within their first, second, third, and fourth year (Table 46). Fewer than five Student/Post-Doc respondents who experienced stalking indicated that it occurred during their time as a Graduate/Professional Student at UMSL.

Table 46. **Year in Which Student Respondents Experienced Stalking**

Year experience occurred	*n*	%
During my time as a graduate/professional student at UMSL	< 5	---
Undergraduate first year	< 5	---
Fall semester	< 5	---
Spring semester	< 5	---
Summer semester	< 5	---
Undergraduate second year	< 5	---

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[53]Analysis of Undergraduate Student, Graduate/Professional Student, and Post-Doc responses were combined because the number of Graduate/Professional Student and Post-Doc respondents ($n < 5$) was too low to maintain confidentiality.

Table 46. **Year in Which Student Respondents Experienced Stalking**

Year experience occurred	*n*	%
Fall semester	< 5	---
Spring semester	0	0.0
Summer semester	< 5	---
Undergraduate third year	< 5	---
Fall semester	< 5	---
Spring semester	< 5	---
Summer semester	0	0.0
Undergraduate fourth year	< 5	---
Fall semester	0	0.0
Spring semester	< 5	---
Summer semester	0	0.0
After my fourth year as an undergraduate	< 5	---

Note: Table reports responses from Students who indicated on the survey that they experienced stalking ($n = 12$). Percentages do not sum to 100 as a result of multiple response choices.

Fifty percent ($n = 10$) of the respondents who indicated on the survey that they experienced stalking identified a UMSL student as the perpetrator of the conduct. Respondents also identified other sources as acquaintances/friends ($n < 5$), strangers ($n < 5$), and current or former dating/intimate partners ($n < 5$).

Asked where the stalking incidents occurred, 45% ($n = 9$) of respondents indicated that they occurred off campus and 75% ($n = 15$) indicated they occurred on campus. Respondents who experienced stalking off campus indicated that the incidents occurred in places such as "Facebook," "multiple places," "phone," and "social media." Respondents who experienced stalking on campus commented that the instances happened "all throughout the student center and anytime the student saw me on North Campus," "at my place of work," in "class," in "department office and common areas," in "library," and "walking around campus."

Asked how they felt in response to experiencing stalking, 60% ($n = 12$) of respondents felt afraid, 35% ($n = 7$) felt embarrassed, 35% ($n = 7$) felt angry, and 35% ($n = 7$) ignored it (Table 47).

Table 47. **Emotional Reaction to Stalking**

Emotional reaction	*n*	%
I felt afraid.	12	60.0
I felt embarrassed.	7	35.0
I felt angry.	7	35.0
I ignored it.	7	35.0
I felt somehow responsible.	< 5	---
A feeling not listed above	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced stalking (*n* = 20).

In response to experiencing stalking, 10 respondents (50%) contacted a UMSL resource (Table 48). Respondents also avoided the person/venue (45%, *n* = 9), told a friend (40%, *n* = 8), and told a family member (30%, *n* = 6).

Table 48. **Actions in Response to Stalking**

Action	*n*	%
I contacted a UMSL resource.	10	50.0
Faculty member	< 5	---
Supervisor	< 5	---
UMSL Police Department	< 5	---
Counseling Services	< 5	---
Title IX Coordinator/Clery Act Compliance Officer	< 5	---
Employee Assistance Program	< 5	---
Office of Equal Opportunity and Diversity	< 5	---
Human Resources	< 5	---
Student staff (e.g., Resident Assistants, student ambassadors)	< 5	---
Staff person (e.g., Residential Life staff, program director)	< 5	---
Campus Mediation Services	0	0.0
UMSL Hotline	0	0.0
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	0	0.0
Community Psychological Services	0	0.0
Center for Trauma Recovery	0	0.0

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Table 48. **Actions in Response to Stalking**

Action	n	%
Faculty or staff ombudsperson	0	0.0
Multicultural Student Services	0	0.0
Student teaching assistant (e.g., tutor, graduate teaching assistant)	0	0.0
I avoided the person/venue.	9	45.0
I told a friend.	8	40.0
I told a family member.	6	30.0
I didn't do anything.	< 5	---
I confronted the person(s) at the time.	< 5	---
I contacted a local law enforcement official.	< 5	---
I confronted the person(s) later.	< 5	---
I didn't know who to go to.	< 5	---
I sought information online.	0	0.0
I sought support from off-campus hot-line/advocacy services.	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0
A response not listed above	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced stalking (*n* = 20).

Sixty-five percent (*n* = 13) of respondents did not report the stalking and 35% (*n* = 7) reported the incident (Table 49).

Table 49. **Respondents' Reporting Stalking**

Reporting the stalking	n	% of respondents who experienced conduct
No, I didn't report it.	13	65.0
Yes, I reported the incident (e.g., bias incident report, Title IX)	7	35.0
Yes, I reported the incident and was satisfied with the outcome	5	71.4
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately	0	0.0
Yes, I reported the incident, but felt that it was not responded to appropriately	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced stalking (*n* = 20).
Percentages may not sum to 100 as a result of multiple response choices.

Ten respondents provided information which indicated that they did not report the unwanted sexual contact to a campus official or staff member and no themes emerged. However, some respondents provided feedback that may clarify concerns around this subject. Specifically, respondents expressed that the conduct was not "bad enough" to report as well as concern that reporting might "heighten" attention to the incident. Specifically, respondents reported, "It was not severe enough to report," and "I didn't want to escalate things and cause unwanted attention to myself and I figured I'll handle it myself." Two respondents provided information which indicated that they did report unwanted sexual contact, but that it was not responded to appropriately.

Unwanted Sexual Interaction

Analyses of the data suggested that Women respondents (2%, $n = 24$) were more likely than were Men respondents ($n < 5$) to experience unwanted sexual interaction.[xviii] Additional analyses of the data revealed no statistical difference in the likelihood of experiencing unwanted sexual interaction based on position status, student status, faculty status, staff status, sexual identity, disability status, citizenship status, religious/spiritual identity, racial identity, student first-generation status, student employment status, and student housing status.

Student/Post-Doc respondents[54] were asked if alcohol and/or drugs were involved in the unwanted sexual interaction and fewer than five respondents indicated "yes." Of those who indicated drugs and alcohol were involved, 100% ($n < 5$) reported it was alcohol only.

All respondents were asked when the unwanted sexual interaction occurred. Fifty-seven percent ($n = 16$) indicated that the unwanted sexual interaction occurred within the past year; 25% ($n = 7$) indicated that it occurred 2 to 4 years ago, and fewer than five respondents each reported that it occurred 5 to 10 years ago, 11 to 20 years ago, and more than 20 years ago.

Student/Post-Doc respondents were also asked to share what year in their college career they experienced unwanted sexual interaction. Of Undergraduate Student respondents who indicated that they experienced sexual interaction, 31% ($n = 5$) noted that it occurred within their first year, 38% ($n = 6$) noted that it occurred in their second year, and fewer than five respondents each noted that it occurred in their third year and their fourth year (Table 50). Fewer than five Student/Post-Doc respondents who unwanted experienced sexual interaction indicated that it occurred during their time as a Graduate/Professional Student at UMSL.

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[54]Analysis of Undergraduate Student, Graduate/Professional Student, and Post-Doc responses were combined because the number of Graduate/Professional Student and Post-Doc respondents ($n < 5$) was too low to maintain confidentiality.

Table 50. Year in Which Student Respondents Experienced Unwanted Sexual Interaction

Year experience occurred	*n*	%
During my time as a graduate/professional student at UMSL	< 5	---
Undergraduate first year	5	31.3
Fall semester	*< 5*	*---*
Spring semester	*0*	*0.0*
Summer semester	*0*	*0.0*
Undergraduate second year	6	37.5
Fall semester	*6*	*100.0*
Spring semester	*0*	*0.0*
Summer semester	*0*	*0.0*
Undergraduate third year	< 5	---
Fall semester	*< 5*	*---*
Spring semester	*0*	*0.0*
Summer semester	*0*	*0.0*
Undergraduate fourth year	< 5	---
Fall semester	*< 5*	*---*
Spring semester	*< 5*	*---*
Summer semester	*< 5*	*---*
After my fourth year as an undergraduate	< 5	---

Note: Table reports responses from Students who indicated on the survey that they experienced unwanted sexual interaction (*n* = 16). Percentages may not sum to 100 as a result of multiple response choices.

Thirty-two percent (*n* = 9) of the respondents who indicated on the survey that they experienced unwanted sexual interaction identified a UMSL student as the perpetrator of the conduct. Respondents identified other sources as strangers (32%, *n* = 9) and UMSL staff members (21%, *n* = 6).

Asked where the unwanted sexual interaction incidents occurred, 39% (*n* = 11) of respondents indicated that they occurred off campus and 86% (*n* = 24) indicated they occurred on campus. Respondents who experienced unwanted sexual interaction off campus indicated that the incidents occurred in places such as "field school," "The loop," "via text, phone calls," "when visiting a donor," and "local restaurant." Respondents who experienced unwanted sexual

interaction on campus commented that the instances happened in "class," "faculty member's office," "Marillac hall," "metrolink," and "right outside of the MSC."

Asked how they felt in response to experiencing sexual interaction, 57% ($n = 16$) felt embarrassed, 54% ($n = 15$) felt angry, and 39% ($n = 11$) felt afraid (Table 51).

Table 51. **Emotional Reaction to Unwanted Sexual Interaction**

Emotional reaction	*n*	%
I felt embarrassed.	16	57.1
I felt angry.	15	53.6
I felt afraid.	11	39.3
I felt somehow responsible.	8	28.6
I ignored it.	7	25.0
A feeling not listed above	4	14.3

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 28$).

In response to experiencing unwanted sexual interaction, eight respondents (29%) contacted a UMSL resource (Table 52). Most respondents told a friend (61%, $n = 17$), avoided the person/venue (46%, $n = 13$), or didn't do anything (25%, $n = 7$).

Table 52. **Actions in Response to Unwanted Sexual Interaction**

Action	*n*	%
I told a friend.	17	60.7
I avoided the person/venue.	13	46.4
I contacted a UMSL resource.	8	28.6
Title IX Coordinator/Clery Act Compliance Officer	*< 5*	---
Supervisor	*< 5*	---
UMSL Police Department	*< 5*	---
Office of Equal Opportunity and Diversity	*< 5*	---
Faculty or staff ombudsperson	*< 5*	---
Human Resources	*< 5*	---

Table 52. **Actions in Response to Unwanted Sexual Interaction**

Action	*n*	%
Staff person (e.g., Residential Life staff, program director)	< 5	---
Campus Mediation Services	0	0.0
UMSL Hotline	0	0.0
Faculty member	0	0.0
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	0	0.0
Counseling Services	0	0.0
Community Psychological Services	0	0.0
Center for Trauma Recovery	0	0.0
Employee Assistance Program	0	0.0
Multicultural Student Services	0	0.0
Student teaching assistant (e.g., tutor, graduate teaching assistant)	0	0.0
Student staff (e.g., Resident Assistants, student ambassadors)	0	0.0
I didn't do anything.	7	25.0
I told a family member.	7	25.0
I confronted the person(s) at the time.	6	21.4
I didn't know who to go to.	< 5	---
I contacted a local law enforcement official.	< 5	---
I confronted the person(s) later.	< 5	---
I sought information online.	0	0.0
I sought support from off-campus hot-line/advocacy services.	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0
A response not listed above	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual interaction (*n* = 28).

Sixty-eight percent (*n* = 19) of respondents did not report the unwanted sexual interaction and 32% (*n* = 9) reported the incident(s) (Table 53).

Table 53. **Respondents' Reporting Sexual Interaction**

Reporting the sexual interaction	*n*	% of respondents who experienced conduct
No, I didn't report it.	19	67.9
Yes, I reported the incident (e.g., bias incident report, Title IX)	9	32.1
Yes, I reported the incident and was satisfied with the outcome	*< 5*	*---*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately	*6*	*66.7*
Yes, I reported the incident, but felt that it was not responded to appropriately	*0*	*0.0*

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual interaction (*n* = 28). Percentages may not sum to 100 as a result of multiple response choices.

Sixteen respondents provided information regarding not reporting unwanted sexual contact to a campus official or staff member. Among those respondents, 11 were Student respondents. Among all respondents, the major theme that emerged was reporting was not necessary.

Reporting not necessary. The theme that emerged among all respondents was the belief that reporting the incident was not necessary. Respondents reported that they had "fixed it" or that the issue did not seem "bad enough" to report. "It was dealt with and did not need to be brought up with a staff member." "I fixed it. I didn't know reporting would help. I told the man to leave me alone and never to talk to me again and that he should not do that and he obeyed. He has never contacted me again. I have seen him on campus several times and he has respected my boundaries." Another respondent explained, "I was older than the person and didn't take it too seriously but I found it more annoying and obnoxious than anything." Other respondents explained, "I felt that I could handle the situation if it progressed," and "I didn't feel it was bad enough." Respondents also expressed uncertainty as to whether the incident was reportable, "cat calling is not something that I think is necessary to report," and "It was not physical contact, just a lewd remark."

Six respondents provided information which indicated that they did report unwanted sexual interaction but it was not responded to appropriately. Among all respondents, the belief that there would be no consequence was the major theme that emerged.

No consequence. One theme that emerged from respondents was the belief that after reporting "nothing really happened" or that no one ever "followed-up" with the complainant and no consequence resulted. "I don't feel that the office did anything to remedy the situation. I understand that they probably need a certain amount of 'proof' to take action, but the student basically got away with what they did completely unpunished. The professor was found to have violated Title 9 with three complainants, but the sanctions did not include termination nor stringent enough sanctions to rectify his behavior." Respondents who never received follow-up explained, "No one ever said anything to me regarding the outcome of the incident. I reported to my supervisor she reported it to the dean and that is all that happened." Also, "The incident was reported to my manager and I never heard anything more about it."

Unwanted Sexual Contact

Subsequent analyses of the data revealed no statistical difference in the likelihood of experiencing unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, or gang rape) based on position status, student status, faculty status, staff status, gender identity, sexual identity, disability status, citizenship status, religious/spiritual identity, racial identity, student first-generation status, student employment status, and student housing status.

Student/Post-Doc respondents[55] were asked if alcohol and/or drugs were involved in the unwanted sexual contact and 55% ($n = 6$) indicated "yes." Of those who indicated drugs and alcohol were involved, fewer than five respondents stated it was alcohol only and fewer than five respondents reported drugs only.

All respondents were asked when the unwanted sexual contact occurred. Forty-three percent ($n = 6$) indicated that the unwanted sexual interaction occurred within the past year, 36% ($n = 5$) indicated that it occurred 2 to 4 years ago, and fewer than five respondents reported that it occurred 5 to 10 years ago.

Student/Post-Doc respondents were also asked to share what year in their college career they experienced unwanted sexual contact. Of note, the greatest percentage of occurrences of sexual contact of any kind happened each fall semester. Of Student/Post-Doc respondents who indicated that they experienced sexual contact, fewer than five respondents noted that it occurred within their first year, 46% ($n = 5$) noted that it occurred in their second year, fewer than five respondents noted that it occurred in their third year, and fewer than five respondents noted that it occurred during their fourth year (Table 54). Fewer than five Student/Post-Doc respondents who experienced unwanted sexual contact indicated that it occurred during their time as a Graduate/Professional Student at UMSL.

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[55] Analysis of Undergraduate Student, Graduate/Professional Student, and Post-Doc responses were combined because the number of Graduate/Professional Student and Post-Doc respondents ($n < 5$) was too low to maintain confidentiality.

Table 54. **Year in Which Student Respondents Experienced Unwanted Sexual Contact**

Year experience occurred	*n*	%
During my time as a graduate/professional student at UMSL	< 5	---
Undergraduate first year	< 5	---
Fall semester	< 5	---
Spring semester	0	0.0
Summer semester	0	0.0
Undergraduate second year	5	45.5
Fall semester	< 5	---
Spring semester	< 5	---
Summer semester	1	20.0
Undergraduate third year	< 5	---
Fall semester	< 5	---
Spring semester	0	0.0
Summer semester	0	0.0
Undergraduate fourth year	< 5	---
Fall semester	< 5	---
Spring semester	0	0.0
Summer semester	0	0.0
After my fourth year as an undergraduate	< 5	---

Note: Table reports responses from Students who indicated on the survey that they experienced unwanted sexual contact ($n = 11$). Percentages may not sum to 100 as a result of multiple response choices.

Fifty-seven percent ($n = 8$) of the respondents who indicated on the survey that they experienced unwanted sexual contact identified a UMSL student as the perpetrator of the conduct. Respondents also identified acquaintances/friends (43%, $n = 6$), strangers ($n < 5$), and UMSL faculty member ($n < 5$).

Asked where the unwanted sexual contact incidents occurred, 50% ($n = 7$) of respondents indicated that they occurred off campus and 57% ($n = 8$) indicated they occurred on campus. Respondents who experienced unwanted sexual contact off campus indicated that the incidents occurred in places such as "Central West End," "home," "hotel," and "my apartment." Respondents who experienced unwanted sexual contact on campus commented that the instances happened in "Oak Hall," "my dorm," and "in my office."

Asked how they felt in response to experiencing sexual contact, 71% ($n = 10$) felt embarrassed, 71% ($n = 10$) felt angry, and 57% ($n = 8$) somehow felt responsible (Table 55).

Table 55. **Emotional Reaction to Unwanted Sexual Contact**

Emotional reaction	*n*	%
I felt embarrassed.	10	71.4
I felt angry.	10	71.4
I felt somehow responsible.	8	57.1
I felt afraid.	8	57.1
I ignored it.	< 5	---
A feeling not listed above	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual contact ($n = 14$).

In response to experiencing unwanted sexual contact, fewer than five respondents contacted a UMSL resource (Table 56). Most respondents avoided the person/venue (64%, $n = 9$), told a friend (57%, $n = 8$), and confronted the person(s) later (36%, $n = 5$).

Table 56. **Actions in Response to Unwanted Sexual Contact**

Action	*n*	%
I avoided the person/venue.	9	64.3
I told a friend.	8	57.1
I confronted the person(s) later.	5	35.7
I didn't do anything.	< 5	---
I didn't know who to go to.	< 5	---
I contacted a UMSL resource.	< 5	---
Counseling Services	*2*	*66.7*
Title IX Coordinator/Clery Act Compliance Officer	*1*	*33.3*
Faculty or staff ombudsperson	*1*	*33.3*
Campus Mediation Services	*0*	*0.0*
UMSL Hotline	*0*	*0.0*
Faculty member	*0*	*0.0*

Table 56. **Actions in Response to Unwanted Sexual Contact**

Action	*n*	%
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	*0*	*0.0*
UMSL Police Department	*0*	*0.0*
Community Psychological Services	*0*	*0.0*
Center for Trauma Recovery	*0*	*0.0*
Employee Assistance Program	*0*	*0.0*
Office of Equal Opportunity and Diversity	*0*	*0.0*
Human Resources	*0*	*0.0*
Multicultural Student Services	*0*	*0.0*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*0*	*0.0*
Student staff (e.g., Resident Assistants, student ambassadors)	*0*	*0.0*
Staff person (e.g., Residential Life staff, program director)	*0*	*0.0*
Supervisor	*0*	*0.0*
I confronted the person(s) at the time.	< 5	---
I told a family member.	< 5	---
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	< 5	---
I contacted a local law enforcement official.	0	0.0
I sought information online.	0	0.0
I sought support from off-campus hot-line/advocacy services.	0	0.0
A response not listed above	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual contact (*n* = 14).

Ninety-three percent (*n* = 13) of respondents did not report the sexual contact and fewer than five respondents reported the incident(s) (Table 57).

Table 57. **Respondents' Reporting Unwanted Sexual Contact**

Reporting the unwanted sexual contact	*n*	% of respondents who experienced conduct
No, I didn't report it.	13	92.9
Yes, I reported the incident (e.g., bias incident report, Title IX)	< 5	---
Yes, I reported the incident and was satisfied with the outcome	*0*	*0.0*

Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately	*0*	*0.0*
Yes, I reported the incident, but felt that it was not responded to appropriately	*< 5*	*---*

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual contact (*n* = 14). Percentages may not sum to 100 as a result of multiple response choices.

Thirteen respondents provided information which indicated that they did not report unwanted sexual contact to a campus official or staff member. Among those respondents, 11 were Student respondents. The theme that emerged was that the respondents were uncomfortable reporting the unwanted sexual contact. One respondent provided information that indicated that they did report unwanted sexual contact but that it was not responded to appropriately

Uncomfortable reporting. One theme that emerged from respondents was the feeling of being "uncomfortable" or "embarrassed" with making a report. Respondents wrote, "I didn't feel comfortable reporting it." "I was embarrassed and did not want people to judge me, even though I know it was not my fault." Another respondent stated, "I did not want to tell anyone and risk being judged and publicly humiliated." Other respondents explained hesitation noting, "I didn't want to have to deal with getting those people in trouble. They were dating interactions that I did not fight against. They would probably be unaware that I did not want the sexual contact." "Because I was very intoxicated when it happened, and I feel responsible. Also, it is too embarrassing for me to talk about, and I do not want to get the person in trouble."

[xviii]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: χ^2 (1, N = 1,431) = 6.3, p < .05.

Summary

Seventy-five percent ($n = 1,120$) of respondents were "very comfortable" or "comfortable" with the climate at UMSL, and 72% ($n = 502$) of Faculty and Staff respondents were "very comfortable" or "comfortable" with the climate in their primary work area. The findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2015), where 70% to 80% of respondents found the campus climate to be "very comfortable" or "comfortable," suggests a similar range for UMSL respondents (75%) as "very comfortable" or "comfortable" with the climate at UMSL.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At UMSL, 18% ($n = 272$) of respondents noted that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. These results also parallel the findings of other climate studies of specific constituent groups offered in the literature, where generally members of historically underrepresented and underserved groups were slightly more likely to believe that they had experienced various forms of exclusionary, intimidating, offensive, and/or hostile conduct and discrimination than did those in the majority (Guiffrida et al., 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles et al., 2006; Silverschanz et al., 2008; Yosso et al., 2009).

Twenty-one percent ($n = 316$) of UMSL survey respondents indicated that they had observed conduct or communications directed toward a person or group of people at UMSL that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. A significantly higher percentage of Faculty and Staff respondents than Student respondents observed such conduct. Among Faculty respondents, a significantly higher percentage of Tenured/Tenure-Track Faculty respondents than Non-Tenure-Track respondents observed this conduct.

Five percent ($n = 79$) of respondents indicated on the survey that they had experienced unwanted sexual conduct. Twenty-eight respondents (2%) had experienced unwanted sexual interaction.

UMSL students were most often identified as the perpetrators of this unwanted sexual conduct.

A majority of respondents reported that they did not report the unwanted sexual conduct.

Faculty and Staff Perceptions of Climate

This section of the report describes Faculty and Staff responses to survey items focused on certain employment practices at UMSL (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 Faculty and Staff respondents about whether they had observed discriminatory employment practices at UMSL. No significant differences were found between Faculty and Staff respondents who indicated on the survey that they had observed hiring practices at UMSL (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) within the past year/hiring cycle that they perceived to be unfair or unjust or that would inhibit diversifying the community (Table 58).[56]

Table 58. **Employee Respondents Who Observed Employment Practices That Were Unfair or Unjust, or That Would Inhibit Diversifying the Community**

		Hiring practices		Employment-related disciplinary actions		Practices related to promotion, tenure, reappointment, and/or reclassification	
		n	%	*n*	%	*n*	%
No		**552**	**79.4**	**590**	**85.0**	**492**	**71.3**
	Faculty	246	79.9	263	85.7	217	70.9
	Staff	306	79.1	327	84.5	275	71.6
Yes		**143**	**20.6**	**104**	**14.8**	**198**	**28.7**
	Faculty	62	20.1	44	14.3	89	29.1
	Staff	81	20.9	60	15.5	109	28.4

Note: Table reports only Faculty and Staff responses (*n* = 695).

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[56]Per the LCST, for analyses, sexual identity was recoded into the categories LGBQ and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Of those Faculty and Staff respondents who indicated that they had observed discriminatory hiring at UMSL, 29% ($n = 41$) noted that it was based on ethnicity, 22% ($n = 31$) on age, 21% ($n = 30$) on nepotism/cronyism, and 21% ($n = 30$) on racial identity.

Subsequent analyses[57] indicated the following:

- By faculty status, 30% ($n = 35$) of Tenured/Tenure-Track Faculty respondents and 12% ($n = 20$) of Non-Tenure-Track Faculty respondents indicated that they had observed discriminatory hiring practices.[xix]

- By gender identity, 24% ($n = 102$) of Women Employee respondents and 13% ($n = 31$) of Men Employee respondents indicated that they had observed discriminatory hiring practices.[xx]

- By racial identity, 45% ($n = 34$) of African/Black/African American Employee respondents, 19% ($n = 6$) of Additional Employee Respondents of Color, and 16% ($n = 84$) of White Employee respondents indicated that they had observed discriminatory hiring practices.[xxi]

- By disability status, 35% ($n = 13$) of Employee Respondents with a Single Disability and 19% ($n = 118$) of Employee Respondents with No Disability indicated that they had observed discriminatory hiring practices.[xxii]

A total of 50 respondents elaborated on their observations of conduct that created an exclusionary, intimidating, offensive, and/or hostile working or learning environment. The three themes that emerged among all respondents were hiring based on race, diversity in hiring, and hiring and promotion process concerns.

Hiring based on race. Respondents described instances where qualified diverse candidates were passed over in hiring processes. One Faculty respondent noted, "We have had job candidates who were strong and who would have increased the diversity of our department, but they were not extended job offers." A Staff respondent explained, "I participated in interview process for a previous department. There were many qualified candidates. However, the director selected a

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[57]Chi-square analyses were conducted by position status, faculty status, staff status, gender identity, racial identity, sexual identity, military status, citizenship status, religious/spiritual identity, and disability status; only significant differences are reported and groups with n < 5 are not reported.

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white candidate because she liked her and knew her personally. The other qualified candidates did not even have a chance!" One Staff respondent noted, "The last person of color we hired in our department was hired because I fought for her. However, I don't think she's treated very fairly here." Respondents reported that race was used as a "discriminator" during search committee proceedings. One Emeritus Faculty respondent reported, "I have participated in search committee proceedings where race or age was considered a matter that disqualified some candidates." Some respondents felt that racial/ethnic minorities were favored in search processes. One Faculty respondent explained, "Members of the committee and members of the college expressed an interest in a candidate simply because he was black. I suspect, the white (probably conservative) applicant who was far more qualified, was dismissed based on race and philosophical bias." Another Faculty respondent noted, "Unlawful push to hire minorities and tenure minorities."

Diversity in hiring. Respondents expressed desire to ensure diversity in hiring processes, as one Faculty respondent expressed, "We desperately need to recruit more faculty that reflect our student makeup, in order to set a better example for all students. Increasing diversity is critical, but we routinely fail to offer positions to minorities or cannot offer them competitive salaries." A Staff respondent offered, "There seems to be very little effort to boost the diversity of applicants to jobs. When two of your finalists for a position are white women from the area, you're doing it wrong." Respondents also wrote about the "value" placed on diverse candidate pools and the results evident in the make-up of the campus community, as explained by one Faculty respondent, "I don't think we place enough value on diversity, particularly racial and ethnic diversity, in our hiring practices." A Staff respondent wrote, "While I am not that familiar with the hiring processes, I can see that some departments are very much lacking in racial diversity." Another Staff respondent added, "UMSL has a lot of hiring and promotion policies based upon cronyism and race. I am perplexed that a University in an urban setting has a majority white administration with the only person of color being the Diversity Officer." Finally, one Administrator with Faculty Rank respondent expressed concern that the budget situation, coupled with hiring practices, adversely influenced diversity on the campus, "The recent large wave of layoffs did not seem to consider what effects firing certain workers would have on diversity of the campus in terms of race, age, educational background."

Hiring and promotion process concerns. Respondents expressed concern that proper hiring and promotion processes and procedures were not followed. One Staff respondent noted, "The current Assistant Dean of Students positions were not formally posted. Others were not considered for the positions, but rather three individuals were simply promoted. However, it is incredibly inconsistent to have some positions treated as promotions and some needing to have at least one week of internal posting." One Administrator respondent echoed the same concern, "Some hiring practices are exclusionary. Interims are put in place and then moved into positions permanently." A Staff respondent wrote, "Often the manager knows who they intend to hire before the job is advertised." One Faculty respondent remarked, "The search committee is merely a formality. The 'most qualified/best suited' for a position is rarely appointed to it." Promotions were a great concern, with respondents noting the promotion process was a "farce" without a "clear" process. One Staff respondent wrote, "People have received hiring/promotions without a clear process of why they received those promotions." A Faculty respondent reported, "Employees who have the opportunity to be promoted receive positions 'promised' to them. Promotions are treated as currency." Another Faculty respondent reported, "People are promoted based on promises-- not skills, not credentials and certainly not on qualifications. Promotions are 'promised' between people."

Fifteen percent (*n* = 104) of Faculty and Staff respondents indicated that within the past year/hiring cycle at UMSL they had observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal that they perceived to be unjust or that would inhibit diversifying the community. Subsequent analyses indicated that of those individuals, 35% (*n* = 36) believed that the discrimination was based on job duties, 22% (*n* = 23) on age, 14% (*n* = 14) on position status (staff, faculty, student), and 13% (*n* = 13) on ethnicity.

Subsequent analyses[58] indicated the following:

- By faculty status, 20% (*n* = 23) of Tenured/Tenure-Track Faculty respondents and 9% (*n* = 14) of Non-Tenure-Track Faculty respondents indicated that they had observed unfair, unjust, or discriminatory employment-related disciplinary actions.[xxiii]
- By racial identity,[59] 23% (*n* = 25) of Employee Respondents of Color and 13% (*n* = 69) of White Employee respondents indicated that they had observed unfair, unjust, or discriminatory employment-related disciplinary actions.[xxiv]

A total of 33 respondents elaborated on observations of employment-related discipline or action, up to and including dismissal practices. The major theme that emerged was discriminatory behavior and dismissal based on matters not related to job performance.

Discriminatory behavior. Respondents noted a variety of unjust practices that adversely influenced the employment status of colleagues in the community. One Staff respondent wrote, "There was an African American man that worked at the front desk for 2 years. Well a white female manager came in over him and talked openly in a very hostile way. She later fired him for no reason. She told him the position was being eliminated but hired a young white girl to do the same job." An Emeritus Faculty respondent stated, "I saw a minority staff member ignored, disrespected and derided behind her back. She was fired but not for reasons, I believe, of job performance." Another Faculty respondent shared, "The former dean fired faculty based on country of origin." Respondents expressed concern that specific individuals were targeted for

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[58]Chi-square analyses were conducted by faculty status, staff status, gender identity, racial identity, sexual identity, military status, citizenship status, religious/spiritual identity, and disability status; only significant differences are reported and groups with n < 5 are not reported.
[59]African/Black/African American respondents were collapsed with Additional People of Color because of a low sample size.

layoffs because of their age and years of service, which might affect benefits. One Staff respondent shared, "I believe it is fairly unethical to fire secretaries who make under 50,000 a year after 20+ years of service due to budget cuts." "People are being laid off shortly before they vest in their retirement benefits. Long-term employees have had their jobs changed to the point where it was so upsetting that they simply left." One Faculty respondent added, "A complete review of those recently laid off would be insightful."

Twenty-nine percent ($n = 198$) of Faculty and Staff respondents indicated that they had observed unjust promotion, tenure, reappointment, reclassification, and/or transfer practices at UMSL. Subsequent analyses indicated that of those individuals, 20% ($n = 39$) believed that the unjust practices were based on position status (student, faculty, staff), 18% ($n = 35$) believed it was based on gender/gender identity, and 17% ($n = 34$) on nepotism/cronyism.

Subsequent analyses[60] indicated the following:

- By faculty status, 40% ($n = 47$) of Tenured/Tenure-Track Faculty respondents and 23% ($n = 36$) of Non-Tenure-Track Faculty respondents indicated that they had observed unjust promotion, tenure, reappointment, reclassification, and/or transfer practices.[xxv]

- By racial identity, 45% ($n = 34$) of African/Black/African American Employee respondents, 32% ($n = 6$) of Multiracial Employee respondents, 23% ($n = 7$) of Additional Employee Respondents of Color, and 26% ($n = 136$) of White Employee respondents indicated that they had observed unjust promotion, tenure, reappointment, reclassification, and/or transfer practices.[xxvi]

A total of fifty-nine respondents elaborated on observations of unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification. The three themes that emerged among all respondents were favoritism, promotions, and race/gender.

Favoritism. Respondents noted a variety of instances where favoritism played a role in a favorable employment action. One Staff respondent wrote, "Employees have received promotions/reclassifications that were not justified or explained in an open manner, suggesting that supervisors are playing favorites." Another Staff respondent added, "Promotions and reclassifications are consistently based on cronyism instead of qualifications." One Staff respondent elaborated, "A person was promoted to a position they were not qualified for because supervisor felt they deserved it." A Faculty respondent described a situation where, "on a number of occasions a position was given to a close acquaintance of the administration without being

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[60]Chi-square analyses were conducted by faculty status, staff status, gender identity, racial identity, sexual identity, military status, citizenship status, religious/spiritual identity, and disability status; only significant differences are reported and groups with n < 5 are not reported.

offered to other members of the faculty." One Staff respondent expressed that an employee was promoted only because of "favoritism" and "nepotism."

Promotion. Respondents reported that they were told promotions were not feasible but without a substantive reason. One Staff respondent explained, "While I was on FMLA another employee was given a promotion & salary increase. When I once again had a conversation with my supervisor regarding my salary, I was told that 'it is what it is!!!!!!!'" Another Staff respondent wrote, "There are employees promoted over more qualified employees. In a few instances, the employees resigned and found employment at other institutions." Respondents also described issues with decisions being overturned by leadership. One Faculty respondent stated, "I am thinking of several cases of positive decisions for tenure and promotion that were not justified by the candidate's credentials. The chancellor more often than not overrides recommendations of the campus ATP committee as soon as the respective dean defends the candidate." Another Faculty respondent elaborated, "I took a position as an associate professor and was told one thing by the dean during my recruitment and interview. Once I accepted the position, the criteria changed, and I was told I didn't meet promotion standards."

Race and gender. Respondents noted unjust behavior related to race and gender. One Staff respondent explained, "Women get bypassed for most promotions/hiring's in this department." A Faculty respondent noted, "A woman colleague was denied tenure. She was replaced by a man who secured tenure with lesser qualifications. In my opinion." Another Faculty respondent shared, "A person received tenure by stressing their ethnic and gender identity. Their publication record was not up to standard and the dean and associate dean (a gay ally) were pushing the faculty to support the person's tenure." A Staff respondent elaborated, "I have not been given a job description but have a list of new duties and split between 2 departments and no promotion or wage increase. A white employee within the same week was given a promotion and a salary increase and the only thing that changed in her title was one word but no additional duties were added to her new title." Other respondents noted the use of race and gender above qualifications as leading to favorable action. A Faculty respondent stated, "People of color has occupied the same position even though more experienced people had applied for the same position."

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

Several survey items queried Staff respondents about their opinions regarding work-life issues, support, and resources available at UMSL. Frequencies and significant differences based on staff status (Hourly or Salary), gender identity, racial identity, sexual identity, military status, disability status, citizenship status, disability status, and religious/spiritual identity are provided in Tables 59 through 62.[61]

Seventy-two percent ($n = 275$) of Staff respondents "strongly agreed" or "agreed" that they had supervisors who gave them job/career advice or guidance when they needed it (Table 59). No statistically significant differences were found between groups.

Eighty percent ($n = 306$) of 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-five percent ($n = 248$) of Staff respondents "strongly agreed" or "agreed" that they were included in opportunities that would help their careers as much as others in similar positions. No statistically significant differences were found between groups.

Table 59. **Staff Respondents' Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
I have supervisors who give me job/career advice or guidance when I need it.	113	29.5	162	42.3	78	20.4	30	7.8
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	119	30.9	187	48.6	58	15.1	21	5.5
I am included in opportunities that will help my career as much as others in similar positions.	84	22.0	164	43.0	96	25.2	37	9.7

Note: Table reports only Staff responses ($n = 391$).

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[61]Per the LCST, for all analyses, sexual identity was recoded into the categories LGBQ and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Table 60 illustrates that 63% (*n* = 243) of Staff respondents "strongly agreed" or "agreed" that the performance evaluation process was clear. No statistically significant differences were found between groups.

Forty-six percent (*n* = 175) of Staff respondents "strongly agreed" or "agreed" that the performance evaluation process was effective. No statistically significant differences were found between groups.

Table 60. **Staff Respondents' Perceptions of Performance Evaluation Process**

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
The performance evaluation process is clear.	63	16.3	180	46.6	102	26.4	41	10.6
The performance evaluation process is effective.	41	10.7	134	35.0	142	37.1	66	17.2

Note: Table reports only Staff responses (*n* = 391).

Table 61 illustrates frequencies and significant differences based on staff status (hourly and salary),[62] gender identity, racial identity, sexual identity, disability status, military status, citizenship status, and religious/spiritual identity for several items in survey Question 45.[63]

Eighty-three percent (*n* = 319) of 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.

Eighteen percent (*n* = 69) of Staff respondents "strongly agreed" or "agreed" that people who do not have children were burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children. No statistically significant differences were found between groups.

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[62]Readers will note that 359 of 391 Staff respondents further identified their positions as Hourly Staff (*n* = 135) or Salary Staff (*n* = 224).
[63]Per the LCST, for all analyses, sexual identity was recoded into the categories LGBQ and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Few Staff respondents (22%, $n = 83$) "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.

Forty-one percent ($n = 157$) of 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). No statistically significant differences were found between groups.

Seventy-nine percent ($n = 303$) of Staff respondents "strongly agreed" or "agreed" that they have adequate resources to perform their job duties. No statistically significant differences were found between groups.

Thirty-six percent ($n = 131$) of Staff respondents "strongly agreed" or "agreed" that people who have children or elder care were burdened with balancing work and family responsibilities (e.g., evening and evenings programming, workload brought home, UMSL breaks not scheduled with school district breaks). No statistically significant differences were found between groups.

Only 69% ($n = 249$) of Staff respondents "strongly agreed" or "agreed" that UMSL provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation). Women Staff respondents (7%, $n = 17$) were much less likely than were Men Staff respondents (15%, $n = 18$) to "strongly agree" that UMSL provided adequate resources to help them manage work-life balance.

Table 61. **Staff Respondents' Perceptions of Work-Life Issues**

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
My supervisor provides adequate support for me to manage work-life balance.	147	38.4	172	44.9	41	10.7	23	6.0
People who do not have children are burdened with work responsibilities beyond those who do have children.	29	7.7	40	10.6	229	60.4	81	21.4
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations.	20	5.4	63	17.0	228	61.6	59	15.9
I perform more work than colleagues with similar performance expectations.	41	10.8	116	30.6	182	48.0	40	10.6
I have adequate resources to perform my job duties.	72	18.8	231	60.5	69	18.1	10	2.6
People who have children or elder care are burdened with balancing work and family responsibilities.	35	9.6	96	26.4	202	55.5	31	8.5
UMSL provides adequate resources to help me manage work-life balance.	36	9.9	213	58.7	99	27.3	15	4.1
Gender identity[xxvii]								
Women	17	7.3	133	57.1	70	30.0	13	5.6
Men	18	15.4	72	61.5	25	21.4	< 5	---

Note: Table reports only Staff responses (*n* = 391).

Seventy-three percent (*n* = 283) of Staff respondents "strongly agreed" or "agreed" that they were able to complete their assigned duties during scheduled hours (Table 62). No statistically significant differences were found between groups.

Sixty-six percent (*n* = 250) of 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-nine percent (*n* = 109) of Staff respondents "strongly agreed" or "agreed" that they were pressured by departmental/program work requirements that occurred outside of normally

scheduled hours. Eleven percent ($n = 24$) of Salary Staff respondents and 4% ($n = 5$) of Hourly Staff respondents "strongly agreed" that they felt pressured by departmental/program work requirements that occurred outside of normally scheduled hours.

Eight-five percent ($n = 324$) of 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.

Fifty-nine percent ($n = 224$) of Staff respondents "strongly agreed" or "agreed" that a hierarchy existed within staff positions that allowed some voices to be valued more than others. No statistically significant differences were found between groups.

Table 62. **Staff Respondents' Perceptions of Workload**

Issues	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I am able to complete my assigned duties during scheduled hours.	100	25.9	183	47.4	83	21.5	20	5.2
My workload was increased without additional compensation (e.g., retirement positions not filled).	133	35.0	117	30.8	99	26.1	31	8.2
I am pressured by departmental work requirements that occur outside of my normally scheduled hours.	31	8.1	78	20.5	210	55.1	62	16.3
Staff status[xxviii]								
Hourly Staff	5	3.9	20	15.6	76	59.4	27	21.1
Salary Staff	24	10.8	45	20.3	122	55.0	31	14.0
I am given a reasonable time frame to complete assigned responsibilities.	82	21.5	242	63.5	52	13.6	5	1.3
There is a hierarchy within staff positions that allows some voices to be valued more than others.	94	24.8	130	34.3	126	33.2	29	7.7

Note: Table reports only Staff responses ($n = 391$).

Ninety-three Staff respondents elaborated on their workplace climate. The three themes that emerged were performance reviews, career advancement, and workload.

Performance reviews. One theme that emerged was concern that the annual performance evaluations process was "vague" or "pointless" since raises had not been realized of late or evaluations were not completed. One respondent explained, "Some feel there is no point to going the 'extra' mile since nothing will come of it." Another respondent elaborated, "Performance evaluation need to have true carrots (merit raises) and sticks (termination) to be effective." Respondents reported that performance evaluations were not a "priority" or that they had received little feedback on their job performance, "Hard to grow as a professional when you do not receive feedback on your appraisals. We do them but our supervisor does not meet with us to talk about them," and "I have been here over a year and NEVER received an evaluation only negative verbal feedback," and "Evaluations are ignored and never discussed."

Career advancement. Staff respondents also elaborated on concerns related to career advancement and promotion. Specifically, respondents noted concerns that budget constraints adversely influenced career management, "Continuing education is a mandatory component of license maintenance. I have to pay for these CEs myself," and "Not given opportunity to expand knowledge for my position because of budget restraints." Other respondents noted limited progression opportunities or "favoritism" as impediments to advancement. Quotes indicating this included, "I would like to see levels of progression within staff positions," and "UMSL has a culture of promoting/advancing individuals because of personal relationships and friendships instead of skill sets."

Workload. Respondents expressed concern that workloads have increased because of layoffs and budget cuts, "Due to lay-offs, I have had to assume many new responsibilities whereas other employees have not had any additional responsibilities," and "Lately it has been difficult to maintain work/life balance because of budget cuts and layoffs." One respondent elaborated, "Low staffing levels force staff members to do more with less. This is unsustainable." Other respondents drew attention to the fact that while their workloads had increased no additional compensation had been provided, "With the recent layoffs our work load has increased but the pay has not," and "Work load increased dramatically since my start date and I have not received additional compensation."

[xix]A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they observed unfair hiring practices by faculty status: $\chi^2 (1, N = 279) = 12,8, p < .001$.

[xx]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by gender identity: $\chi^2 (1, N = 667) = 10.1, p < .001$.

[xxi]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by racial identity: $\chi^2 (3, N = 655) = 35.2, p < .001$.

[xxii]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by disability status: $\chi^2 (2, N = 681) = 6.4, p < .05$.

[xxiii]A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they observed discriminatory disciplinary actions by faculty status: $\chi^2 (1, N = 277) = 6.7, p < .01$.

[xxiv]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed discriminatory disciplinary actions by racial identity: $\chi^2 (2, N = 653) = 8.9, p < .05$.

[xxv]A chi-square test was conducted to compare percentages of Faculty who indicated that they observed unjust promotion, tenure, reappointment, reclassification, and/or transfer practices by faculty status: $\chi^2 (1, N = 277) = 9.5, p < .01$.

[xxvi]A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unjust promotion, tenure, reappointment, reclassification, and/or transfer practices by racial identity: $\chi^2 (3, N = 649) = 12.8, p < .01$.

[xxvii]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt that UMSL provided adequate resources to help manage work-life balance by gender identity: $\chi^2 (3, N = 350) = 10.2, p < .05$.

[xxviii]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt pressured by departmental/program work requirements that occur outside of normally scheduled hours by staff status: $\chi^2 (3, N = 350) = 8.4, p < .05$.

Staff Respondents' Feelings of Support and Value

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 UMSL's benefits and salary. Tables 63 to 65 illustrate Staff responses to these items. Analyses were conducted by staff status (hourly or salary), gender identity, citizenship status, racial identity, sexual identity, religious/spiritual identity, and disability status; significant differences are presented in the tables.[64]

Fifty-four percent ($n = 210$) of Staff respondents "strongly agreed" or "agreed" that UMSL provided them with resources to pursue training/professional development opportunities (Table 63). No statistically significant differences were found between groups.

Fifty-six percent ($n = 215$) of 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.

Fifty-three percent ($n = 200$) of Staff respondents "strongly agreed" or "agreed" that UMSL was supportive of taking extended leave (e.g., FMLA, parental). No statistically significant differences were found between groups.

Seventy-nine percent ($n = 300$) of Staff respondents "strongly agreed" or "agreed" that they believed that their supervisors were supportive of their taking leave (e.g., vacation, parental, personal, short-term disability). No statistically significant differences were found between groups.

Few Staff respondents (8%, $n = 29$) "strongly agreed" or "agreed" that staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in

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[64]Per the LCST, for all analyses, sexual identity was recoded into the categories LGBQ and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

promotion or evaluations. Hourly staff ($n < 5$) were significantly less like to "strongly agree" than were Salary Staff (5%, $n = 10$).

Thirty-six percent ($n = 135$) of Staff respondents "strongly agreed" or "agreed" that UMSL policies (e.g., FMLA) were fairly applied across UMSL. A significantly higher percentage of Men Staff respondents (35%, $n = 42$) than Women Staff respondents (23%, $n = 57$) "agreed" that they believed that UMSL policies (e.g., FMLA) were fairly applied across UMSL.

More than half of Staff respondents (53%, $n = 205$) "strongly agreed" or "agreed" that they believed that UMSL was supportive of flexible work schedules. No other statistically significant differences were found between groups.

More than two-thirds of Staff respondents (70%, $n = 264$) "strongly agreed" or "agreed" that they believed that their supervisors were supportive of flexible work schedules. No other statistically significant differences were found between groups.

Table 63. Staff Respondents' Perceptions of Workplace Climate

Perceptions	Strongly agree n	%	Agree n	%	Neither agree nor disagree n	%	Disagree n %	Strongly disagree n	%
UMSL provides me with resources to pursue training/professional development opportunities.	51	13.2	159	41.1	94	24.3	57 14.7	26	6.7
My supervisor provides me with resources to pursue training/professional development opportunities.	74	19.2	141	36.6	81	21.0	65 16.9	24	6.2
UMSL is supportive of taking extended leave (e.g., FMLA, parental).	55	14.5	145	38.2	148	38.9	24 6.3	8	2.1
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	116	30.4	184	48.2	53	13.9	21 5.5	8	2.1

Table 63. Staff Respondents' Perceptions of Workplace Climate

Perceptions	Strongly agree n	Strongly agree %	Agree n	Agree %	Neither agree nor disagree n	Neither agree nor disagree %	Disagree n	Strongly disagree n	Strongly disagree %
Staff in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.	13	3.4	16	4.2	183	48.0	110	28.9	59	15.5
Staff status[xxix]									
Hourly	< 5	---	6	4.5	77	58.3	34	25.8	14	10.6
Salary	10	4.6	8	3.7	96	44.0	64	29.4	40	18.3
UMSL policies (e.g., FMLA) are fairly applied across UMSL.	33	8.7	102	26.8	207	54.3	28	7.3	11	2.9
Gender identity[xxx]									
Women	18	7.3	57	23.1	142	57.5	22	8.9	8	3.2
Men	14	11.6	42	34.7	56	46.3	6	5.0	< 5	---
UMSL is supportive of flexible work schedules.	38	9.9	167	43.5	117	30.5	46	12.0	16	4.2
My supervisor is supportive of flexible work schedules.	88	23.2	176	46.4	65	17.2	34	9.0	16	4.2

Note: Table reports only Staff responses ($n = 391$).

Queried about salary and benefits, less than one-fourth of Staff respondents (20%, $n = 76$) "strongly agreed" or "agreed" that staff salaries were competitive (Table 64). No other statistically significant difference was found between groups. Sixty-nine percent ($n = 267$) of Staff respondents noted that they believed that vacation and personal time packages were competitive. Salary Staff respondents (20%, $n = 44$) were significantly more likely to "strongly agree" than were Hourly Staff respondents (10%, $n = 13$).

Sixty-one percent ($n = 233$) of Staff respondents "strongly agreed" or "agreed" that health insurance benefits were competitive. Only 17% ($n = 64$) of Staff respondents indicated that child care benefits were competitive. Forty-two percent ($n = 159$) of Staff respondents felt that retirement benefits were competitive.

Table 64. **Staff Respondents' Perceptions of Salary and Benefits**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Staff salaries are competitive.	15	3.9	61	15.9	60	15.7	134	35.0	113	29.5
Vacation and personal time packages are competitive.	64	16.6	203	52.6	78	20.2	24	6.2	17	4.4
Staff status[xxxi]										
Hourly	13	9.7	63	47.0	37	27.6	14	10.4	7	5.2
Salary	44	19.9	123	55.7	36	16.3	8	3.6	10	4.5
Health insurance benefits are competitive.	46	12.0	187	48.8	101	26.4	32	8.4	17	4.4
Child care benefits are competitive.	12	3.2	52	13.8	263	69.6	32	8.5	19	5.0
Retirement benefits are competitive.	28	7.3	131	34.4	167	43.8	35	9.2	20	5.2

Note: Table reports only Staff responses (*n* = 391).

Thirty-three percent (*n* = 128) of Staff respondents "strongly agreed" or "agreed" that they believed that staff opinions were valued on UMSL committees (Table 65). Twenty-three percent (*n* = 89) of Staff respondents noted that they believed that staff opinions were valued by UMSL faculty. Twenty-seven percent (*n* = 104) of Staff respondents noted that they believed that staff opinions were valued by UMSL administration. No other statistically significant differences were found between groups.

Sixty-eight percent (*n* = 262) of Staff respondents "strongly agreed" or "agreed" that they believed that clear expectations of their responsibilities existed. Only 19% (*n* = 73) of Staff respondents "strongly agreed" or "agreed" that clear procedures existed on how they could advance at UMSL.

Thirty percent (*n* = 115) of Staff respondents "strongly agreed" or "agreed" that they felt positive about their career opportunities at UMSL. Forty-eight percent (*n* = 187) of Staff respondents "strongly agreed" or "agreed" that they would recommend UMSL as a good place to work.

Forty-three percent (*n* = 166) of Staff respondents "strongly agreed" or "agreed" that they had job security.

Table 65. **Staff Respondents' Perceptions of Workplace Climate**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Staff opinions are valued on UMSL committees.	23	6.0	105	27.3	147	38.3	66	17.2	43	11.2
Staff opinions are valued by UMSL faculty.	24	6.2	65	16.9	150	39.0	90	23.4	56	14.5
Staff opinions are valued by UMSL administration.	24	6.3	80	20.9	139	36.3	91	23.8	49	12.8
There are clear expectations of my responsibilities.	67	17.5	195	50.9	46	12.0	45	11.7	30	7.8
There are clear procedures on how I can advance at UMSL.	16	4.2	57	14.9	113	29.5	114	29.8	83	21.7
Positive about my career opportunities at UMSL	27	7.0	88	22.9	112	29.1	94	24.4	64	16.6
I would recommend UMSL as a good place to work.	41	10.6	146	37.6	133	34.3	43	11.1	25	6.4
I have job security.	33	8.5	133	34.4	112	28.9	61	15.8	48	12.4

Note: Table reports only Staff responses (*n* = 391).

Eighty Staff respondents elaborated on their workplace climate. The three themes that emerged were career advancement/professional development, job security, and salary/benefits.

Career advancement/professional development. Staff respondents expressed concern that no clear paths, processes, or room for advancement existed at UMSL. Respondents shared, "There are no career opportunities here; jobs are posted with applicants in mind or jobs are not posted at all yet people are still promoted." Other respondents noted, "As a part-time employee who would like to be full-time I do not feel there has ever been an opportunity to speak with

anyone who would have direct influence in this direction." These concerns have been compounded by budget constraints that have affected opportunities for advancement. "Given the tight budget situation and corresponding elimination of positions, I believe career opportunities at UMSL are limited." Another respondent elaborated, "Advancement is nowhere in sight when hiring freezes and no raises are in effect." Respondents noted that professional development has been negatively influenced in an environment of constrained resources, "I have to seek out professional development opportunities on my own," and "Our budget is so limited we cannot hire or pursue any type of training." Budget constraints led one respondent to note, "Training in my field is very expensive, involving travel, conferences, etc. With the budget issues lately, that kind of training has been cut."

Job security. Respondents voiced concerned about job security, especially considering recent budget cuts, restructuring, and personnel lay-offs. "Our department has been restructured three times in the past three years. It is hard to feel job security in such an environment," and "With the university budget situation I don't know how anyone can feel their job is safe." Other respondents explained that given the budget cuts, they no longer felt as though UMSL was a good place to work, "Three years ago I would have recommended UMSL as a good place to work. The climate has changed. Positions are not filled when people leave. In other cases budget cut have caused positions or whole departments to be eliminated. Other departments have been forced to merge. Staff are fearful of losing their jobs." The budget situation caused some respondents to express that they would "never feel secure" and the situation would "always leave me worried."

Salary and benefits. Respondents explained that the effect of no salary or cost of living increases over time has compounded pay issues, "No raises for many years, not even cost of living increases. Health insurance out of pocket costs increased by 20-25% this year alone. Retirement benefits reduced twice in recent years. Low pay compared to similar institutions." Respondents also explained, "We have not seen raises in years, but we definitely have more work." Benefit-related concerns, especially related to FMLA, were voiced by respondents. "UMSL has discriminatory policies towards fathers using paid sick leave for newborns since it is capped at 12 days per calendar year for family sick time. It's unfair that fathers could have additional paid

sick leave but can't actually use all of it during their up to 12 weeks off, while mothers can take the entire time using personal sick leave. It's frustrating that similar agencies would even add actual paid paternity/maternity leaves on top of accumulated sick leave and we aren't even allowed to use all of what we have," and "Staff should receive paid FMLA leave, just like faculty."

Question 106 on the survey queried Staff respondents about the degree to which they felt valued at UMSL. Frequencies and significant differences based on staff status (hourly or salary), gender identity, racial identity,[65] sexual identity, citizenship status, military status, and disability status are provided in Tables 66 through 69.[66] No significant differences in responses emerged.

Eighty-two percent ($n = 314$) of Staff respondents "strongly agreed" or "agreed" that they felt valued by coworkers in their department (Table 66). Seventy-four percent ($n = 283$) of Staff respondents "strongly agreed" or "agreed" that they felt valued by coworkers outside of their department. Seventy-six percent ($n = 292$) of Staff respondents "strongly agreed" or "agreed" that they felt valued by their supervisors/managers.

Sixty percent ($n = 229$) of Staff respondents "strongly agreed" or "agreed" that they felt valued by UMSL students, while 52% ($n = 194$) of Staff respondents "strongly agreed" or "agreed" that they felt valued by UMSL faculty.

Forty percent ($n = 151$) of Staff respondents "strongly agreed" or "agreed" that they felt valued by UMSL senior administrators (e.g., chancellor, vice chancellor, provost), and 51% ($n = 192$) of Staff respondents "strongly agreed" or "agreed" that they felt valued by UMSL administrators (e.g., dean, department chair).

Table 66. **Staff Respondents' Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by coworkers in my department.	144	37.6	170	44.4	34	8.9	28	7.3	7	1.8
I feel valued by coworkers outside my department.	92	23.9	191	49.6	67	17.4	28	7.3	7	1.8

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[65]In analyses where the LCST level 1 analyses would yield invalid results, racial minorities' responses were grouped into People of Color.
[66]Per the LCST, for all analyses, sexual identity was recoded into the categories LGBQ and Heterosexual to maintain response confidentiality. Gender identity was recoded as Men and Women.

Table 66. **Staff Respondents' Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by my supervisor/manager.	142	36.9	150	39.0	35	9.1	38	9.9	20	5.2
I feel valued by UMSL students.	82	21.6	147	38.8	134	35.4	14	3.7	< 5	---
I feel valued by UMSL faculty.	57	15.2	137	36.4	126	33.5	39	10.4	17	4.5
I feel valued by UMSL senior administrators (e.g., chancellor, vice chancellor, provost).	47	12.4	104	27.4	134	35.4	59	15.6	35	9.2
I feel valued by UMSL administrators (e.g., dean, department chair).	60	15.9	132	34.9	109	28.8	47	12.4	30	7.9

Note: Table reports only Staff responses (*n* = 391).

Table 67 depicts Staff respondents' attitudes about certain aspects of the climate in their departments/programs and at UMSL. Subsequent analyses were conducted to identify significant differences in responses by staff status, gender identity, racial identity, sexual identity, military status, citizenship status, and disability status; only significant differences are reported.

Nineteen percent (*n* = 73) of Staff respondents "strongly agreed" or "agreed" that coworkers in their work units prejudged their abilities based on their perceptions of their identity/background. Seventeen percent (*n* = 64) of Staff respondents "strongly agreed" or "agreed" that their supervisors/managers prejudged their abilities based on their perception of their identity/background. Eighteen percent (*n* = 68) of Staff respondents "strongly agreed" or "agreed" that faculty prejudged their abilities based on their perception of their identity/background.

Table 67. **Staff Respondents' Perception of Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I think that coworkers in my work unit prejudge my abilities based on their perception of my identity/background.	16	4.2	57	15.0	99	26.0	132	34.6	77	20.2
I think that my supervisor/manager prejudges my abilities based on their perception of my identity/background.	16	4.2	48	12.7	94	24.8	133	35.1	88	23.2
I think that faculty prejudges my abilities based on their perception of my identity/background.	19	5.1	49	13.1	143	38.2	106	28.3	57	15.2

Note: Table reports only Staff responses (*n* = 391).

Table 68 depicts Staff respondents' attitudes about certain aspects of the climate in terms of addressing the needs of at-risk/underserved students. Subsequent analyses were conducted to identify significant differences in responses by staff status, gender identity, racial identity, sexual identity, military status, citizenship status, and disability status; No statistical significance was found was found between groups.

Forty-five percent (*n* = 168) of Staff respondents "strongly agreed" or "agreed" that senior administrators have taken direct action to address the needs of at-risk/underserved populations. Thirty-six percent (*n* = 133) of Staff respondents believed faculty have taken direct action to address the needs of at-risk/underserved students, and 34% (*n* = 125) of Staff respondents believed that students have taken direct action to address the needs of at-risk/underserved students.

Table 68. **Staff Respondents' Perception of Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Senior administrators have taken direct actions to address the needs of at-risk/underserved students	52	14.1	116	31.4	160	43.2	32	8.6	10	2.7
Faculty have taken direct actions to address the needs of at-risk/underserved students	39	10.6	94	25.6	188	51.2	36	9.8	10	2.7
Students have taken direct actions to address the needs of at-risk/underserved students	33	9.1	92	25.3	221	60.7	14	3.8	< 5	---

Note: Table reports only Staff responses (*n* = 391).

Nearly half (47%, *n* = 180) of Staff respondents "strongly agreed" or "agreed" that their department/program encouraged free and open discussion of difficult topics (Table 69).

Sixty-seven percent (*n* = 258) of Staff respondents "strongly agreed" or "agreed" that their skills were valued, and 69% (*n* = 260) felt that their work was valued.

Table 69. **Staff Respondents' Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I believe that my department/program encourages free and open discussion of difficult topics.	53	13.9	127	33.2	111	29.1	58	15.2	33	8.6
I feel that my skills are valued.	86	22.4	172	44.8	56	14.6	50	13.0	20	5.2
I feel that my work is valued.	88	23.2	172	45.4	56	14.8	42	11.1	21	5.5

Note: Table reports only Staff responses (*n* = 391).

A total of thirty-two Staff respondents provided information about their experiences related to their sense of value. Two themes that emerged were addressing needs of at-risk/underserved students and respect/value for staff in general.

Addressing needs of at-risk/underserved students. Respondents noted concern that the needs of at-risk/underserved students were not being met and that lack of resources compound the problem. One respondent offered, "Also, I see no real action being taken to address at-risk/underserved students other than by the students themselves." Another respondent explained, "I think most on campus aspire to better serve at risk/underserved students but efforts are limited by the chronic underfunding of the campus by the UM system and the attitudes of the Board of Curators who do not support the urban campuses." One respondent recognized the efforts of the Dean of Enrollment, but lamented the lack of resources directed toward at-risk/underserved students, "The Dean of Enrollment is highly in-tuned with the campus and how to best serve the needs of at-risk/underserved, however despite his compelling data-driven arguments, money is still not allocated appropriately to serve high-risk student."

Respect and value for staff overall. Another theme that emerged was the sense that staff, in general, were not valued, but that fact varied from department to institutional level. One respondent expressed that they felt "more valued by the faculty and staff that I collaborate with across campus on projects, committees, and initiatives than the staff in my department." Another respondent explained, "My chair, my faculty in this department value me highly...but the dean and office people in this college-but not directly in my department do not value me at all." From an institutional perspective, respondents shared, "Staff experiences, reflections, feedback, views are not welcomed or valued. Although Staff are the ones who work closely with students Staff are not the ones included in the committees and meetings," and "We provide a valued service to students, but we have a lot of room for growth/accountability/support regarding morale of our staff."

[xxix]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt staff in their department/program who used family accommodation policies were disadvantaged in promotion or evaluations by staff status: $\chi^2 (4, N = 350) = 11.0, p < .05$.

[xxx]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt that UMSL policies were fairly applied across UMSL by gender identity: $\chi^2 (4, N = 368) = 9.5, p < .05$.
[xxxi]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt that vacation and personal time benefits were competitive by staff status: $\chi^2 (4, N = 355) = 18.2, p < .001$.

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

Three survey items queried Faculty respondents ($n = 310$) about their opinions regarding various issues specific to workplace climate and faculty work (Tables 70 through 83). Question 39 queried Tenured and Tenure-Track Faculty respondents ($n = 119$), Question 41 addressed Non-Tenure-Track Faculty respondents ($n = 161$), and Question 43 addressed all Faculty respondents. Chi-square analyses were conducted by gender identity, racial identity, sexual identity, religious/spiritual identity, citizenship status, and disability status; only significant differences are reported.[67]

Table 70 illustrates that the majority of Tenured/Tenure-Track Faculty respondents "strongly agreed" or "agreed" that the criteria for tenure were clear (68%, $n = 81$) and that tenure standards/promotion standards were applied equally to faculty in their schools/department (51%, $n = 60$). No statistical significance was found between groups.

Fifty-seven percent ($n = 64$) of Tenured/Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they felt supported and mentored during the tenure-track years. Only 43% ($n = 47$) of Tenured/Tenure-Track Faculty respondents noted that they believed that faculty used UMSL policies for delay of the tenure-clock. No statistical significance was found between groups.

Table 70. **Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The criteria for tenure are clear.	22	18.5	59	49.6	27	22.7	11	9.2	22	18.5
The tenure standards/promotion standards are applied equally to faculty in my college.	17	14.5	43	36.8	33	28.2	24	20.5	17	14.5

[67]Per the LCST, for all analyses, sexual identity was recoded into the categories LGBQ and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Table 70. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Supported and mentored during the tenure-track years.	18	16.1	46	41.1	35	31.3	13	11.6	18	16.1
UMSL policies for delay of the tenure-clock are used by all faculty.	11	10.0	36	32.7	47	42.7	16	14.5	11	10.0

Note: Table reports only Tenured and Tenure-Track Faculty responses (*n* = 119).

Table 71 illustrates that 71% (*n* = 83) of Tenured/Tenure-Track Faculty respondents "strongly agreed" or "agreed" that research was valued by UMSL. A greater percentage of Tenured/Tenure-Track Faculty respondents (78%, *n* = 93) "strongly agreed" or "agreed" that teaching was valued by UMSL. No statistical significance was found between groups.

Sixty percent (*n* = 71) of Tenured/Tenure-Track Faculty respondents "strongly agreed" or "agreed" that their service contributions were valued by UMSL. No statistical significance was found between groups.

Twenty-seven percent (*n* = 31) of Tenured/Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they felt pressured to change their research/scholarship agenda to achieve tenure/promotion. No statistical significance was found between groups.

Table 71. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Research is valued by UMSL.	25	21.4	58	49.6	18	15.4	16	13.7	25	21.4
Teaching is valued by UMSL.	32	26.9	61	51.3	19	16.0	7	5.9	32	26.9

Table 71. **Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Service contributions are valued by UMSL.	15	12.7	56	47.5	37	31.4	10	8.5	15	12.7
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	9	7.8	22	19.0	48	41.4	37	31.9	9	7.8

Note: Table reports only Tenured and Tenure-Track Faculty responses (*n* = 119).

More than one-third (41%, *n* = 49) of Tenured/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 72). No statistical significance was found between groups.

Fifty-three percent (*n* = 63) of Tenured/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. No statistical significance was found between groups.

Fourteen percent (*n* = 16) of Tenured/Tenure-Track Faculty respondents "agreed" that faculty members in their departments/programs who used family accommodation (FMLA) policies (e.g., child care, elder care) were disadvantaged in promotion and/or tenure. No statistical significance was found between groups.

Table 72. **Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree	Neither agree nor disagree	Disagree	Strongly disagree	
	n	%	*n* %	*n* %	*n* %	*n*	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations.	22	18.6	27 22.9	52 44.1	17 14.4	22	18.6
I perform more work to help students than do my colleagues.	33	27.7	30 25.2	49 41.2	7 5.9	33	27.7
Faculty members in my department who use family accommodation (FMLA) policies are disadvantaged in promotion and/or tenure.	< 5	---	16 14.2	69 61.1	24 21.2	< 5	---

Note: Table reports only Tenured and Tenure-Track Faculty responses (*n* = 119).

Forty-eight percent (*n* = 56) of Tenured/Tenure-Track Faculty respondents "strongly agreed" or "agreed" that faculty opinions were taken seriously by their senior administrators (e.g., chancellor, vice chancellor, dean, provost) (Table 73). No statistical significance was found between groups.

Sixty-nine percent (*n* = 79) of Tenured/Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they believed that faculty opinions were valued within UMSL committees. Only 34% (*n* = 39) of Tenured/Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they wanted more opportunities to participate in substantive committee assignments, while 76% (*n* = 89) "strongly agreed" or "agreed" that they had opportunities to participate in substantive committee assignments. No statistical significance was found between groups.

Table 73. **Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Faculty opinions are taken seriously by senior administrators (e.g., chancellor, vice chancellor, dean, provost).	13	11.1	43	36.8	34	29.1	27	23.1	13	11.1
Faculty opinions are valued within UMSL committees.	11	9.6	68	59.1	22	19.1	14	12.2	11	9.6
I would like more opportunities to participate in substantive committee assignments.	9	7.8	30	25.9	56	48.3	21	18.1	9	7.8
I have opportunities to participate in substantive committee assignments.	23	19.7	66	56.4	20	17.1	8	6.8	23	19.7

Note: Table reports only Tenured and Tenure-Track Faculty responses (*n* = 119).

Forty Tenured/Tenure-Track Faculty respondents elaborated on their workplace climate. The two themes that emerged were shared governance concerns and tenure process concerns.

Shared governance concerns. One theme that emerged was the sense that faculty input was neither sought or considered by the administration when making decisions about the university, "Faculty input and influences in decision-making activities are marginalized and deemed to be distractions and worse, annoyances, to administrators." Similar responses included, "I feel that UMSL's idea of shared governance is a myth. I have never shared in any decision-making with admin. Rather, decisions have been made without my input and anything that is 'shared' is really an expectation to fall in line," and "Faculty input or suggestions are completely and totally ignored. Decisions by Administration have allowed and encouraged good faculty to leave." One respondent summed up the concern by explaining, "Definitely not a sense among faculty that administration considers their input. Asking for their input feels more like they are checking a box to say they checked it."

Tenure process concerns. Faculty respondents also elaborated on the tenure process, indicating that the tenure standards were described as "vague." One respondent noted, "Tenure standards are too vague to be useful. I have no idea whether my college will see my record as favorable or not." Another respondent explained, "The criteria need to be transparent and constant for everyone." Overall the sense was that unclear standards have led to problems across departments as described by this respondent, "Because the criteria for tenure are not clear, they are unevenly applied to candidates (there are both types of examples in my unit - one in which reviews are poor because of bias and personal opinions, one in which reviewers are overly praising despite an average record). In my unit, the guidelines have not been updated in some time."

Other respondents described concerns for faculty who were unfairly penalized for stopping their tenure clock for FMLA, "I have heard of cases where women are discouraged from stopping the tenure clock when having a child and even if they do they are still evaluated as if the leave period counts toward the tenure clock (e.g., held to a higher standard of productivity despite the approved leave)," and "There is a full professor in my department who inappropriately brings up the topic of FMLA leave as a negative in performance review and tenure discussions (e.g., 'They have 3 years on the clock but really they have had 4 years.'). The other faculty tell this person not to do so but the person repeatedly does this."

Survey Question 41 queried Non-Tenure-Track Faculty respondents on their perceptions as faculty with non-tenure-track appointments. Chi-square analyses were conducted by gender identity, racial identity, sexual identity, religious/spiritual identity, citizenship status, and disability status; only significant differences are reported.[68]

Table 74 indicates that 54% (*n* = 86) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that the criteria used for contract renewal were clear. No statistical significance was found between groups.

Fifty-nine percent (*n* = 91) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that the criteria used for contract renewal were applied equally to positions. Seventy-seven percent (*n* = 122) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they believed that expectations of their responsibilities were clear. No statistical significance was found between groups.

Table 74. **Non-Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
The criteria for contract renewal are clear.	27	16.9	59	36.9	56	35.0	18	11.3
The criteria used for contract renewal are applied equally to positions.	22	14.3	69	44.8	39	25.3	24	15.6
There are clear expectations of my responsibilities.	39	24.5	83	52.2	31	19.5	6	3.8

Note: Table reports only Non-Tenure-Track Faculty responses (*n* = 161).

Table 75 illustrates that 86% (*n* = 136) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that research was valued by UMSL, 83% (*n* = 132) of Non-Tenure-Track Faculty respondents ""strongly agreed" or "agreed" that teaching was valued by UMSL, and

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[68]Per the LCST, for all analyses, sexual identity was recoded into the categories LGBQ and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

79% (*n* = 122) of Non-Tenure-Track Faculty respondents ""strongly agreed" or "agreed" that service was valued by UMSL. No statistical significance was found between groups.

Table 75. **Non-Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Disagree		Strongly Disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Research is valued by UMSL.	51	32.3	85	53.8	16	10.1	6	3.8
Teaching is valued by UMSL.	45	28.3	87	54.7	19	11.9	8	5.0
Service is valued by UMSL.	39	25.2	83	53.5	27	17.4	6	3.9

Note: Table reports only Non-Tenure-Track Faculty responses (*n* = 161).

Twenty-four percent (*n* = 38) 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 76). No statistical significance was found between groups.

Forty-one percent (*n* = 63) 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. No statistical significance was found between groups.

Thirty-seven percent (*n* = 59) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they felt pressured to do extra work that was uncompensated. No statistical significance was found between groups.

Fifty-six percent (*n* = 88) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they felt that their opinions were taken seriously by senior administrators (e.g., department head, president, dean, provost). No statistical significance was found between groups.

Forty-nine percent ($n = 77$) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they had job security. No statistical significance was found between groups.

Table 76. **Non-Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Disagree		Strongly Disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	11	7.1	27	17.3	98	62.8	20	12.8
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).	21	13.5	42	27.1	81	52.3	11	7.1
Pressured to do extra work that is uncompensated.	24	15.1	35	22.0	84	52.8	16	10.1
Non-Tenure-Track faculty opinions are taken seriously by senior administrators (e.g., chair, dean, provost).	15	9.6	73	46.5	47	29.9	22	14.0
I have job security.	14	8.9	63	39.9	44	27.8	37	23.4

Note: Table reports only Non-Tenure-Track Faculty responses ($n = 161$).

Forty-seven Non-Tenure-Track respondents elaborated on their workplace climate. The two themes that emerged were job security, and workload and uncompensated service.

Job security. One theme that emerged was the lack of job security felt by non-tenure-track faculty, despite the teaching and service workloads they assume. While respondents acknowledged that lack of job security might come with the territory, they noted "one-year" contracts were particularly troubling, "Job security is impossible with one year contracts," and

"As an adjunct, I can be fired for no reason at any time. My contracts are renewed on a semester-by-semester basis, so I do not feel secure in my position." One respondent elaborated that the lack of job security can also lead to exploitation in terms of expected workload, "The one year contracts combined with competition for positions and lack of protection from whim and market (or anything else) make it far too easy to overburden NTTs (and adjuncts). I am not forced to teach an extra course per year, nor to teach essentially for free in the summer, but if I don't do it, someone else will."

Workload and uncompensated service. Respondents offered concerns about the amount of work they were expected to uphold in addition to teaching loads and the fact that much of the expected work was uncompensated. As one respondent explained, "I am currently redesigning/restructuring 3 courses simultaneously. That's a lot of extras above my normal teaching load. It makes sense that I do them all since they go in a 3-semester sequence, but it's still a lot of uncompensated extras." Another respondent who had a "tremendous amount" of service responsibility that resulted in "growth" of the program noted, "Should receive course release or salary compensation for service responsibilities (advising, program development, programming, etc.) beyond the average load." Even respondents who felt supported by their leadership noted the same concern, "I am fortunate that my chair and dean have been supportive, but my workload is problematic and I have taken on additional responsibilities without compensation." One respondent summarized the dilemma as it related to workload and non-compensated work, "I spend an enormous amount of time on uncompensated service and maintain extensive office hours. I work in the office the entire summer without additional compensation, just to maintain my committee commitments. These commitments are important to the department and the university as a whole, and I enjoy them, but they are not compensated. There ought to be a way to track these activities and reward faculty who are actively involved in running the university."

Additionally, Faculty respondents were asked to rate the degree to which they agreed with a series of 16 statements related to faculty workplace climate (Table 77). Chi-square analyses were conducted by gender identity, citizenship status, racial identity, sexual identity, religious/spiritual identity, and disability status; no statistical significance was found between groups.

Thirty-nine percent ($n = 112$) of Faculty respondents "agreed" that salaries for tenure-track faculty positions were competitive. Only 34% ($n = 99$) of Faculty respondents "agreed" that salaries for adjunct faculty were competitive, and 33% ($n = 92$) of Faculty respondents "agreed" that salaries for non-tenure-track faculty were competitive.

Eighty percent ($n = 232$) of Faculty respondents "strongly agreed" or "agreed" that health insurance benefits were competitive. Sixty-seven ($n = 159$) of Faculty respondents "strongly agreed" or "agreed" that child care benefits were competitive. More than two-thirds (68%, $n = 193$) of Faculty respondents "strongly agreed" or "agreed" that retirement benefits were competitive.

Table 77. **Faculty Respondents' Perceptions of Salary and Benefits**

Perceptions	Strongly agree		Agree		Disagree		Strongly Disagree	
	n	%	*n*	%	*n*	%	*n*	%
Salaries for tenure-track faculty positions are competitive.	< 5	---	112	39.4	110	38.7	58	20.4
Salaries for adjunct faculty are competitive.	7	2.4	99	34.4	106	36.8	76	26.4
Salaries for non-tenure-track faculty are competitive.	< 5	---	92	32.5	119	42.0	69	24.4
Health insurance benefits are competitive.	28	9.7	204	70.6	43	14.9	14	4.8
Child care benefits are competitive.	7	2.9	152	63.9	53	22.3	26	10.9
Retirement benefits are competitive.	28	9.8	165	57.9	70	24.6	22	7.7

Note: Table reports only Faculty responses ($n = 310$).

Twenty-two percent ($n = 62$) of Faculty respondents "strongly agreed" or "agreed" that people who do not have children were burdened with work responsibilities beyond those who do have children (e.g., stay late, off-hour work, work weekends) (Table 78). No statistical significance was found between groups.

Approximately half (51%, $n = 141$) of Faculty respondents "strongly agreed" or "agreed" that people who have children or elder care were burdened with balancing work and family responsibilities (e.g., evening and evenings programming, workload brought home, UMSL breaks not scheduled with school district breaks). No statistical significance was found between groups.

Fifty-five percent ($n = 151$) of Faculty respondents "strongly agreed" or "agreed" that UMSL provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation). No statistical significance was found between groups.

Table 78. **Faculty Respondents' Perceptions of Work-Life Balance**

Perceptions	Strongly agree *n*	Strongly agree %	Agree *n*	Agree %	Disagree *n*	Disagree %	Strongly Disagree *n*	Strongly Disagree %
People who do not have children are burdened with work responsibilities beyond those who do have children.	13	4.6	49	17.4	165	58.5	55	19.5
People who have children or elder care are burdened with balancing work and family responsibilities.	28	10.1	113	40.9	114	41.3	21	7.6
UMSL provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	8	2.9	143	52.2	93	33.9	30	10.9

Note: Table reports only Faculty responses ($n = 310$).

As noted in Table 79, 74% ($n = 217$) of Faculty respondents "strongly agreed" or "agreed" that they believed that their colleagues included them in opportunities that would help their career as much as they do others in their position. No statistical significance was found between groups.

Fifty-four percent (*n* = 164) of Faculty respondents "strongly agreed" or "agreed" that they believed that the performance evaluation process was clear. No statistical significance was found between groups.

Sixty percent (*n* = 179) of Faculty respondents "strongly agreed" or "agreed" that UMSL provided them with resources to pursue professional development (e.g., conferences, materials, research and course design, and traveling). No statistical significance was found between groups.

Fifty-nine percent (*n* = 174) of Faculty respondents "strongly agreed" or "agreed" that they were positive about their career opportunities at UMSL. No statistical significance was found between groups. Sixty-eight percent (*n* = 204) of Faculty respondents "strongly agreed" or "agreed" that they would recommend UMSL as a good place to work. Among Faculty respondents, 18% (*n* = 21) of Tenured/Tenure-Track respondents and 4% (*n* = 6) of Non-Tenure-Track respondents "disagreed" with the statement.

Sixty-three percent (*n* = 187) of Faculty respondents "strongly agreed" or "agreed" that they had job security. Of those respondents, 30% (*n* = 34) of Tenured/Tenure-Track respondents and 8% (*n* = 12) of Non-Tenure-Track respondents "strongly agreed" with the statement.

Table 79. **Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
My colleagues include me in opportunities that will help my career as much as they do others in my position.	41	14.0	176	60.1	51	17.4	25	8.5
The performance evaluation process is clear.	26	8.6	138	45.8	100	33.2	37	12.3
UMSL provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	33	11.0	146	48.7	89	29.7	32	10.7

Table 79. **Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Positive about my career opportunities at UMSL	34	11.4	140	47.1	87	29.3	36	12.1
I would recommend UMSL as a good place to work.	38	12.6	166	55.1	69	22.9	28	9.3
Faculty status[xxxii]								
Tenured/Tenure-Track	11	9.5	56	48.3	28	24.1	21	18.1
Non-Tenure-Track	21	13.5	92	59.4	36	23.2	6	3.9
I have job security.	56	18.7	131	43.8	64	21.4	48	16.1
Faculty status[xxxiii]								
Tenured/Tenure-Track	34	29.6	58	50.4	16	13.9	7	6.1
Non-Tenure-Track	12	7.8	64	41.6	42	27.3	36	23.4

Note: Table reports only Faculty responses (*n* = 310).

Seventy-four Faculty respondents elaborated on their workplace climate. The two themes that emerged were compensation and opportunities for professional development and advancement.

Compensation. One theme that emerged was concern that salary levels for respondents have been "stagnant" for an extended period and that has made the salaries "non-competitive" in the market. "There have only been a couple of years where we even had raise pools, and the largest was 2% total. There is a problem occurring now with salary compression, particularly for more junior and mid-career faculty," and "Assistants and some associates have had very few years with raises and are becoming severely under-paid compared with faculty at other peer institutions." Respondents elaborated, "Salary is not competitive. People in my field at the same rank at similar institutions have higher salaries," and "Assistant professor salaries are behind national averages for research institutions." Other respondents noted that lack of salary increases over an extended period have had a compounding negative effect, "Salaries are competitive IF you are a new hire. Long-term employees are penalized by lack of raises," and "Salary started off acceptable but I have received so few raises since coming to UMSL that my standard of living has decreased noticeably." Respondents noted that increases associated with the rising cost of health insurance coupled with the lack of raises or even cost of living adjustments resulted in a decreasing salary model, "Every year since I have been here, there have not been any sort of raise, however health insurance has increased every year effectively meaning my salary has

decreased every year since coming to UMSL." Finally, respondents noted pay disparity based on gender that was viewed as discriminatory, "There are salary inequities due to salary compression and to mild but long-term and pervasive discrimination against women." "I am appalled by the gender disparity between male and female faculty, and I identify as a male. This is not fair, and is one more thing that makes us less competitive in recruiting talent."

Opportunities for professional development and advancement. One theme that emerged was concern over opportunities for professional development and advancement. Some respondents voiced concern that the financial situation at the university may "negatively" influence their opportunities for professional development and career advancement (conferences, travel for research, and course release to accommodate extensive writing). "I'm very concerned about how the university's financial situation will impact my career here. NO support is offered, professors are expected to go to conferences and engage in other professional activities to move up." One respondent noted that resources for professional development had not always been limited, but the current state of the budget was having an bearing, "The continued decreased funding at UMSL (budget problems) have affected opportunities for professional advancement. Years ago there was much more support for attending and presenting at conferences," and "I feel like our school has always been under-resourced and it has gotten worse with budget cuts." Respondents noted that no funding was in place to provide for professional development for non-tenure-track faculty, "I have seen VERY few indications of resources for NTT faculty to pursue professional development," and "NTT faculty receive no money for professional development. Our local counterparts at other universities have opportunities to attend national conferences in their field."

Seventy-three percent ($n = 225$) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by faculty in their department/program (Table 80). No statistically significant differences was found between groups.

Seventy-six percent ($n = 236$) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by their department/program chairs. Twelve percent ($n = 14$) of Tenured/Tenure-Track Faculty respondents and fewer than five Non-Tenure-Track respondents "strongly disagreed" with that statement.

Sixty-seven percent (*n* = 205) of Faculty respondents felt valued by other faculty at UMSL. Men respondents (47%, *n* = 51) were more likely to "agree" with that statement than were Women respondents (36%, *n* = 65).

Eighty-seven percent (*n* = 261) "strongly agreed" or "agreed" that they felt valued by students in the classroom. No statistically significant differences was found between groups.

Fewer than half (49%, *n* = 149) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by UMSL senior administrators (e.g., chancellor, vice chancellor, provost). Fifteen percent (*n* = 17) of Tenured/Tenure-Track Faculty respondents and 7% (*n* = 11) of Non-Tenure-Track Faculty respondents "strongly disagreed" with the statement. A significantly higher percentage of Men respondents (44%, *n* = 48) than Women respondents (27%, *n* = 49) "agreed" that they felt valued by UMSL senior administrators.

Sixty-two percent (*n* = 189) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by the UMSL administrators (e.g., dean, department chair). A significantly higher percentage of Tenured/Tenure-Track Faculty respondents (13%, *n* = 15) than Non-Tenure-Track Faculty respondents (3%, *n* = 5) "strongly disagreed" with that statement.

Table 80. **Faculty Respondents' Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by faculty in my department/program.	105	33.9	120	38.7	45	14.5	27	8.7	13	4.2
I feel valued by my department/program chair.	134	43.4	102	33.0	34	11.0	21	6.8	18	5.8
Faculty status[xxxiv]										
Tenured/Tenure-Track	55	46.2	34	28.6	10	8.4	6	5.0	14	11.8
Non-Tenure-Track	69	42.5	53	33.1	20	12.5	15	9.4	< 5	---
I feel valued by other faculty at UMSL.	79	25.7	126	41.0	73	23.8	24	7.8	5	1.6

Table 80. **Faculty Respondents' Feelings of Value**

Feelings of value	Strongly agree n	%	Agree n	%	Neither agree nor disagree n	%	Disagree n	%	Strongly disagree n	%
Gender identity[xxxv]										
Women	47	25.7	65	35.5	52	28.4	18	9.8	< 5	---
Men	32	29.4	51	46.8	18	16.5	5	4.6	< 5	---
I feel valued by students in the classroom.	132	43.9	129	42.9	31	10.3	7	2.3	< 5	
I feel valued by UMSL senior administrators (e.g., chancellor, vice chancellor, provost).	49	16.0	100	32.7	96	31.4	32	10.5	29	9.5
Faculty status[xxxvi]										
Tenured/Tenure-Track	19	16.2	41	35.0	26	22.2	14	12.0	17	14.5
Non-Tenure-Track	22	13.8	49	30.6	62	38.8	16	10.0	11	6.9
Gender identity[xxxvii]										
Women	29	15.8	49	26.8	67	36.6	22	12.0	16	8.7
Men	19	17.6	48	44.4	25	23.1	7	6.5	9	8.3
I feel valued by UMSL administrators (e.g., dean, department chair).	82	26.9	107	35.1	57	18.7	38	12.5	21	6.9
Faculty status[xxxviii]										
Tenured/Tenure-Track	35	29.7	38	32.2	13	11.0	17	14.4	15	12.7
Non-Tenure-Track	37	23.4	57	36.1	39	24.7	20	12.7	5	3.2

Note: Table reports only Faculty responses (*n* = 310).

Table 81 depicts Faculty respondents' attitudes about certain aspects of the climate in their departments/programs and at UMSL. Subsequent analyses were conducted to identify significant differences in responses by faculty status, gender identity, citizenship status, racial identity, sexual identity, religious/spiritual identity, and disability status; only significant differences are reported.[69]

Twenty-three percent (*n* = 71) of Faculty respondents "strongly agreed" or "agreed" that faculty in their departments/programs prejudged their abilities based on their perception of their identity/background. No statistically significant difference was found between groups.

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[69]Per the LCST, for all analyses, sexual identity was recoded into the categories LGBQ and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Eighteen percent ($n = 56$) of Faculty respondents "strongly agreed" or "agreed" that their departments/program chairs prejudged their abilities based on their perception of their identity/background. A higher percentage of Non-Tenure-Track Faculty respondents (42%, $n = 66$) than Tenured/Tenure-Track Faculty respondents (29%, $n = 35$) "disagreed" with that statement.

Fifty-three percent ($n = 164$) of Faculty respondents "strongly agreed" or "agreed" that UMSL encouraged free and open discussion of difficult topics. Twenty-three percent ($n = 27$) of Tenured/Tenure-Track Faculty respondents and 11% ($n = 18$) of Non-Tenure-Track Faculty respondents "disagreed" with that statement.

Table 81. **Faculty Respondents' Perception of Climate**

Perceptions	Strongly agree n	%	Agree n	%	Neither agree nor disagree n	%	Disagree n	%	Strongly disagree n	%
I think that faculty in my department/program prejudge my abilities based on their perception of my identity/background.	14	4.6	57	18.8	76	25.0	112	36.8	45	14.8
I think that my department/program chair prejudges my abilities based on their perception of my identity/background.	18	5.9	38	12.5	77	25.3	109	35.9	62	20.4
Faculty status[xxxix]										
Tenured/Tenure-Track	6	5.0	14	11.8	28	23.5	35	29.4	36	30.3
Non-Tenure-Track	9	5.7	20	12.7	41	26.1	66	42.0	21	13.4
I believe that UMSL encourages free and open discussion of difficult topics.	45	14.6	119	38.6	74	24.0	48	15.6	22	7.1
Faculty status[xl]										
Tenured/Tenure-Track	10	8.5	38	32.2	28	23.7	27	22.9	15	12.7
Non-Tenure-Track	25	15.6	68	42.5	42	26.3	18	11.3	7	4.4

Note: Table reports only Faculty responses ($n = 310$).

Forty-nine percent (*n* = 144) of Faculty respondents "strongly agreed" or "agreed" that their research/scholarship activity was valued (Table 82). A higher percentage of Tenured/Tenure-Track Faculty respondents (17%, *n* = 20) than Non-Tenure-Track Faculty respondents (10%, *n* = 15) "strongly agreed" with the statement.

Sixty-six percent (*n* = 198) of Faculty respondents "strongly agreed" or "agreed" that their teaching was valued. No statistically significant difference was found between groups.

Slightly more than half (54%, *n* = 164) of Faculty respondents "strongly agreed" or "agreed" that their service contributions were valued. Non-U.S. Citizen respondents (54%, *n* = 21) were more likely to "agree" with that statement than were U.S. Citizen respondents (32%, *n* = 81).

Table 82. **Faculty Respondents' Feelings of Value**

Feelings of value	Strongly agree *n*	Strongly agree %	Agree *n*	Agree %	Neither agree nor disagree *n*	Neither agree nor disagree %	Disagree *n*	Disagree %	Strongly disagree *n*	Strongly disagree %
I feel that my research/scholarship activity is valued.	41	13.9	103	34.9	83	28.1	42	14.2	26	8.8
Faculty status[xli]										
Tenured/Tenure-Track	20	16.8	44	37.0	23	19.3	17	14.3	15	12.6
Non-Tenure-Track	15	10.0	49	32.7	52	34.7	23	15.3	11	7.3
I feel that my teaching is valued.	75	24.9	123	40.9	60	19.9	33	11.0	10	3.3
I feel that my service contributions are valued.	61	20.2	103	34.1	82	27.2	44	14.6	12	4.0
Citizenship status[xlii]										
U.S. Citizen	54	21.0	81	31.5	70	27.2	41	16.0	11	4.3
Non-U.S. Citizen	7	17.9	21	53.8	9	23.1	< 5	---	< 5	---

Note: Table reports only Faculty responses (*n* = 310).

Sixty-three percent (*n* = 186) of Faculty respondents "strongly agreed" or "agreed" that senior administrators have taken direct actions to address the needs of at-risk/underserved students (Table 83). No statistically significant difference was found between groups.

Seventy-two percent (*n* = 213) of Faculty respondents "strongly agreed" or "agreed" that faculty have taken direct actions to address the needs of at-risk/underserved students. Non-Tenure-Track Faculty respondents (56%, *n* = 85) were more likely to "agree" with this statement than were Tenured/Tenure-Track Faculty respondents (43%, *n* = 50).

Forty-three percent (*n* = 126) of Faculty respondents "strongly agreed" or "agreed" that students have taken direct actions to address the needs of at-risk/underserved students. Non-Tenure-Track Faculty respondents (37%, *n* = 57) were more likely to "agree" with this statement than were Tenured/Tenure-Track Faculty respondents (23%, *n* = 25).

Table 83. Faculty Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Senior administrators have taken direct actions to address the needs of at-risk/underserved students.	55	18.7	131	44.6	69	23.5	28	9.5	11	3.7
Faculty have taken direct actions to address the needs of at-risk/underserved students.	64	21.5	149	50.2	62	20.9	17	5.7	5	1.7
Faculty status[xliii]										
Tenured/Tenure-Track	22	19.0	50	43.1	31	26.7	8	6.9	5	4.3
Non-Tenure-Track	36	23.7	85	55.9	23	15.1	8	5.3	0	0.0
Students have taken direct actions to address the needs of at-risk/underserved students.	36	12.4	90	30.9	146	50.2	17	5.8	< 5	---
Faculty status[xliv]										
Tenured/Tenure-Track	11	10.0	25	22.7	62	56.4	11	10.0	< 5	---
Non-Tenure-Track	19	12.4	57	37.3	72	47.1	< 5	---	< 5	---

Note: Table reports only Faculty responses (*n* = 310).

Twenty-nine Faculty respondents provided information about their experiences related to their sense of value. The theme that emerged was leadership and shared governance.

Leadership and shared governance. Respondents provided a variety of opinions about leadership from their department, to the faculty senate, to institution overall. One respondent reported,

"UMSL faculty have a week [sic] sense of community, probably in part due to the lack of many interdisciplinary majors and programs (lecture series, centers, research, etc.). In recent years our Steering Committee Senate have not been active in leading faculty discussions on pressing topics." Another respondent explained, "even good leaders have had limited support." "Prior to this year I had a dean and department chair that were not supportive. I now have a new department chair who is doing a great job trying to turn things around, however she took over in such a negative environment that she has an uphill battle with little support from others at UMSL." Others described the sense that faculty views were not valued by the institutional leadership. One respondent noted, "When the budget cuts were made last Spring, our contribution was just announced to us - no discussion. Similarly, when we were made a School, the decision was just announced - no faculty input, no discussion. Clearly UMSL does not encourage free and open discussion of difficult topics."

[xxxii]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they would recommend UMSL as a good place to work by faculty status: $\chi^2 (3, N = 271) = 15.9, p < .001$.

[xxxiii]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they had job security by faculty status: $\chi^2 (3, N = 269) = 37.2, p < .001$.

[xxxiv]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt valued by their department/program chair by faculty status: $\chi^2 (4, N = 279) = 12.5, p < .05$.

[xxxv]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt valued by other faculty at UMSL by gender identity: $\chi^2 (4, N = 292) = 11.4, p < .05$.

[xxxvi]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt valued by UMSL senior administrators by faculty status: $\chi^2 (4, N = 277) = 10.7, p < .05$.

[xxxvii]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt valued by UMSL senior administrators by gender identity: $\chi^2 (4, N = 291) = 12.5, p < .05$.

[xxxviii]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt valued by UMSL administrators by faculty status: $\chi^2 (4, N = 276) = 16.7, p < .01$.

[xxxix]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that faculty in their department/program chair prejudged their abilities by faculty status: $\chi^2 (4, N = 276) = 12.6, p < .05$.

[xl]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt that UMSL encouraged free and open discussion of difficult topics by faculty status: $\chi^2 (4, N = 278) = 16.5, p < .01$.

[xli]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt that their research/scholarship was valued by faculty status: $\chi^2 (4, N = 269) = 10.3, p < .05$.

[xlii]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt that their service contributions were valued by citizenship status: $\chi^2 (4, N = 296) = 9.8, p < .05$.

[xliii]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt that faculty have taken direct actions to address the needs of at-risk/underserved students by faculty status: $\chi^2 (4, N = 268) = 14.1, p < .01$.

[xliv]A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt that students have taken direct actions to address the needs of at-risk/underserved students by faculty status: $\chi^2 (4, N = 263) = 11.9, p < .05$.

Faculty and Staff Respondents Who Have Seriously Considered Leaving UMSL

Forty-one percent (*n* = 605) of respondents had seriously considered leaving UMSL (Figure 30). With regard to employee position status, 57% (*n* = 177) of Faculty respondents and 63% (*n* = 244) of Staff respondents had seriously considered leaving UMSL in the past year.
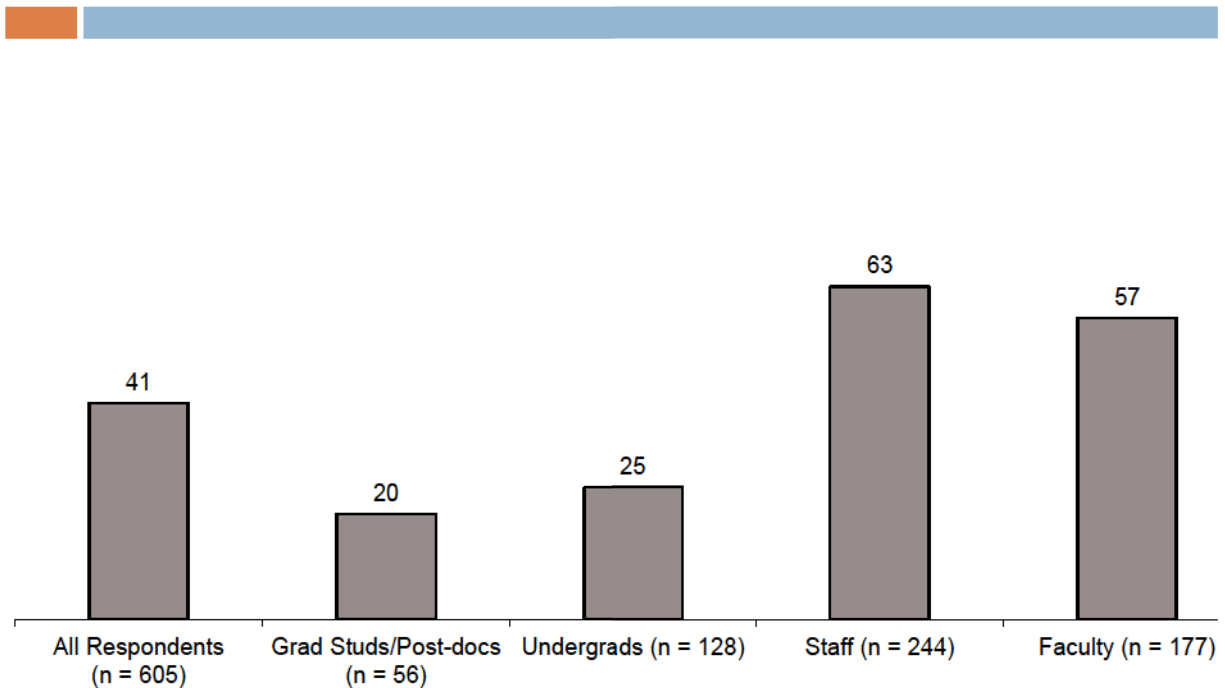
Figure 30. Respondents Who Had Seriously Considered Leaving UMSL (%)

Subsequent analyses found significant differences by faculty status, racial identity, religious/spiritual identity, and disability status.

- By faculty status, 71% (*n* = 84) of Tenured/Tenure-Track Faculty respondents and 47% (*n* = 76) of Non-Tenure-Track Faculty respondents seriously considered leaving UMSL.[xlv]

- By racial identity, 74% (*n* = 57) of African/Black/African American Employee respondents, 60% (*n* = 12) of Multiracial Employee respondents, 58% (*n* = 307) of

White Employee respondents, and 45% ($n = 14$) of Additional Employee Respondents of Color seriously considered leaving UMSL.[xlvi]

- By religious/spiritual identity, 66% ($n = 156$) of Employee Respondents with No Religious/Spiritual Identity, 65% ($n = 22$) of Employee Respondents with Multiple Religious/Spiritual Identities, 61% ($n = 20$) of Employee Respondents with Other Religious/Spiritual Identities, and 53% ($n = 190$) of Employee Respondents with Christian Religious/Spiritual Identities seriously considered leaving UMSL.[xlvii]

- By disability status, 78% ($n = 28$) of Employee Respondents with a Single Disability, 74% ($n = 11$) of Employee Respondents with Multiple Disabilities, and 58% ($n = 371$) of Employee Respondents with No Disabilities seriously considered leaving UMSL.[xlviii]

Sixty-seven percent ($n = 281$) of those Faculty and Staff respondents who seriously considered leaving did so because of low salary/pay rate (Table 84). Forty-four percent ($n = 185$) of those Faculty and Staff respondents who seriously considered leaving indicated that they did so because of limited opportunities for advancement. Other reasons included increased workload (35%, $n = 146$), interested in a position at another institution (31%, $n = 132$), and tension with supervisor/manager (31%, $n = 130$). "Other" responses submitted by respondents included "Adjunct don't appear to be supported proficiently," "Administration's response to Ferguson was embarrassing," "Administrators lack of integrity!," "Am afraid of being laid off," "Budget uncertainty," "no raises in years!," and "very high stress."

Table 83. **Reasons Why Faculty and Staff Respondents Considered Leaving UMSL**

Reason	*n*	%
Low salary/pay rate	281	66.7
Limited opportunities for advancement	185	43.9
Increased workload	146	34.7
Interested in a position at another institution	132	31.4
Tension with supervisor/manager	130	30.9
Lack of a sense of belonging	116	27.6
Lack of institutional support (e.g., tech support, lab space/equipment)	107	25.4

Table 83. **Reasons Why Faculty and Staff Respondents Considered Leaving UMSL**

Reason	*n*	%
Lack of professional development opportunities	106	25.2
Tension with co-workers	80	19.0
Campus climate was not welcoming	80	19.0
Recruited or offered a position at another institution/organization	77	18.3
Lack of benefits	44	10.5
Local community climate was not welcoming	26	6.2
Family responsibilities	20	4.8
Relocation	15	3.6
Personal reasons (e.g., medical, mental health, family emergencies)	14	3.3
Local community did not meet my (my family) needs	11	2.6
Spouse or partner unable to find suitable employment	6	1.4
Spouse or partner relocated	5	1.2
A reason not listed above	85	20.2

Note: Table reports only responses from Faculty and Staff respondents who indicated on the survey that they had seriously considered leaving UMSL (*n* = 421).

Three hundred eighty-two respondents elaborated on why they seriously considered leaving UMSL; 113 were Faculty respondents and 154 were Staff respondents. Themes that emerged among Faculty respondents were 1) low salary, increased workload, and financial/budget concerns, and 2) concerns about administration and leadership. Among Staff respondents, the themes were 1) poor pay, 2) lack of opportunities for advancement, 3) contribution not valued, and 4) poor work environment.

Faculty respondents – *Low salary, increased workload, and financial/budget concerns.* Faculty respondents expressed concerns about the lack of salary increases, increasing workloads, and constant strain on financial resources at the institution. Specifically, these concerns influenced their outlook and morale. "The unrelenting budget cuts have adversely impacted morale." "It's disheartening to work at an institution where the majority of conversations are about money and how much smaller we can be. There's really no look to the future, as we don't have any money to

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plan for growth or new directions. All we talk is about is what more we can cut. If my spouse did not have a great job elsewhere, I would push hard to leave." Faculty respondents noted, "It has been made clear that no raises will be offered to faculty in the foreseeable future." Additionally, faculty also wrote that "new hires earn higher salaries than faculty who have been here 25 years-- this leaves little reason NOT to consider leaving." Other respondents noted that compared with other Universities, pay at UMSL was below expectations. "Compensation is laughably low" and that overall the feeling was that the "Level of pay at UMSL is significantly below most 4-year Universities." One respondent offered, "My colleagues at other institutions make more money than I do. High school teachers make more than I do. The annual raises are not even amounting to the cost-of-living increases." This perceived lack of market equity coupled with lack of salary increases results in "a growing concern for nearly all faculty I have spoken with."

Increased workloads were of great concern, with respondents sharing that "Workload has increased and the demands are constant to do more with less." Others pointed out the nexus of low salary and workload, "The pay is terrible and the workload is very demanding. Ultimately, it is our students who suffer when we are expected to do so much more with no incentives." One respondent noted that they initially considered leaving the university because of low salary and a second time "It was over workload. I was asked to teach 5-6 courses per year in addition to a demanding administrative appointment." While another stated that "Teaching over load that compromises either my home or my professional life."

Faculty respondents – *Concerns about administration and leadership.* Faculty respondents also expressed concerns about the administration, and a general lack of confidence in their abilities. "At the level of chancellor, provost, and dean (dean of CAS), the decisions made have generally been poor in the face of the challenges presented by declining funding from the state legislature and the recession." Lack of vision and aspirational goals were also noted. "Who do we strive to be aside from in the black? I am willing to work toward something aspirational, but am given nothing aside from the need to grow bigger without a reason outside of our budget." Other respondents noted unprofessional conduct which ranged from infighting, "There is significant infighting between some administrators on campus, with decisions being made based on personal

animosity, and not for the general benefit of the institution," to antagonism, "The administration seems antagonistic to faculty and staff rather than supportive."

The lack of leadership and vision for the future was expressed by respondents in terms of trust, "Both my trust and pride of the school is withering away, especially following the decisions made during the budget crisis" and in a yearning for direction, "The University feels rudderless, reactionary, and aimless." One respondent summed up the problem by noting, "The same people sit in Woods Hall protecting each other's positions and could not be any more disconnected to the employees than if they were on a different planet."

Staff respondents –*Poor pay.* Staff respondents were focused on poor pay. Some noted that UMSL paid lower than other universities in general and this disparity has become exacerbated in the face of years without salary increases. "The repeated lack of raises, particularly merit based, for employees is not sustainable for me. To see others in the same job in other regions working for private or government institutions get raises makes me question my decision to stay." "The pay is not comparable to equivalent positions at other institutions," and "I could make more at other university. UMSL's pay is at the very lowest end of the pay scale for what I do, which is very sad. But I like the people that I work with." Other respondents shared that in addition to poor pay, the workload was greater than expected, or had increased when positions were cut because of budget difficulties. "Underpaid when comparing salaries in my field, then positions cut and given the workload/responsibilities of former employees." "After working here for several years, it seems like benefits were being taken away or denied, and we were continually not receiving raises. Cost of benefits was rising more than any raise if we did receive one." One respondent expressed this frustration by stating, "Continuous budget cuts, layoffs, increased workload, no raises, and a lack of empathy or support from the campus administration (the Chancellor especially) have led to a campus that is on the verge of losing accreditation if something isn't done, and VERY soon."

Staff respondents – *Lack of opportunities for advancement.* Staff respondents who seriously considered leaving also voiced concern over limited opportunities for advancement and professional growth. As one respondent explained, "The way our director has set up the positions

in our office there is no room for upward movement. I am not able to grow professionally."
Another respondent noted the absence of growth opportunities and expressed concern that the
lack of support was based on race. "No professional path for advancement--and I am not
supported by my supervisor in the manner that my white coworkers are." Other respondents
echoed these concerns, "I have never worked at an institution that had no interest in developing
the staff. I love what I do in my position, however, there is no upward mobility. Management is
lacking which seems to be the climate at UMSL," and "I love my job, but I have on occasion
thought that I might have greater opportunity, especially as it pertains to upward mobility, if I
moved on." The lack of development and advancement opportunities also led one respondent to
question their place at the university, "With the lack of development, I didn't feel as if I
belonged."

Staff respondents – *Contribution not valued.* Another theme that emerged was that staff took on
additional responsibilities without additional pay or recognition. "Recently I was assigned to
split my time between the department I was hired through and another much larger department
with no pay increase. I don't feel that all my efforts are appreciated." "Used to really enjoy my
position, but now I am doing the work of four other supervisors, I stay optimistic that I will be
rewarded for stepping up, but I don't see a chance of that in the near future. The work load keeps
increasing with no incentives." "Doing work out and above my title. Being promised by my
Supervisor that she would reclassify me (3 years in a row) which she has not and I continue to do
the work she is supposed to do herself." Other respondents directly addressed the feeling that the
work they do was neither valued nor appreciated. "I feel the positions held my division even
though considered essential are not considered of value to superiors of my department as other
divisions and will always be passed over as far as advancement, raises, and new support staff in
order to funnel money to create positions in their more favored divisions," and "If you have an
increased workload, tension with your supervisor and then no raise, you do not feel valued or
appreciated for your time and efforts."

Staff respondents – *Poor work environment.* Staff respondents who considered leaving also felt
the work environment was "toxic" and "hostile." "I am leaving because I am in an extremely
hostile work environment." "The current work environment has managed to take a profession in

a field that I love and am passionate about and turned it into just a job that I do in order to get a paycheck. Any efforts that I have made to try to improve the experience and work flow has been maligned and criticized so I feel l like I have to distance myself emotionally from my workplace in order to continue to function here." "My immediate work group is TOXIC," and "Attitude of some coworkers and not respectful to all in the office." Other respondents made the direct connection between the poor work environment and their leadership. "There are three people that are making my life a living hell. I have spoken to my manager about the things that are happening to me and she has chosen not to address or correct the people that are doing this to me. Because nothing has been fixed, I found employment elsewhere." "The supervisor has created an environment of animosity and hostility." "Supervisors show favor toward employee's that do not have an opinion. When you voice opinions different from their own they view you as a problem." One respondent summed up the environment by stating, "My department has extraordinary potential but gets bogged down in poor coworker relationships and bullying."

[xlv]A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they seriously considered leaving UMSL by faculty status: χ^2 (1, $N = 280$) = 15.3, $p = .001$.

[xlvi]A chi-square test was conducted to compare percentages of Employee respondents who indicated that they seriously considered leaving UMSL by racial identity: χ^2 (3, $N = 659$) = 10.0, $p = .05$.

[xlvii]A chi-square test was conducted to compare percentages of Employee respondents who indicated that they seriously considered leaving UMSL by religious/spiritual identity: χ^2 (3, $N = 664$) = 11.3, $p = .01$.

[xlviii]A chi-square test was conducted to compare percentages of Employee respondents who indicated that they seriously considered leaving UMSL by disability status: χ^2 (2, $N = 686$) = 6.5, $p = .05$.

Summary

The results from this section suggest that most Faculty and Staff respondents generally hold positive attitudes about UMSL policies and processes. Few UMSL employees had observed unfair or unjust hiring (21%, $n = 143$), unfair or unjust disciplinary actions (15%, $n = 104$), or unfair or unjust promotion, tenure, and/or reclassification (29%, $n = 198$). Gender/gender identity, position status, nepotism/cronyism, age, job status, and ethnicity were the top perceived bases for many of the reported discriminatory employment practices.

A majority of Staff respondents felt that their supervisors were supportive. Seventy-two percent ($n = 275$) of Staff respondents "strongly agreed" or "agreed" that they had supervisors who gave them job/career advice or guidance when they needed it. In addition, 83% ($n = 319$) of Staff respondents "strongly agreed" or "agreed" that their supervisors provided adequate support for them to manage work-life balance. While a majority of Staff respondents felt that UMSL provided them adequate resources to manage work/life balance, Women Staff respondents (7%, $n = 17$) were much less likely than were Men Staff respondents (15%, $n = 18$) to "strongly agree."

Slightly more than half of the Staff respondents felt that UMSL and their supervisors provided them with resources to pursue professional development. While more than one-third (36%, $n = 135$) of Staff respondents felt that UMSL policies were fairly applied across UMSL, a significantly higher percentage of Men Staff respondents (35%, $n = 42$) than Women Staff respondents (23%, $n = 57$) noted that they believed that this was the case. Finally, only 19% ($n = 73$) of Staff respondents "strongly agreed" or "agreed" that clear procedures on how they could advance at UMSL existed, and only 30% ($n = 115$) of Staff respondents felt positive about their opportunities for advancement at UMSL.

Tenured and Tenure-Track Faculty respondents largely felt that research (71%, $n = 83$) and teaching (78%, $n = 93$) were valued by UMSL. However, only 57% ($n = 64$) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they felt supported and mentored during the tenure-track years. Similarly, Non-Tenure-Track Faculty respondents felt

that research (86%, $n = 136$), teaching (83%, $n = 132$), and service (83%, $n = 122$) were valued by UMSL.

Approximately half of the Tenured and Tenure-Track Faculty respondents (48%, $n = 56$) and Non-Tenure-Track Faculty respondents (56%, $n = 88$) "strongly agreed" or "agreed" that faculty opinions were taken seriously by their senior administrators (e.g., chancellor, vice chancellor, dean, provost). Finally, 39% ($n = 112$) of Faculty respondents "agreed" that salaries for tenure-track faculty positions were competitive. Only 34% ($n = 99$) of Faculty respondents "agreed" that salaries for adjunct faculty were competitive, and 33% ($n = 92$) of Faculty respondents "agreed" that salaries for non-tenure-track faculty were competitive.

Student Perceptions of Campus Climate

This section of the report is dedicated to survey items that were specific to UMSL 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

A confirmatory factor analysis was conducted on one scale embedded in Question 15 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 seven sub-questions of Question 15 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, Student respondents who did not answer all scale sub-questions were not included in the analysis. Approximately 3% (3.2%) of all potential Student respondents were removed from the analysis because of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing 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.[70] One question from the scale (Q15_2) did not hold with the construct and was removed; the scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach's alpha) of the scale was 0.870 (after removing the question noted above), which is high, meaning that the scale produces consistent results. With Q15_2 included, Cronbach's alpha was only 0.795.

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[70]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 85. Survey Items Included in the *Perceived Academic Success* **Factor Analyses**

Scale	Survey item number	Academic experience
	Q15_1	I am performing up to my full academic potential.
	Q15_3	I am satisfied with my academic experience at UMSL.
Perceived Academic Success	Q15_4	I am satisfied with the extent of my intellectual development since enrolling at UMSL.
	Q15_5	I have performed academically as well as I anticipated I would.
	Q15_6	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	Q15_7	My interest in ideas and intellectual matters has increased since coming to UMSL.

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 of the questions included in the given factor was given a score on a five-point scale. Lower scores on *Perceived Academic Success* factor suggest a student or constituent group is 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 Student 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 (because of lower numbers, graduate students had a reduced number of categories for several demographic areas where noted):

- o Gender identity (Women, Men, Transspectrum)
- o Racial identity (Additional People of Color, African/Black/African American, Multiracial respondents, White People)
- o Sexual identity (LGBQ, Heterosexual)
- o Disability status (Single Disability, No Disability, Multiple Disabilities)
- o Income status (Low-Income, Not-Low-Income)
- o First-Generation status (First-Generation, Not-First-Generation)

When only two categories for the specified demographic variable (e.g., sexual identity) existed, 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 were noted.

Means Testing Results

The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Undergraduate and Graduate/Professional Student respondents (where possible).

Gender Identity

No significant difference existed ($p > .05$) in the overall test for means for Undergraduate or Graduate/Professional Student respondents by gender identity on *Perceived Academic Success*.

Table 86. **Undergraduate Student Respondents'** *Perceived Academic Success* **by Gender Identity**

Gender identity	*n*	Mean	Std. dev.
Women	348	2.009	0.751
Men	131	2.106	0.686
Transspectrum	14	2.143	0.475

Table 87. **Graduate/Professional Student Respondents'** *Perceived Academic Success* **by Gender Identity**

Gender identity	*n*	Mean	Std. dev.
Women	194	1.781	0.699
Men	58	1.940	0.694
Transspectrum	11	1.818	0.513

No subsequent analyses on *Perceived Academic Success* for Undergraduate or Graduate/Professional Student respondents by gender identity were conducted because the overall test was not significant.

Racial Identity

No significant difference existed ($p > .05$) in the overall test for means for Undergraduate or Graduate/Professional Student respondents by racial identity on *Perceived Academic Success*.

Table 88. Undergraduate Student Respondents' *Perceived Academic Success* by Racial Identity

Racial identity	n	Mean	Std. dev.
Additional People of Color	44	2.148	0.517
White	326	1.972	0.742
Multiracial	33	2.116	0.830
African/Black/African American	87	2.153	0.702

Table 89. Graduate/Professional Student Respondents' Perceived Academic Success by Racial Identity

Racial identity	n	Mean	Std. dev.
Additional People of Color	36	1.875	0.597
White	192	1.761	0.683
Multiracial	11	1.894	0.655
African/Black/African American	18	2.019	0.828

No subsequent analyses on *Perceived Academic Success* for Undergraduate or Graduate/Professional Student respondents by racial identity were completed because the overall test was not significant.

Sexual Identity

No significant difference ($p > .05$) existed in the test for means for Undergraduate or Graduate/Professional Student respondents by sexual identity on *Perceived Academic Success*.

Table 90. Student Respondents' *Perceived Academic Success* by Sexual Identity

Sexual identity	Undergraduate Student respondents			Graduate/Professional Student respondents		
	n	Mean	Std. dev.	n	Mean	Std. dev.
LGBQ	78	2.034	0.808	31	1.790	0.546
Heterosexual	394	2.036	0.717	220	1.815	0.707
Mean difference	**-0.002**			**-0.025**		

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Disability Status

No significant difference existed ($p > .05$) in the overall test for means for Undergraduate or Graduate/Professional Student respondents by disability status on *Perceived Academic Success*.

Table 91. **Undergraduate Student Respondents' *Perceived Academic Success* by Disability Status**

Disability status	n	Mean	Std. dev.
Single Disability	50	2.000	0.816
No Disability	409	2.017	0.704
Multiple Disabilities	36	2.273	0.840

Table 92. Graduate/Professional Student Respondents' Perceived Academic Success by Disability Status

Disability status	n	Mean	Std. dev.
Single Disability	25	1.873	0.657
No Disability	228	1.814	0.703
Multiple Disabilities	12	1.694	0.554

No subsequent analyses on *Perceived Academic Success* for Undergraduate or Graduate/Professional Student respondents were conducted because the overall test was not significant.

Income Status

No significant difference ($p > .05$) existed in the test for means for Undergraduate Student respondents or for Graduate/Professional Student respondents by income status on *Perceived Academic Success*.

Table 93. **Student Respondents' *Perceived Academic Success* by Income Status**

Income status	Undergraduate Student respondents			Graduate/Professional Student respondents		
	n	Mean	Std. dev.	n	Mean	Std. dev.
Low-Income	177	2.031	0.753	99	1.816	0.662
Not-Low-Income	306	2.040	0.718	155	1.798	0.695
Mean difference	**0.009**			**0.019**		

First-Generation Status

No significant difference ($p > .05$) existed in the test for means for Undergraduate Student respondents or for Graduate/Professional Student respondents by first-generation status on *Perceived Academic Success*.

Table 94. Student Respondents' *Perceived Academic Success* by First-Generation Status

Income status	Undergraduate Student respondents			Graduate/Professional Student respondents		
	n	Mean	Std. dev.	*n*	Mean	Std. dev.
First-Generation	87	2.021	0.721	40	1.875	0.735
Not-First-Generation	409	2.038	0.730	224	1.807	0.676
Mean difference	**-0.017**			**0.068**		

Students' Perceptions of Campus Climate

One of the survey items asked Student respondents the degree to which they agreed with seventeen statements about their interactions with faculty, students, staff members, and senior administrators at UMSL. Seventy-eight percent ($n = 612$) of Student respondents felt valued by UMSL faculty, 72% ($n = 564$) felt valued by UMSL staff, and 51% ($n = 401$) felt valued by UMSL senior administrators (e.g., chancellor, vice chancellor, dean, provost) (Table 95). Frequencies and significant differences based on student status,[71] gender identity,[72] racial identity, sexual identity,[73] religious/spiritual identity, citizenship status, disability status, housing status, employment status, income status, and first-generation status are provided in Tables 95 through 99.

Several significant differences were found among student groups. A significantly higher percentage of Men Student respondents (41%, $n = 79$) than Women respondents (32%, $n = 179$) "strongly agreed" that they felt valued by UMSL faculty.

A significantly higher percentage of Undergraduate Student respondents who started as a first year (48%, $n = 83$) compared with Undergraduate Transfer Student respondents (36%, $n = 122$) "agreed" that they felt valued by UMSL staff.

A significantly higher percentage of Undergraduate Student respondents who started as a first year (36%, $n = 62$) compared with Undergraduate Transfer Student respondents (26%, $n = 89$) "agreed" that they felt valued by UMSL senior administrators. Forty-one percent ($n = 17$) of Professional Graduate Student respondents, 14% ($n = 19$) of Masters Graduate Student respondents, and 23% ($n = 16$) of Doctoral Graduate Students respondents "strongly agreed" that they felt valued by UMSL senior administrators. A significant higher percentage of Non-U.S. Citizen Student respondents (31%, $n = 30$) compared with U.S. Citizen Student respondents (19%, $n = 129$) felt valued by senior administrators.

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[71]Post-Doc respondents were excluded because of their low numbers and to maintain confidentiality.
[72]As noted earlier, per the LCST, gender identity was categorized to only Men and Women to maintain response confidentiality.
[73]As noted earlier, per the LCST, sexual identity was categorized to only LGBQ and Heterosexual to maintain response confidentiality.

Table 95. **Student/Post-Doc Respondents' Feelings of Value by Employees**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel valued by UMSL faculty.	**273**	**34.8**	**339**	**43.2**	**114**	**14.5**	**49**	**6.2**	**10**	**1.3**
Gender identity[xlix]										
Women	179	32.0	257	46.0	85	15.2	33	5.9	5	0.9
Men	79	40.9	70	36.3	25	13.0	14	7.3	5	2.6
I feel valued by UMSL staff.	**248**	**31.8**	**316**	**40.5**	**163**	**20.9**	**45**	**5.8**	**9**	**1.2**
Undergraduate status[l]										
Started as First Year	53	30.6	83	48.0	32	18.5	<5	---	< 5	---
Transfer	99	29.3	122	36.1	81	24.0	30	8.9	6	1.8
I feel valued by UMSL senior administrators (e.g., chancellor, vice chancellor, dean, provost).	**164**	**21.0**	**237**	**30.3**	**279**	**35.7**	**68**	**8.7**	**33**	**4.2**
Undergraduate status[li]										
Started as First Year	39	22.8	62	36.3	56	32.7	9	5.3	5	2.9
Transfer	70	20.7	89	26.3	127	37.6	39	11.5	13	3.8
Graduate status[lii]										
Doctoral	16	22.5	20	28.2	21	29.6	8	11.3	6	8.5
Professional	17	40.5	13	31.0	9	21.4	< 5	---	< 5	---
Masters	19	13.9	42	30.7	59	43.1	9	6.6	8	5.8
Citizenship status[liii]										
U.S. Citizen	129	19.1	197	29.2	253	37.5	62	9.2	33	4.9
Non-U.S. Citizen	30	30.9	35	36.1	26	26.8	6	6.2	0	0.0

Note: Table reports only Student or Post-Doc responses (*n* = 794).

Eighty percent (*n* = 626) of Student respondents "strongly agreed" or "agreed" that they felt valued by UMSL faculty in the classroom. No statistically significant differences were found between groups.

Seventy-four percent (*n* = 575) of Student respondents felt valued by other students in classroom. Nine percent (*n* = 12) of First-Generation Student respondents "disagreed" that they felt valued by other students in classroom, compared with 4% (*n* = 23) of Not-First-Generation Student respondents (Table 96).

Sixty-three percent (*n* = 490) of Student respondents felt valued by other students outside of the classroom. Fifty-five percent (*n* = 23) of Professional Student respondents, 29% (*n* = 20) of

Doctoral Student respondents, and 22% (*n* = 30) of Masters Student respondents "strongly agreed" with the statement. Five percent (*n* = 5) of LGBQ Student respondents and fewer than five heterosexual respondents "strongly disagreed" with the statement.

Table 96. **Student/Post-Doc Respondents' Feelings of Value Inside and Outside the Classroom**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n* *%*		*n*	*%*
I feel valued by faculty in the classroom.	278	35.7	348	44.7	105	13.5	40	5.1	7	0.9
I feel valued by other students in classroom.	231	29.7	344	44.2	167	21.4	35	4.5	< 5	0.3
Generation status[liv]										
First-Generation	32	24.4	63	48.1	24	18.3	12	9.2	0	0.00
Not-First-Generation	197	30.8	278	43.4	140	21.9	23	3.6	< 5	---
I feel valued by other students outside of the classroom.	191	24.6	299	38.5	236	30.4	41	5.3	9	1.2
Grad/Prof status[lv]										
Doctoral	20	28.6	32	45.7	16	22.9	< 5	---	0	0.0
Professional	23	54.8	13	31.0	5	11.9	< 5	---	0	0.0
Masters	30	22.1	54	39.7	45	33.1	7	5.1	0	0.0
Sexual identity[lvi]										
LGBQ	20	18.0	41	36.9	40	36.0	5	4.5	5	4.5
Heterosexual	161	25.7	243	38.8	182	29.1	36	5.8	< 5	---

Note: Table reports only Student or Post-Doc responses (*n* = 794).

Twenty-seven percent (*n* = 209) of Student respondents felt faculty prejudged their abilities based on their perception of their identity/background (Table 97). A significantly higher percentage of Undergraduate Student respondents who started as a first year (35%, *n* = 59) compared with Undergraduate Transfer Student respondents (25%, *n* = 83) "disagreed" with the statement. Twenty-nine percent (*n* = 12) of Professional Student respondents, 7% (*n* = 9) of Masters Student respondents, and fewer than five Doctoral Student respondents "strongly agreed" that faculty prejudged their abilities based on their perceptions of their identity/background. A higher percentage of Non-U.S. Citizen Student respondents (25%, *n* = 25) than U.S. Citizen Student respondents (16%, *n* = 109) "agreed" with that statement. Twenty-six percent (*n* = 22) of Additional Student Respondents of Color, 25% (*n* = 28) of African/Black/African American Student respondents, 20% (*n* = 9) of Multiracial Student

respondents, and 14% (*n* = 74) of White Student respondents "agreed" that faculty prejudged their abilities based on their identity/background.

Twenty-five percent (*n* = 194) of Student respondents felt staff prejudged their abilities based on their perception of their identity/background. Among Graduate Student respondents, 26% (*n* = 11) of Professional Student respondents, 7%, (*n* = 9) of Masters Student respondents, and fewer than five Doctoral Student respondents "strongly agreed" with the statement. Twenty-four percent (*n* = 24) of Non-U.S. Citizen Student respondents and 14% (*n* = 94) of U.S. Citizen Student respondents felt that staff prejudged their abilities based on their identity/background. Twenty-seven percent (*n* = 23) of Additional Student Respondents of Color, 25% (*n* = 27) of African/Black/African American Student respondents, 22% (*n* = 10) of Multiracial Student respondents, and 11% (*n* = 57) of White Student respondents "agreed" with the statement. Fifteen percent (*n* = 7) of Student Respondents with Multiple Disabilities, 15% (*n* = 11) of Student Respondents with a Single Disability, and 9% (*n* = 55) of Student Respondents with No Disability "strongly agreed" that this was the case.

Seventy percent (*n* = 548) of Student respondents felt that the campus climate encouraged free and open discussion of difficult topics. Sixteen percent (*n* = 12) of Student respondents in campus housing noted that they "disagreed" that the campus climate at UMSL encouraged free and open discussion of difficult topics compared with 6% (*n* = 36) of Student respondents in non-campus housing.

Table 97. **Student/Post-Doc Respondents' Perceptions of Campus Climate**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I think that faculty pre-judge my abilities based on their perception of my identity/background.	73	9.4	136	17.4	204	26.2	232	29.7	135	17.3
Undergraduate status[lvii]										
Started as First Year	13	7.6	34	19.9	38	22.2	59	34.5	27	15.8
Transfer	36	10.7	53	15.7	104	30.9	83	24.6	61	18.1
Grad/Prof status[lviii]										
Doctoral	< 5	---	15	21.1	17	23.9	21	29.6	16	22.5
Professional	12	28.6	< 5	---	6	14.3	12	28.6	8	19.0
Masters	9	6.5	26	18.8	35	25.4	53	38.4	15	10.6

Citizenship status[lix]									
U.S. Citizen	56	8.3	109	16.2	174	25.9	211	31.4	121	18.0
Non-U.S. Citizen	13	13.1	25	25.3	27	27.3	20	20.2	14	14.1
Racial identity[lx]									
Additional People of Color	12	14.1	22	25.9	24	28.2	16	18.8	11	12.9
White	37	7.1	74	14.2	132	25.3	178	34.1	101	19.3
Multiracial	< 5	---	9	19.6	10	21.7	11	23.9	12	26.1
African Am/African/Black	15	13.5	28	25.2	32	28.8	27	24.3	9	8.1
I think that staff pre-judge my abilities based on their perception of my identity/background.	74	9.6	120	15.5	221	28.6	227	29.4	130	16.8
Grad/Prof status[lxi]									
Doctoral	<5	---	16	22.9	17	24.3	20	28.6	15	21.4
Professional	11	26.2	< 5	---	7	16.7	12	28.6	9	21.4
Masters	9	6.7	21	15.6	38	28.1	52	38.5	15	11.1
Citizenship status[lxii]									
U.S. Citizen	58	8.7	94	14.2	189	28.5	208	31.4	114	17.2
Non-U.S. Citizen	12	12.1	24	24.2	29	29.3	18	18.2	16	16.2
Racial identity[lxiii]									
Additional People of Color	12	14.1	23	27.1	25	29.4	14	16.5	11	12.9
White	41	7.9	57	11.0	145	28.1	177	34.3	96	18.6
Multiracial	< 5	---	10	21.7	12	26.1	10	21.7	10	21.7
African Am/African/Black	12	11.0	27	24.8	34	31.2	25	22.9	11	10.1
Disability status[lxiv]									
Single Disability	11	14.5	9	11.8	30	39.5	16	21.1	10	13.2
No Disability	55	8.5	107	16.6	172	26.7	196	30.4	115	17.8
Multiple Disabilities	7	14.9	< 5	---	17	36.2	14	29.8	5	10.6
I believe that the campus encourages free and open discussion of difficult topics.	239	30.6	309	39.6	159	20.4	51	6.5	23	2.9
Housing status[lxv]									
Campus Housing	23	30.3	25	32.9	16	21.1	12	15.8	0	0.0
Non-Campus Housing	195	30.0	266	40.9	134	20.6	36	5.5	20	3.1

Note: Table reports only Student or Post-Doc responses (n = 794).

Seventy-four percent (n = 580) of Student respondents felt that they had faculty whom they perceived as role models. White Student respondents (44%, n = 230) and Multiracial Student respondents (48%, n = 22) were more likely than were African/Black/African American Students respondents (26%, n = 28) to feel that they had faculty whom they perceived as role models. First-Generation Student respondents (6%, n = 8) were more likely to "strongly disagree" that they had faculty whom they perceived as role models than were Not-First-Generation Students respondents (2%, n = 14). Table 98 illustrates significant differences. Students respondents in non-campus housing (42%, n = 271) were more likely than were Students respondents in campus housing (25%, n = 19) to "strongly agree" with this statement.

Fifty-five percent (*n* = 428) of Student respondents had staff whom they perceived as role models. Thirty percent (*n* = 164) of Women Student respondents and 23% (*n* = 43) of Men Student respondents "strongly agreed" with this statement. A higher percentage of Non-U.S. Citizen Student respondents (36%, *n* =35) than U.S. Citizen Student respondents (27%, *n* = 178) "strongly agreed" that they had staff whom they perceived as role models. By religious/spiritual identity, 44% (*n* = 23) of Student Respondents with Other Religious/Spiritual Identities, 28% (*n* = 104) of Student Respondents with Christian Religious/Spiritual Identities, 26% (*n* = 81) of Student Respondents with No Religious/Spiritual Identity, and 25% (*n* = 8) of Student Respondents with Multiple Religious/Spiritual Identities "strongly agreed" that they had staff whom they perceived as role models.

Sixty-four percent (*n* = 499) of Student respondents felt that they had other students whom they perceived as role models. No other significant difference was found between groups.

Table 98. **Student/Post-Doc Respondents' Perceptions of Faculty and Staff as Role Models**

Perception	Strongly agree n	%	Agree n	%	Neither agree nor disagree n	%	Disagree n	%	Strongly disagree n	%
I have faculty whom I perceive as role models.	317	40.6	263	33.7	122	15.6	55	7.1	23	2.9
Racial identity[lxvi]										
Additional Student of Color	31	36.0	30	34.9	11	12.8	11	12.8	< 5	---
White	230	44.1	169	32.4	75	14.4	36	6.9	12	2.3
Multiracial	22	47.8	16	34.8	< 5	---	< 5	---	< 5	---
African Am/African/Black	28	25.5	44	40.0	28	25.5	6	5.5	< 5	---
Generation status[lxvii]										
First-Generation	48	37.5	45	35.2	23	18.0	< 5	---	8	6.3
Not-First-Generation	268	41.6	215	33.4	96	14.9	51	7.9	14	2.2
Housing status[lxviii]										
Campus Housing	19	25.3	32	42.7	19	25.3	< 5	---	< 5	---
Non-Campus Housing	271	41.6	215	33.0	97	14.9	49	7.5	20	3.1
I have staff whom I perceive as role models.	218	28.2	210	27.2	245	31.7	71	9.2	29	3.8
Gender identity[lxix]										
Women	164	29.8	158	28.7	167	30.3	45	8.2	17	3.1
Men	43	22.6	43	22.6	72	37.9	22	11.6	10	5.3
Citizenship status[lxx]										
U.S. Citizen	178	26.7	179	26.9	225	33.8	57	8.6	27	4.1
Non-U.S. Citizen	35	36.1	27	27.8	19	10.6	14	14.4	< 5	---

Table 98. **Student/Post-Doc Respondents' Perceptions of Faculty and Staff as Role Models**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Religious/spiritual identity[lxxi]										
Christian	104	27.8	117	31.3	112	29.9	28	7.5	13	3.5
Other	23	44.2	12	23.1	14	26.9	< 5	---	< 5	---
None	81	26.3	69	22.4	109	35.4	35	11.4	14	4.5
Multiple	8	25.0	8	25.0	9	28.1	6	18.8	< 5	---
I have students whom I perceive as role models.	239	30.8	260	33.5	191	24.6	59	7.6	26	3.4

Note: Table reports only Student or Post-Doc responses (*n* = 794).

Forty-one percent (*n* = 321) of Student respondents felt that senior administrators have taken direct actions to address the needs of at-risk/underserved students (Table 99). A higher percentage of Not-Low-Income Student respondents (28%, *n* = 133) than Low-Income Student respondents (20%, *n* = 54) "agreed" with the statement.

Fifty percent (*n* = 392) of Student respondents felt that faculty have taken direct actions to address the needs of at-risk/underserved students. Undergraduate Student respondents in their first year (38%, *n* = 64) were more likely to "agree" with this statement than were Transfer Undergraduate Student respondents (24%, *n* = 81).

Forty-seven percent (*n* = 365) of Student respondents felt that students have taken direct actions to address the needs of at-risk/underserved students. First-Year Undergraduate Student respondents (33%, *n* = 57) were more likely to "agree" with this statement than were Transfer Undergraduate Student respondents (22%, *n* = 75).

Table 99. **Student/Post-Doc Respondents' Feelings of Value**

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Senior administrators have taken direct actions to address the needs of at-risk/underserved students.	127	16.4	194	25.1	386	49.9	47	6.1	20	2.6
Income status[lxxii]										
Low-Income	51	18.6	54	19.7	139	50.7	19	6.9	11	4.0

Not-Low-Income	72	15.2	133	28.0	234	49.3	27	5.7	9	1.9
Faculty have taken direct actions to address the needs of at-risk/underserved students.	160	20.5	232	29.8	336	43.1	41	5.3	10	1.3
Undergraduate status[lxxiii]									
First-Year	30	17.6	64	37.6	65	38.2	9	5.3	< 5	---
Transfer	75	22.2	81	24.0	157	46.4	22	6.5	< 5	---
Students have taken direct actions to address the needs of at-risk/underserved students.	148	19.0	217	27.9	356	45.8	39	5.0	17	2.2
Undergraduate status[lxxiv]									
First-Year	30	17.5	57	33.3	70	40.9	12	7.0	< 5	---
Transfer	68	20.2	75	22.3	169	50.1	16	4.7	9	2.7

Note: Table reports only Student or Post-Doc responses ($n = 794$).

A total of 128 Student respondents elaborated on their experiences related to their sense of value at UMSL. The two themes that emerged were leadership concerns and opportunities for community engagement.

Leadership concerns. Student respondents described an environment in which they wondered if the leadership of the institution valued them as students. Respondents described an environment where they rarely saw administrators and leadership and, when they did, those individuals failed to interact with students. "It seems to me that the senior administrators are completely out of touch with the student body and the environment on campus. I see them walking around but they're not at all approachable and have never introduced themselves to us (at school events) or made attempts so seem accessible." Another respondent added, "I do not know if UMSL senior administrators value students. I feel that they do not interact with students often." Another respondent offered, "I can say I've seen only 1 (administrator) that I know of regularly on campus and I see him maybe once or twice a semester. I haven't seen them at student events or doing things on campus that makes me think that they are interested or here for students." One respondent elaborated, "Never hear from nor see any of the upper echelon people. How about walk into a classroom and introduce yourself, ask how everything is going and if they (students) have a suggestion or two?" Respondents also expressed concern that the staff, faculty, and especially "administrators" have "checked out." One respondent shared a situation in regard to their program leadership, "Optometry administration was approached in the Spring of 2016 about what students perceived as a negative and hostile teaching environment and did nothing to

help." Another respondent summarized the concern by stating, "I believe the chancellor and senior administration have done nothing to serve the student community. They have only served themselves and ran this school into the ground until it is no longer able to support the students and faculty as it should."

Opportunities for community engagement. Respondents noted concern that few opportunities existed for engagement within the campus community. One respondent shared, "We lack sense of unity in the school community. People don't seem to be interested in getting to know each other." Another respondent offered, "The school lacks a social life due to limited living spaces as well as a mass amount of commuters rather than on campus livers." One student expressed quite simply, "There's little sense of community among students." Some respondents attributed the lack of engagement to their own "choice" or "class schedule." One respondent shared, "I have very little interaction with anyone at UMSL outside of the professors and students in the classes I'm taking." Another respondent noted, "I am only on campus from 5:30 till 8:15 2 days per week. I don't really see the day to day on campus or have much interaction outside my classrooms of <10 people."

[xlix]A chi-square test was conducted to compare percentages of Student respondents who felt valued by UMSL faculty by gender identity: $\chi^2 (4, N = 752) = 10.4, p < .05$.

[l]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they felt that they were valued by UMSL staff by undergraduate student status: $\chi^2 (4, N = 511) = 14.3, p < .01$.

[li]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they felt that they were valued by UMSL senior administrators by undergraduate student status: $\chi^2 (4, N = 509) = 9.8, p < .05$.

[lii]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they felt that they were valued by UMSL senior administrators by graduate student status: $\chi^2 (8, N = 250) = 20.0, p < .01$.

[liii]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they felt that they were valued by UMSL senior administrators by citizenship status: $\chi^2 (4, N = 771) = 15.4, p < .01$.

[liv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by generation status: $\chi^2 (4, N = 771) = 10.5, p < .05$.

[lv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by graduate/professional student status: $\chi^2 (6, N = 248) = 21.0, p < .01$.

[lvi]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by sexual identity: $\chi^2 (4, N = 737) = 15.7, p < .01$.

[lvii]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who felt that faculty prejudged their abilities based on their perception of their identity/background by undergraduate student status: $\chi^2 (4, N = 508) = 9.6, p < .05$.

[lviii]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who felt that faculty prejudged their abilities based on their perception of their identity/background by graduate/professional student status: $\chi^2 (8, N = 251) = 31.3, p < .001$.

[lix]A chi-square test was conducted to compare percentages of Student respondents who felt that faculty prejudged their abilities based on their perception of their identity/background by citizenship status: $\chi^2 (4, N = 770) = 10.7, p < .05$.

[lx]A chi-square test was conducted to compare percentages of Student respondents who felt that faculty prejudged their abilities based on their perception of their identity/background by racial identity: $\chi^2 (12, N = 764) = 36.5, p < .001$.

[lxi]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who felt that staff prejudged their abilities based on their perception of their identity/background by graduate/professional student status: $\chi^2 (8, N = 247) = 29.4, p < .001$.

[lxii]A chi-square test was conducted to compare percentages of Student respondents who felt that staff prejudged their abilities based on their perception of their identity/background by citizenship status: $\chi^2 (4, N = 762) = 11.8, p < .05$.

[lxiii]A chi-square test was conducted to compare percentages of Student respondents who felt that staff prejudged their abilities based on their perception of their identity/background by racial identity: $\chi^2 (12, N = 756) = 41.7, p < .001$.

[lxiv]A chi-square test was conducted to compare percentages of Student respondents who felt that staff prejudged their abilities based on their perception of their identity/background by disability status: $\chi^2 (8, N = 768) = 15.7, p < .05$.

[lxv]A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encouraged free and open discussion of difficult topics by housing status: $\chi^2 (4, N = 727) = 14.3, p < .01$.

[lxvi]A chi-square test was conducted to compare percentages of Student respondents who believed that they had faculty whom they perceived as role models by racial identity: $\chi^2 (12, N = 764) = 25.7, p < .05$.

[lxvii]A chi-square test was conducted to compare percentages of Student respondents who believed that they had faculty whom they perceived as role models by generation status: $\chi^2 (4, N = 772) = 10.9, p < .05$.

[lxviii]A chi-square test was conducted to compare percentages of Student respondents who believed that they had faculty whom they perceived as role models by housing status: $\chi^2 (4, N = 727) = 12.1, p < .05$.

[lxix]A chi-square test was conducted to compare percentages of Student respondents who believed that they had staff whom they perceived as role models by gender identity: $\chi^2 (4, N = 741) = 10.7, p < .05$.

[lxx]A chi-square test was conducted to compare percentages of Student respondents who believed that they had staff whom they perceived as role models by citizenship status: $\chi^2 (4, N = 763) = 12.0, p < .05$.

[lxxi]A chi-square test was conducted to compare percentages of Student respondents who believed that they had staff whom they perceived as role models by religious/spiritual identity: $\chi^2 (12, N = 766) = 21.3, p < .05$.

[lxxii]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they felt that senior administrators have taken direct actions to address the needs of at-risk/underserved students by income status: $\chi^2 (4, N = 749) = 9.5, p < .05$.

[lxxiii]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they felt that faculty have taken direct actions to address the needs of at-risk/underserved students by undergraduate student status: $\chi^2 (4, N = 508) = 10.7, p < .05$.

[lxxiv]A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they felt that students have taken direct actions to address the needs of at-risk/underserved students by undergraduate status: $\chi^2 (4, N = 508) = 10.1, p < .05$.

Graduate/Professional Student Respondents' Views on Advising and Departmental Support

One survey item queried Graduate/Professional Student respondents ($n = 273$) about their opinions regarding various issues specific to advising and departmental support (Tables 100 through 102). Chi-square analyses were conducted by graduate student status, gender identity, racial identity, sexual identity, religious/spiritual identity, citizenship status, and disability status; only significant differences are reported.[74]

Table 100 illustrates that the majority (83%, $n = 224$) of Graduate/Professional Student respondents "strongly agreed" or "agreed" that they were satisfied with the quality of advising they received from their departments. No other significant differences were noted.

Eighty-seven percent ($n = 236$) of Graduate/Professional Student respondents "strongly agreed" or "agreed" that they felt they had adequate access to their advisors.

Eighty-two percent ($n = 221$) of Graduate/Professional Student respondents "strongly agreed" or "agreed" that their advisors provided clear expectations.

Seventy-six percent ($n = 200$) of Graduate/Professional Student respondents "strongly agreed" or "agreed" that they received support from their advisors to pursue personal research interests.

Eighty-nine percent ($n = 225$) of Graduate/Professional Student respondents "strongly agreed" or "agreed" that they received due credit for their research, writing, and publishing (e.g., authorship order in published articles).

Ninety-two percent ($n = 244$) of Graduate/Professional Student respondents "strongly agreed" or "agreed" that they felt comfortable sharing their professional goals with their advisors.

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[74]Per the LCST, for all analyses, sexual identity was recoded into the categories LGBQ and Heterosexual to maintain response confidentiality. Gender was recoded as Men and Women.

Table 100. **Graduate/Professional Student Respondents' Perceptions of Advising**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
I am satisfied with the quality of advising I have received from my department.	103	38.1	121	44.8	30	11.1	16	5.9
I have adequate access to my advisor.	121	44.8	115	42.6	23	8.5	11	4.1
My advisor provides clear expectations.	108	40.1	113	42.0	32	11.9	16	5.9
I receive support from my advisor to pursue personal research interests.	90	34.1	110	41.7	48	18.2	16	6.1
I receive due credit for my research, writing, and publishing (e.g., authorship order in published articles).	100	39.7	125	49.6	21	8.3	6	2.4
I feel comfortable sharing my professional goals with my advisor.	144	54.1	100	37.6	13	4.9	9	3.4

Note: Table reports only Graduate/Professional Student responses (*n* = 273).

Table 101 illustrates that the majority (92%, *n* = 246) of Graduate/Professional Student respondents "strongly agreed" or "agreed" that advisors responded to emails, calls, or voicemails in a prompt manner. No statistically significant different was found between groups.

Ninety-four percent (*n* = 252) of Graduate/Professional Student respondents "strongly agreed" or "agreed" that department faculty members (other than advisors) responded to emails, calls, or voicemails in a prompt manner. No statistically significant different was found between groups.

Likewise, 96% (*n* = 257) of Graduate/Professional Student respondents "strongly agreed" or "agreed" that department staff members (other than advisors) responded to emails, calls, or voicemails in a prompt manner. No statistically significant different was found between groups.

Table 101. **Graduate/Professional Student Respondents' Perceptions of Advisor, Department Faculty, and Department Staff Response Time**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
My advisor responds to my emails, calls, or voicemails in a prompt manner.	129	48.1	117	43.7	12	4.5	10	3.7
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	130	48.3	122	45.4	16	5.9	< 5	---
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	131	48.7	126	46.8	11	4.1	< 5	---

Note: Table reports only Graduate/Professional Student responses (*n* = 273).

Table 102 illustrates that the majority (66%, *n* = 275) of Graduate/Professional Student respondents "strongly agreed" or "agreed" that adequate opportunities existed to interact with other university faculty outside of their departments. Non-U.S. Citizen Graduate/Professional Student respondents (58%, *n* = 23) were more likely to "agree" than were U.S. Citizen Graduate/Professional Student respondents (34%, *n* = 78).

Seventy-two percent (*n* = 188) of Graduate/Professional Student respondents "strongly agreed" or "agreed" that their department faculty members encouraged them to produce publications and present research. Twenty-three percent (*n* = 31) of Doctoral Student respondents, 36% (*n* = 15) of Professional Student respondents, and 24% (*n* = 32) of Masters Student respondents "strongly agreed" with the statement. A higher percentage of Low-Income Graduate/Professional Student respondents (40%, *n* = 39) than Not-Low-Income Graduate/Professional Student respondents (26%, *n* = 41) "strongly agreed" that department faculty members encouraged them to produce publications and present research.

Seventy-two percent ($n = 189$) 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. Forty-eight percent ($n = 20$) of Professional Student respondents, 38% ($n = 27$) of Doctoral Student respondents, and 24% ($n = 32$) of Masters Student respondents "strongly agreed" with the statement. A higher percentage of Non-U.S. Citizen Graduate/Professional Student respondents (60%, $n = 24$) than U.S. Citizen Graduate/Professional Student respondents (37%, $n = 81$) "agreed" with the statement.

Table 102. **Graduate/Professional Student Respondents' Perceptions of Graduate/Professional Student Opportunities at UMSL**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
There are adequate opportunities for me to interact with other university faculty outside of my department.	77	28.9	98	36.8	73	27.4	18	6.8
Citizenship status[lxxv]								
U.S. Citizen	66	29.1	78	34.4	67	29.5	16	7.0
Non-U.S. Citizen	9	22.5	23	57.5	6	15.0	< 5	---
My department faculty members encourage me to produce publications and present research.	82	31.4	106	40.6	59	22.6	14	5.4
Grad/Prof status[lxxvi]								
Doctoral	31	22.9	29	42.0	7	10.1	< 5	---
Professional	15	35.7	22	52.4	< 5	---	< 5	---
Masters	32	23.5	50	36.8	44	32.4	10	7.4
Income status[lxxvii]								
Low-Income	39	39.8	41	41.8	14	14.3	< 5	---
Not-Low-Income	41	26.1	65	41.4	41	26.1	10	6.4
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	84	32.1	105	40.1	52	19.8	21	8.0
Grad/Prof status[lxxviii]								
Doctoral	27	38.0	26	36.6	13	18.3	5	7.0
Professional	20	47.6	20	47.6	< 5	---	< 5	---
Masters	32	23.7	55	40.7	34	25.2	14	10.4
Citizenship status[lxxix]								
U.S. Citizen	75	33.8	81	36.5	48	21.6	18	8.1
Non-U.S. Citizen	9	22.5	24	60.0	< 5	---	< 5	---

Note: Table reports only Graduate/Professional Student responses ($n = 273$).

Fifty-seven Graduate/Professional Student respondents elaborated on their workplace climate. The two themes that emerged were advising concerns and valuable experience overall.

Advising concerns. One theme that emerged was the advising provided to the Graduate/Professional Student respondents. Specifically, respondents reported being "unaware" that they had an advisor. "I'm not aware that I have an advisor as a grad student." "I don't know who my advisor is," "I didn't even know who my advisor was until a year into my time at USML," and as one respondent explained simply, "I don't have an advisor." Other respondents reported lack of "interest" or "connection" with their advisors. "I am in the teach in 12 program and have been told that my advisor is someone who I've never seen." "My advisor shows minimal interest in helping achieve my goals." Respondents also explained "lack of departmental organization" affected their ability to meet with advisors. "The advising office in higher education is a total mess, and does not have updated information, and is not flexible at all with students' needs." "There has been a lot of turnover in the past year, so program requirements, degree expectations and advising has been difficult to clarify without numerous emails to various people in leadership." Respondents cited "limited" office hours in explaining concerns about advising, "This is my first semester and my advisor is one of my instructors but I haven't met with her in an advising capacity yet. I'm definitely feeling a lack of guidance but concerned with taking up too much of my advisor's time because she has very limited office hours." "The hours to meet advisors are during working hours, which is incredibly inconvenient for evening MBA students."

Valuable experience overall. Respondents reported feeling very satisfied with their overall experiences as graduate/professional students, to include faculty support and mentoring, "My department is very supportive and invested in mentoring its graduate students. In describing one faculty member, one respondent noted, "Through use of his extensive contacts within the scientific community I have been provided exceptional opportunities." Other respondents described their professors as "very relatable" and "comfortable to talk to." Finally, respondents stated great satisfaction with their home departments and programs to include, "My department is very supportive and invested in mentoring its graduate students," "I have had nothing but

fantastic experiences with the College of Arts & Sciences as well as the CCJ department," and

"The CCJ department is amazing and the faculty are nothing short of genius."

[lxxv]A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated on the survey that opportunities existed to interact with faculty outside their departments by citizenship status: χ^2 (3, N = 267) = 8.2, p < .05.

[lxxvi]A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated on the survey that they had department faculty members who encouraged them to produce publications and present research by graduate/professional student status: χ^2 (6, N = 247) = 25.2, p < .001.

[lxxvii]A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated on the survey that they had department faculty members who encouraged them to produce publications and present research by income status: χ^2 (3, N = 255) = 8.1, p < .05.

[lxxviii]A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated on the survey that their department provided them opportunities to serve the department or university in various capacities outside of teaching or research by graduate/professional student status: χ^2 (6, N = 248) = 19.1, p < .01.

[lxxix]A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated on the survey that their department provided them opportunities to serve the department or university in various capacities outside of teaching or research by citizenship status: χ^2 (3, N = 262) = 8.3, p < .05.

Students/Post-Docs Who Have Seriously Considered Leaving UMSL

Forty-one percent ($n = 605$) of respondents had seriously considered leaving UMSL. With regard to student status, 25% ($n = 128$) of Undergraduate Student respondents and 20% ($n = 56$) of Graduate/Professional Student respondents had seriously considered leaving UMSL. Of the Student/Post-Doc respondents who considered leaving, 35% ($n = 65$) considered leaving in their first semester as a student, 35% ($n = 64$) in their first year, 39% ($n = 71$) in their second year, 17% ($n = 32$) in their third year, and 11% ($n = 21$) in their fourth year.

Subsequent analyses were run for both Undergraduate Student respondents and Graduate/Professional Student[75] respondents who had considered leaving the University by gender identity, racial identity, sexual identity, disability status, income status, and first-generation status. No significant difference was found between groups for Graduate/Professional Student respondents.

Significant results for Undergraduate Student respondents indicated that:
- By racial identity, 44% ($n = 15$) of Multiracial Undergraduate Student respondents, 25% ($n = 84$) of White Undergraduate Student respondents, 20% ($n = 19$) of African/Black/African American Undergraduate Students, and 17% ($n = 8$) of Additional Undergraduate Student respondents of Color considered leaving the institution.[lxxx]

Thirty-four percent ($n = 43$) of Undergraduate Student respondents who considered leaving suggested that they lacked a sense of belonging at UMSL (Table 103). Others considered leaving because lack of social life (31%, $n = 40$), financial reasons (24%, $n = 31$), and for personal reasons (e.g., medical, mental health, family emergencies) (23%, $n = 30$).

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[75]Post-Doc respondents were excluded in subsequent analysis to maintain confidentiality.

Table 103. **Reasons Why Undergraduate Student Respondents Considered Leaving UMSL**

Reason	n	%
Lack of a sense of belonging	43	33.6
Lack of social life	40	31.3
Financial reasons	31	24.2
Personal reasons (e.g., medical, mental health, family emergencies)	30	23.4
Climate was not welcoming	27	21.1
Academic advancement opportunities elsewhere (e.g., 2+2 program)	26	20.3
Lack of support group	24	18.8
Lack of support services	16	12.5
Coursework was too difficult	19	14.8
Coursework not challenging enough	13	10.2
Didn't like major	16	12.5
Didn't have my major	11	8.6
Homesick	9	7.0
Unhealthy social relationships	7	5.5
Didn't meet the selection criteria for a major	6	4.7
My marital/relationship status	< 5	---
A reason not listed above	37	28.9

Note: Table reports only Undergraduate Student respondents who indicated that they considered leaving UMSL (*n* = 128).

Twenty-three percent (*n* = 13) of Graduate/Professional Student respondents who considered leaving suggested that they lacked a sense of belonging at UMSL (Table 104). Others contemplated leaving because of financial reasons (23%, *n* = 13), they lacked social life (16%, *n* = 9), and lack of support services (14%, *n* = 8).

Table 104. **Reasons Why Graduate/Professional Student Respondents Considered Leaving UMSL**

Reason	n	%
Lack of a sense of belonging	13	23.2
Financial reasons	13	23.2
Lack of social life	9	16.1
Lack of support services	8	14.3
Coursework not challenging enough	8	14.3
Climate was not welcoming	7	12.5
Academic advancement opportunities elsewhere (e.g., 2+2 program)	7	12.5
Lack of support group	7	12.5
Personal reasons (e.g., medical, mental health, family emergencies)	6	10.7
Coursework was too difficult	< 5	---
Didn't like major	< 5	---
Didn't have my major	< 5	---
Homesick	< 5	---
Unhealthy social relationships	< 5	---
My marital/relationship status	< 5	---
Didn't meet the selection criteria for a major	< 5	---
A reason not listed above	25	44.6

Note: Table reports only Graduate/Professional Student respondents who indicated that they considered leaving UMSL ($n = 56$).

Figure 31 further breaks down the 10% (*n* = 52) of Undergraduate Student respondents who thought that it was likely that they would leave UMSL without meeting their academic goal. Subsequent analyses were run for Undergraduate Student respondents who thought that they would likely leave UMSL by sexual identity, gender identity, racial identity, citizenship status, income status, first-generation status, and income status. The analyses did not yield significant results for any of the categories.
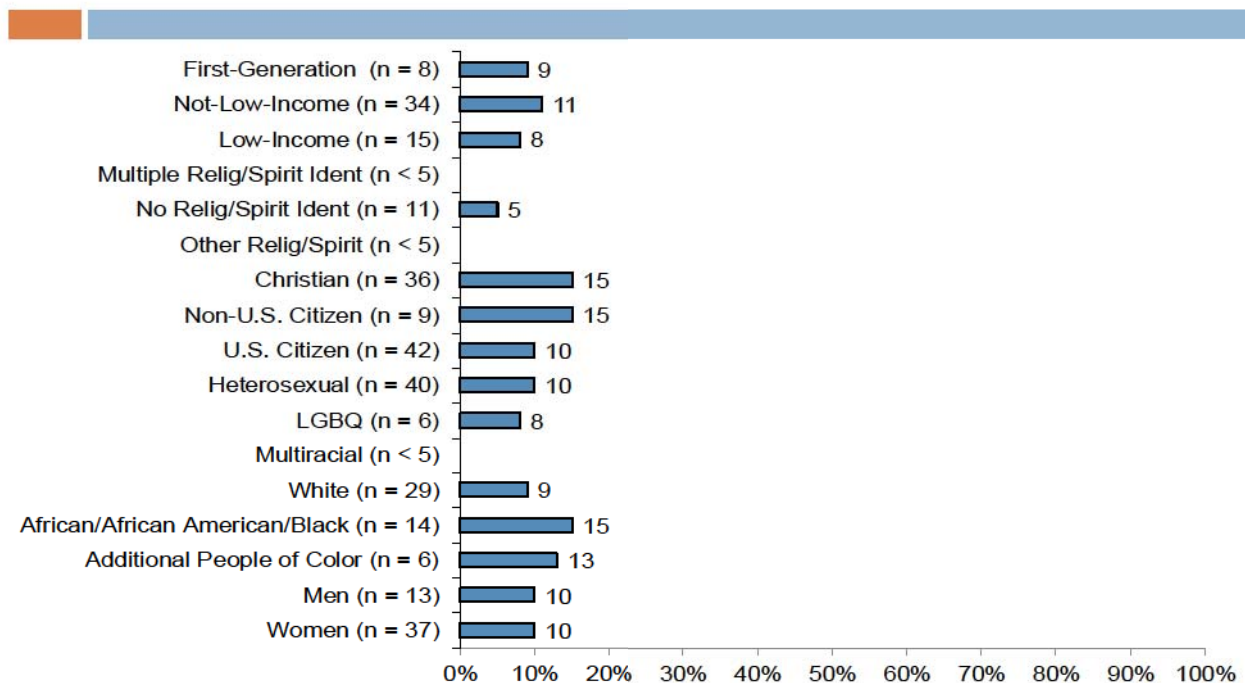
Note: Responses with n < 5 are not presented in the figure.

Figure 31. Undergraduate Students "Strongly Agreed" or "Agreed" That It Was Likely That They Would Leave UMSL Without Meeting Their Academic Goal (%)
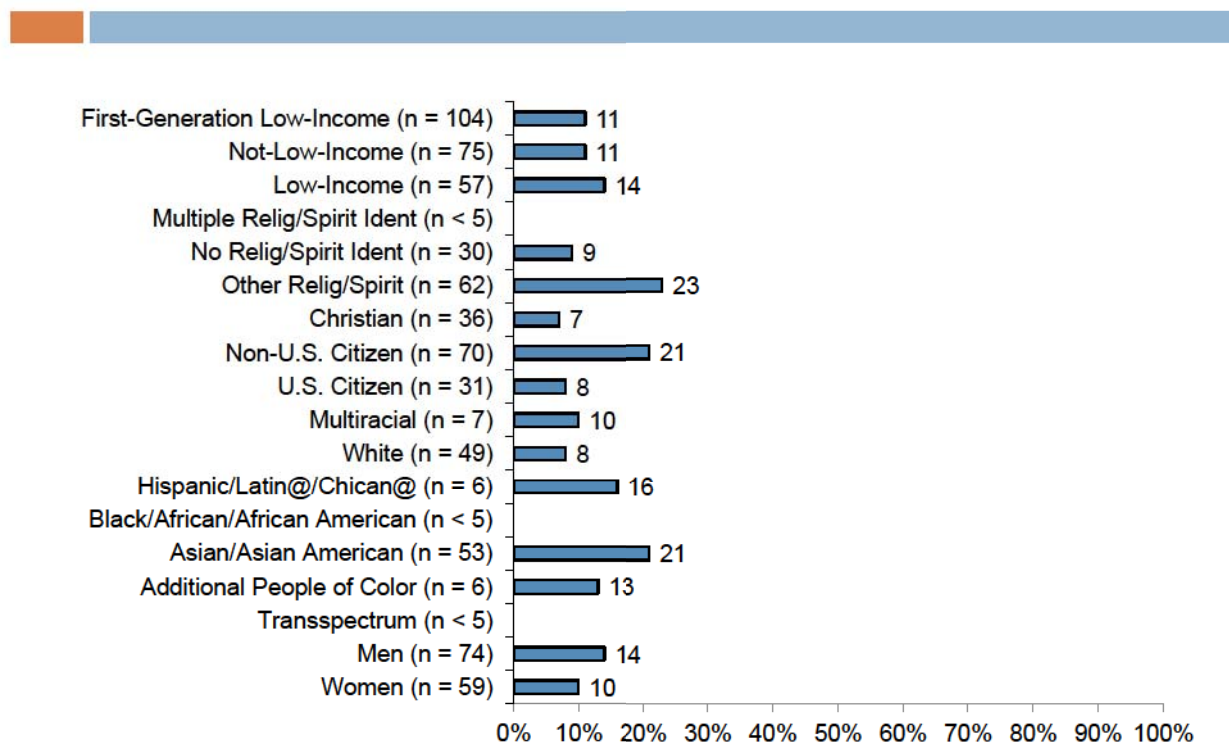
Figure 32 further breaks down the 7% (*n* = 20) of Graduate/Professional Student respondents who thought that it was likely that they would leave UMSL without meeting their academic goal. Subsequent analyses were run for Graduate/Professional Student respondents who thought that they would likely leave UMSL by gender identity, sexual identity, racial identity, citizenship status, religious/spiritual identity, income status, first-generation status, and income status. The analyses did not yield significant results for any of the categories.

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

Figure 32. Graduate/Professional Students "Strongly Agreed" or "Agreed" That It Was Likely That They Would Leave UMSL Without Meeting Their Academic Goal (%)

Three hundred eighty-two respondents elaborated on why they seriously considered leaving UMSL. Among those respondents, 115 were Student respondents. Major themes that emerged were concerns about academics and community/campus activities.

Concerns about academics. One theme that emerged was the quality of instruction being provided by faculty. Specifically, respondents wrote, "Had a calculus class where the teacher was completely useless to me as a CS student. The class was directed for engineering students

and my questions were not answered and others students were told their questions did not matter and were not answered." Other responses included, "I was miserable in my major specific classes because I felt the professors did not care about actually teaching and were unreasonable in their expectations. I felt quite depressed for several month periods and strongly considered dropping out." Others noted a general sense of apathy regarding teaching quality and preparation of class materials. "Some professors teaching international business course which belong to global awareness section didn't update their teaching material and cases which had been outdated for more than ten years. I feel I am wasting my time taking this required course," and "Large portion of faculty and administration seem genuinely disinterested in providing rich education beyond minimum mandates of their position (e.g., a teacher who shows up and repeats power point slides verbatim, and refuses or discourages understanding, discussion, debate or exploration beyond this)." Another respondent expressed, "I'm very frustrated with the teaching in my required courses. Spring semester 2016, I had three classes. Of the three courses, two of my professors were subpar at teaching. As this was my first semester, I thought I just got the luck of the draw."

A respondent in the music program shared feeling disrespected by a private lessons teacher who "was incredibly disrespectful and inconsiderate of my time. Even though my tuition covers the cost of lessons, so I AM paying him for these lessons he would show up late if he showed up at all. He would constantly make-up reasons to cancel my lessons. After cancelling my lessons he would not ever make time to make up for the lessons he skipped."

Student respondents also noted quality of instruction concerns and lack of attention to facilities needed for research. Specifically, respondents stated, "In my graduate program, the faculty seem to be content with mediocrity, but I am not. The faculty in my program are so used to being at the bottom, that when someone wants to bring them to the top they're oblivious to it," and "I was sold a false picture of UMSL as a perspective student in the physical sciences. The institution claims to support research, but fails miserably. All support services that were available my first year including the machine shop, electronics shop, glass blower were cut. In addition, the Center for Nanoscience is basically in disrepair yet the Office of Research claims it uses the 55% it takes off the top of Professor's grant awards. The only reason I decided to stay was that my research advisor is one of the few scientists left at UMSL doing quality work. I took comfort in

knowing my degree technically would be from MS+T as I am part of the joint physics graduate program. I'm embarrassed when I have to tell my scientific peers I attend UMSL."

Other respondents reported that because of the lack of quality instruction they resorted to simply teaching themselves, "I didn't feel particularly challenged in most of my classes. There were also a few professors who did an unacceptably poor job at presenting material (to the extent I would rather have no lecture and just be required to teach myself and only take exams)." Another respondent offered, "The physics classes are required courses for engineering and they aren't taught well at all. I need to know these things for my future career, but instead I'm struggling to learn everything on my own, in my own time (time that is outside of homework and regular studying). It may as well be a self-taught, independent study course."

Community and campus activities. Student respondents explained that the campus lacks the feel of a campus community and lacks opportunities to engage beyond the classroom. "The Campus life is nearly non-existent," and "The campus doesn't have the fun and exciting atmosphere that normal college campuses have." Some respondents attributed the lack of community feel to the commuter aspect of the student body. "It just has the commuter school feel to it vs. a real life university feel," and "It kind of feels like another community college." Students noted that because of the lack of on-campus housing, "It's hard to find people here with the same interests as me." In fact, status as a commuter led one respondent to note, "as a commuter it is very difficult to find a sense of belonging on campus."

[lxxx]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving UMSL by racial identity: χ^2 (3, $N = 509$) = 9.3, $p < .05$.

Summary

Seventy-eight percent (*n* = 612) of Student respondents felt valued by UMSL faculty, 72% (*n* = 564) felt valued by UMSL staff, and 51% (*n* = 401) felt valued by UMSL senior administrators (e.g., chancellor, vice chancellor, dean, provost).

While 25% (*n* = 194) of Student respondents felt staff prejudged their abilities based on their perception of their identity/background, Additional Student Respondents of Color (27%, *n* = 23), African/Black/African American Student respondents (25%, *n* = 27), and Multiracial Student respondents (22%, *n* = 10) were more likely than were White Student respondents (11%, *n* = 57) to "agree" with the statement. While 74% (*n* = 580) of Student respondents felt that they had faculty whom they perceived as role models, White Student respondents (44%, *n* = 230) and Multiracial Student respondents (48%, *n* = 22) were more likely than were African/Black/African American Students respondents (26%, *n* = 28) to feel this way. Finally, 50% or less of the Student respondents felt that senior administrators, faculty, or other students have taken actions to address the needs of at-risk/underserved students.

Graduate/Professional Student respondents (83%, *n* = 224) were largely satisfied with the quality of advising that they received from their departments. Doctoral Student respondents (45%, *n* = 31) were more likely than were Professional (36%, *n* = 15) and Master's Student (24%, *n* = 32) respondents to have advisors who encouraged them to pursue research and publications opportunities. Graduate/Professional Students also found that their advisors, departmental faculty, and staff were largely responsive to emails, voicemails, or calls.

Forty-one percent (*n* = 605) of respondents had seriously considered leaving UMSL. With regard to student status, 25% (*n* = 128) of Undergraduate Student respondents and 20% (*n* = 56) of Graduate/Professional Student respondents had seriously considered leaving UMSL. By racial identity, 44% (*n* = 15) of Multiracial Undergraduate Student respondents, 25% (*n* = 84) of White Undergraduate Student respondents, 20% (*n* = 19) of African/Black/African American Undergraduate Students, and 17% (*n* = 8) of Additional Undergraduate Student Respondents of Color considered leaving the institution. The most common reasons Student respondents listed

for why they considered leaving UMSL were the lack of sense of belonging and financial reasons.

One percent ($n = 11$) of Student/Post-Doc respondents indicated on the survey that they experienced unwanted sexual contact related to rape, sexual assault, or penetration without consent while members of the UMSL community. Two percent ($n = 16$) of Student respondents reported unwanted sexual interaction related to fondling, sexual exploitation, or sexual harassment. Of note, a large percentage of occurrences of any unwanted sexual assault happened each fall semester or first term. Unwanted sexual contact largely went unreported to authorities.

Institutional Actions

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

The survey asked Faculty respondents to indicate how they thought that various initiatives influenced the climate at UMSL if they were currently available and how, if they were not currently available, those initiatives would influence the climate if they were available (Table 105). Respondents were asked to decide whether the institutional actions positively or negatively influenced the climate, or if they had no influence on the climate.

Sixty-three percent ($n = 155$) of the Faculty respondents thought that flexibility for calculating the tenure clock was available and 37% ($n = 92$) of Faculty respondents thought that flexibility for calculating the tenure clock was not available. Sixty-seven percent ($n = 104$) of the Faculty respondents who thought that such flexibility was available believed that it positively influenced the climate and 67% ($n = 62$) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Fifty-one percent ($n = 130$) of the Faculty respondents thought that recognition and rewards for including diversity issues in courses across the curriculum were available and 49% ($n = 124$) of Faculty respondents thought that they were not available. Sixty-eight percent ($n = 88$) of the 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 73% ($n = 90$) of 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.

Sixty-nine percent ($n = 179$) of the Faculty respondents thought that diversity, inclusivity, and equity training for faculty was available and 31% ($n = 80$) of Faculty respondents thought that

such training for faculty was not available. Seventy-two percent ($n = 129$) of the Faculty respondents who thought that diversity, inclusivity, and equity training for faculty was available believed that it positively influenced the climate and 64% ($n = 51$) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Fifty-three percent ($n = 134$) of the Faculty respondents thought that tool kits for faculty to create an inclusive classroom environment were available and 47% ($n = 118$) of Faculty respondents thought that such tool kits were not available. Seventy-one percent ($n = 95$) of the Faculty respondents who thought that tool kits for faculty to create an inclusive classroom environment were available believed that they positively influenced the climate and 73% ($n = 86$) of Faculty respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Fifty-six percent ($n = 139$) of the Faculty respondents thought that supervisory training for faculty was available and 44% ($n = 109$) of Faculty respondents thought that it was not available. Sixty-five percent ($n = 90$) of the Faculty respondents who thought that supervisory training for faculty was available believed that it positively influenced the climate and 68% ($n = 74$) of Faculty respondents who did not think that supervisory training for faculty was available thought that it would positively influence the climate if it were available.

Eighty-three percent ($n = 207$) of the Faculty respondents thought that access to counseling for people who had experienced harassment was available and 18% ($n = 44$) of Faculty respondents thought that such counseling was not available. Eighty-nine percent ($n = 184$) of the Faculty respondents who thought that access to counseling for people who had experienced harassment was available believed that it positively influenced the climate and 73% ($n = 32$) of 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 ($n = 175$) of the Faculty respondents thought that mentorship for new faculty was available and 34% ($n = 88$) of Faculty respondents thought that faculty mentorship was not

available. Ninety-one percent ($n = 159$) of the Faculty respondents who thought that mentorship for new faculty was available believed that it positively influenced the climate and 93% ($n = 82$) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy percent ($n = 175$) of the Faculty respondents thought that a clear process to resolve conflicts was available and 30% ($n = 75$) of Faculty respondents thought that such a process was not available. Eighty-five percent ($n = 148$) of the Faculty respondents who thought that a clear process to resolve conflicts was available believed that it positively influenced the climate and 92% ($n = 69$) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-one percent ($n = 177$) of the Faculty respondents thought that a fair process to resolve conflicts was available and 29% ($n = 71$) of Faculty respondents thought that such a process was not available. Eighty-six percent ($n = 152$) of the Faculty respondents who thought that a fair process to resolve conflicts was available believed that it positively influenced the climate and 93% ($n = 66$) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Fifty-three percent ($n = 131$) of the Faculty respondents thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available and 47% ($n = 116$) of Faculty respondents thought that it was not available at UMSL. Fifty-four percent ($n = 71$) of the 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 59% ($n = 68$) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Fifty-nine percent ($n = 144$) of the Faculty respondents thought that equity and diversity training for search, promotion, and tenure committees was available at UMSL and 42% ($n = 102$) of Faculty respondents thought that it was not available. Sixty percent ($n = 87$) of the Faculty respondents who thought that equity and diversity training for search, promotion, and tenure

committees was available believed that it positively influenced the climate and 65% (*n* = 66) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Forty-eight percent (*n* = 116) of the Faculty respondents thought that career-span development opportunities for faculty at all ranks were available and 52% (*n* = 124) of Faculty respondents thought that they were not available. Seventy-nine percent (*n* = 92) of the Faculty respondents who thought that career-span development opportunities for faculty were available believed that they positively influenced the climate and 89% (*n* = 110) of Faculty respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Sixty-four percent (*n* = 160) of the Faculty respondents thought that affordable child care was available at UMSL and 36% (*n* = 90) of Faculty respondents thought that it was not available. Eighty-two percent (*n* = 131) of the Faculty respondents who thought that affordable child care was available believed that it positively influenced the climate and 84% (*n* = 76) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Forty-eight percent (*n* = 116) of the Faculty respondents thought that support/resources for spouse/partner employment were available and 52% (*n* = 126) of Faculty respondents thought that they were not available. Seventy percent (*n* = 81) of the Faculty respondents who thought that support/resources for spouse/partner employment were available believed that they positively influenced the climate and 77% (*n* = 97) of Faculty respondents who did not think they were available thought that they would positively influence the climate if they were available.

Forty-eight percent (*n* = 113) of the Faculty respondents thought that support via constituent-based support groups (e.g., Faculty of Color, Women Faculty, Junior Faculty) was available and 52% (*n* = 124) of Faculty respondents thought that it was not available. Sixty-six percent (*n* = 74) of the Faculty respondents who thought that support via constituent-based support groups

was available believed that it positively influenced the climate and 81% ($n = 100$) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Forty percent ($n = 100$) of the Faculty respondents thought that a location for informal faculty networking (e.g., University Club) was available and 60% ($n = 149$) of Faculty respondents thought that it was not available. Sixty-five percent ($n = 65$) of the Faculty respondents who thought that a location for informal faculty networking was available believed that it positively influenced the climate and 77% ($n = 114$) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

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Table 105. Faculty Respondents' Perceptions of Institutional Initiatives

	Initiative available at UMSL								Initiative NOT available at UMSL							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Providing flexibility for calculating the tenure clock.	104	67.1	46	29.7	5	3.2	155	62.8	62	67.4	20	21.7	10	10.9	92	37.2
Providing recognition and rewards for including diversity issues in courses across the curriculum.	88	67.7	34	26.2	8	6.2	130	51.2	90	72.6	22	17.7	12	9.7	124	48.8
Providing diversity and inclusion training for faculty.	129	72.1	41	22.9	9	5.0	179	69.1	51	63.8	20	25.0	9	11.3	80	30.9
Providing faculty with tool-kits to create an inclusive classroom environment.	95	70.9	33	24.6	6	4.5	134	53.2	86	72.9	23	19.5	9	7.6	118	46.8
Providing faculty with supervisory training.	90	64.7	46	33.1	<5	---	139	56.0	74	67.9	30	27.5	5	4.6	109	44.0
Providing access to counseling for people who have experienced harassment.	184	88.9	21	10.1	<5	---	207	82.5	32	72.7	10	22.7	<5	---	44	17.5
Providing mentorship for new faculty.	159	90.9	13	7.4	<5	---	175	66.5	82	93.2	<5	---	<5	---	88	33.5
Providing a clear process to resolve conflicts.	148	84.6	25	14.3	<5	---	175	70.0	69	92.0	5	6.7	<5	---	75	30.0
Providing a fair process to resolve conflicts.	152	85.9	22	12.4	<5	---	177	71.4	66	93.0	<5	---	<5	---	71	28.6

Table 105. Faculty Respondents' Perceptions of Institutional Initiatives

	Initiative available at UMSL								Initiative NOT available at UMSL							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty.	71	54.2	46	35.1	14	10.7	131	53.0	68	58.6	31	26.7	17	14.7	116	47.0
Providing diversity and inclusion training to search, promotion and tenure committees.	87	60.4	46	31.9	11	7.6	144	58.5	66	64.7	27	26.5	9	8.8	102	41.5
Providing career span development opportunities for faculty at all ranks.	92	79.3	22	19.0	<5	---	116	48.3	110	88.7	12	9.7	<5	---	124	51.7
Providing affordable childcare.	131	81.9	27	16.9	<5	---	160	64.0	76	84.4	12	13.3	<5	---	90	36.0
Providing support/resources for spouse/partner employment.	81	69.8	32	27.6	<5	---	116	47.9	97	77.0	26	20.6	<5	---	126	52.1
Providing support via constituent-based support groups (e.g., Faculty of Color, Women Faculty, Junior Faculty).	74	65.5	32	28.3	7	6.2	113	47.7	100	80.6	18	14.5	6	4.8	124	52.3
Providing faculty a location for informal networking (e.g., University Club).	65	65.0	33	33.0	<5	---	100	40.2	114	76.5	28	18.8	7	4.7	149	59.8

Note: Table reports only Faculty responses ($n = 310$).

A total of 29 Faculty respondents expressed opinions about the effect of institutional actions on campus climate. The theme that emerged was concern about mandatory training initiatives.

Mandatory training initiatives. Faculty respondents expressed concern over the amount of mandatory training and the need for the "administration" to take greater responsibility for climate and diversity in more meaningful ways. One respondent elaborated, "The faculty in general are not the problem with respect to diversity (I have seen more problems with administrators), but when they are, the problem won't be fixed by taking a course." Another respondent wrote, "Quit forcing faculty [to] complete so much diversity training! Senior administration needs to learn how to recognize and address the needs of faculty, staff and students!" Faculty voiced frustration with the mandatory training and believed they were being "burdened" with the training requirement by the administration.

The survey asked Staff respondents ($n = 391$) to respond regarding similar initiatives, which are listed in Table 106. Eighty-three percent ($n = 297$) of the Staff respondents thought that diversity and inclusion training for staff was available at UMSL and 17% ($n = 61$) of Staff respondents thought that it was not available. Seventy-nine percent ($n = 235$) of the Staff respondents who thought that diversity and inclusion training for staff was available believed that it positively influenced the climate and 74% ($n = 45$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Eighty-six percent ($n = 304$) of the Staff respondents thought that access to counseling for people who had experienced harassment was available at UMSL and 14% ($n = 48$) of Staff respondents thought that such access to counseling was not available. Eighty-nine percent ($n = 270$) of the Staff respondents who thought that access to counseling for people who had experienced harassment was available believed that it positively influenced the climate and 69% ($n = 33$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Sixty-eight percent ($n = 236$) of the Staff respondents thought that supervisory training for supervisors/managers was available and 32% ($n = 111$) of Staff respondents thought that such training was not available. Eighty-four percent ($n = 198$) of the Staff respondents who thought that supervisory training for supervisors/managers was available believed that it positively influenced the climate and 86% ($n = 95$) of 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 ($n = 218$) of the Staff respondents thought that supervisory training for faculty supervisors was available and 35% ($n = 117$) of Staff respondents thought that such training was not available. Eighty-three percent ($n = 180$) of the Staff respondents who thought that supervisory training for supervisors/managers was available believed that it positively influenced the climate and 88% ($n = 103$) of Staff 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* = 234) of the Staff respondents thought that mentorship for new staff was available and 32% (*n* = 109) of Staff respondents thought that staff mentorship was not available. Eighty-three percent (*n* = 193) of the Staff respondents who thought that mentorship for new staff was available believed that it positively influenced the climate and 79% (*n* = 86) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-one percent (*n* = 242) of the Staff respondents thought that a clear process to resolve conflicts was available at UMSL and 29% (*n* = 99) of Staff respondents thought that such a process was not available. Eight-six percent (*n* = 207) of the Staff respondents who thought that a clear process to resolve conflicts was available believed that it positively influenced the climate and 86% (*n* = 85) of 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* = 248) of the Staff respondents thought that a fair process to resolve conflicts was available at UMSL and 28% (*n* = 94) of Staff respondents thought that such a process was not available. Eighty-six percent (*n* = 214) of the Staff respondents who thought that a fair process to resolve conflicts was available believed that it positively influenced the climate and 83% (*n* = 78) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Sixty-six percent (*n* = 218) of the Staff respondents thought that considering diversity-related professional experiences as one of the criteria for hiring staff/faculty was available and 34% (*n* = 111) of Staff respondents thought that it was not available. Sixty-nine percent (*n* = 150) of the Staff respondents who thought that considering diversity-related professional experiences as one of the criteria for hiring staff/faculty was available believed that it positively influenced the climate and 63% (*n* = 70) of Staff respondents who did not think that such an opportunity was available thought that it would positively influence the climate if it were available.

Sixty-eight percent (*n* = 234) of the Staff respondents thought that career development opportunities for staff were available and 32% (*n* = 108) of Staff respondents thought that they

were not available. Ninety-two percent (*n* = 215) of the Staff respondents who thought that career development opportunities for staff were available believed that they positively influenced the climate and 89% (*n* = 96) of Staff respondents who did not think that such opportunities were available thought that they would positively influence the climate if they were available.

Sixty-seven percent (*n* = 226) of the Staff respondents thought that affordable child care was available at UMSL and 33% (*n* = 111) of Staff respondents thought that it was not available. Eighty-two percent (*n* = 185) of the Staff respondents who thought that affordable child care was available believed that it positively influenced the climate and 86% (*n* = 95) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Fifty-five percent (*n* = 179) of the Staff respondents thought that support/resources for spouse/partner employment were available and 45% (*n* = 146) of Staff respondents thought that they were not available. Seventy-three percent (*n* = 131) of the Staff respondents who thought that support/resources for spouse/partner employment were available believed that they positively influenced the climate and 75% (*n* = 110) of Staff respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Fifty-three percent (*n* = 174) of the Staff respondents thought that support via constituent-based support groups (e.g., Staff of Color, Women Staff) was available and 47% (*n* = 152) of Staff respondents thought that it was not available. Seventy percent (*n* = 121) of the Staff respondents who thought that support via constituent-based support groups was available believed that it positively influenced the climate and 69% (*n* = 105) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Forty-seven percent (*n* = 155) of the Staff respondents thought that a location for informal staff networking (e.g., University Club) was available and 53% (*n* = 175) of Staff respondents thought that it was not available. Seventy-four percent (*n* = 114) of the Staff respondents who thought that a location for informal staff networking was available believed that it positively influenced

the climate and 71% ($n = 125$) of Staff respondents who did not think that it was available thought that it would positively influence the climate if it were available.

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Table 106. Staff Respondents' Perceptions of Institutional Initiatives

| | Initiative available at UMSL | | | | | | | | Initiative NOT available at UMSL | | | | | | | |
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total respondents who believe initiative is available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total respondents who believe initiative is not available | |
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Providing diversity and inclusion training for staff.	235	79.1	57	19.2	5	1.7	297	83.0	45	73.8	8	13.1	8	13.1	61	17.0
Providing access to counseling for people who have experienced harassment.	270	88.8	34	11.2	0	0.0	304	86.4	33	68.8	6	12.5	9	18.8	48	13.6
Providing supervisors/managers with supervisory training.	198	83.9	37	15.7	<5	---	236	68.0	95	85.6	9	8.1	7	6.3	111	32.0
Providing faculty supervisors with supervisory training.	180	82.6	36	16.5	<5	---	218	65.1	103	88.0	7	6.0	7	6.0	117	34.9
Providing mentorship for new staff.	193	82.5	38	16.2	<5	---	234	68.2	86	78.9	15	13.8	8	7.3	109	31.8
Providing a clear process to resolve conflicts.	207	85.5	33	13.6	<5	---	242	71.0	85	85.9	7	7.1	7	7.1	99	29.0
Providing a fair process to resolve conflicts.	214	86.3	28	11.3	6	2.4	248	72.5	78	83.0	8	8.5	8	8.5	94	27.5
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty.	150	68.8	50	22.9	18	8.3	218	66.3	70	63.1	28	25.2	13	11.7	111	33.7
Providing career development opportunities for staff.	215	91.9	16	6.8	<5	---	234	68.4	96	88.9	5	4.6	7	6.5	108	31.6
Providing affordable childcare.	185	81.9	41	18.1	0	0.0	226	67.1	95	85.6	10	9.0	6	5.4	111	32.9
Providing support/resources for spouse/partner employment.	131	73.2	43	24.0	5	2.8	179	55.1	110	75.3	28	19.2	8	5.5	146	44.9

Table 106. Staff Respondents' Perceptions of Institutional Initiatives

| | Initiative available at UMSL | | | | | | | | Initiative NOT available at UMSL | | | | | | | |
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total respondents who believe initiative is available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total respondents who believe initiative is not available | |
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Providing support via constituent-based support groups (e.g., Staff of Color, Women Staff).	121	69.5	39	22.4	14	8.0	174	53.4	105	69.1	29	19.1	18	11.8	152	46.6
Providing staff a location for informal networking (e.g., University Club).	114	73.5	40	25.8	<5	---	155	47.0	125	71.4	41	23.4	9	5.1	175	53.0

Note: Table reports only Staff responses (n = 391).

A total of 27 Staff respondents expressed opinions about the effect of institutional actions on campus climate. The theme that emerged was diversity and inclusion concerns.

Diversity and inclusion concerns. Staff respondents noted opposition to diversity and inclusion initiatives on campus that resulted in "more 'groups' and less 'inclusion'." One respondent wrote, "I am against initiatives that put people in groups. I think we need to minimize the different groups on campus as we strive to work together to have a better UMSL. If we all break out in groups based on gender, race, etc we will fracture into factions that will likely impede cooperation and progress." Another respondent expressed a similar sentiment, "I believe narrowly defined constituent-based support groups creates more barriers than it reduces or eliminates." One respondent seemed to capture the issue with the statement "UMSL has an abundance of diversity it is my opinion the campus lacks inclusiveness."

Student/Post-Doc respondents ($n = 794$) also were asked in the survey to respond regarding a similar list of initiatives, provided in Table 107. Seventy-seven percent ($n = 549$) of the Student/Post-Doc respondents thought that diversity and inclusion training for students was available at UMSL and 23% ($n = 166$) of Student/Post-Doc respondents thought that it was not available. Eighty-one percent ($n = 443$) of the Student/Post-Doc respondents who thought that diversity and inclusion training for students was available believed that it positively influenced the climate and 75% ($n = 124$) of Student/Post-Doc respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Eighty percent ($n = 565$) of the Student/Post-Doc respondents thought that diversity and inclusion training for staff was available at UMSL and 20% ($n = 142$) of Student/Post-Doc respondents thought that it was not available. Eighty-four percent ($n = 473$) of the Student/Post-Doc respondents who thought that diversity and inclusion training for staff was available believed that it positively influenced the climate and 76% ($n = 108$) of Student/Post-Doc respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Eighty percent (*n* = 559) of the Student/Post-Doc respondents thought that diversity and inclusion training for faculty was available at UMSL and 20% (*n* = 143) of Student/Post-Doc respondents thought that it was not available. Eighty-four percent (*n* = 467) of the Student/Post-Doc respondents who thought that diversity and inclusion training for faculty was available believed that it positively influenced the climate and 77% (*n* = 110) of Student/Post-Doc respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-six percent (*n* = 531) of the Student/Post-Doc respondents thought that a person to address student complaints of bias by *faculty/staff* in learning environments (e.g., classrooms, labs) was available and 25% (*n* = 172) of Student/Post-Doc respondents thought that such a person was not available. Eighty-five percent (*n* = 451) of the Student/Post-Doc respondents who thought that a person to address student complaints of bias by *faculty/staff* in learning environments was available believed that such a resource positively influenced the climate and 79% (*n* = 136) of Student/Post-Doc respondents who did not think that such a person was available thought that one would positively influence the climate if one were available.

Seventy-five percent (*n* = 528) of the Student/Post-Doc respondents thought that a person to address student complaints of bias by *other students* in learning environments was available and 25% (*n* = 177) of Student/Post-Doc respondents thought that such a resource was not available. Eighty-three percent (*n* = 436) of the Student/Post-Doc 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 79% (*n* = 139) of Student/Post-Doc respondents who did not think that such a person was available thought that one would positively influence the climate if one were available.

Seventy-eight percent (*n* = 542) of the Student/Post-Doc respondents thought that increasing opportunities for cross-cultural dialogue among students was available and 23% (*n* = 157) of Student/Post-Doc respondents thought that increasing opportunities for dialogue was not available. Eighty-six percent (*n* = 465) of the Student/Post-Doc respondents who thought that increasing opportunities for cross-cultural dialogue among students was available believed that it

positively influenced the climate and 88% (*n* = 138) of Student/Post-Doc respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Similarly, 75% (*n* = 525) of the Student/Post-Doc respondents thought that increasing opportunities for cross-cultural dialogue among faculty, staff, and students was available at UMSL and 25% (*n* = 176) of Student/Post-Doc respondents thought that increasing opportunities for dialogue was not available. Eighty-six percent (*n* = 451) of the Student/Post-Doc respondents who thought that increasing opportunities for cross-cultural dialogue among faculty, staff, and students was available believed that it positively influenced the climate and 88% (*n* = 154) of Student/Post-Doc respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-six percent (*n* = 526) of the Student/Post-Doc respondents thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available at UMSL and 25% (*n* = 171) of Student/Post-Doc respondents thought that it was not available. Eighty-two percent (*n* = 430) of the Student/Post-Doc 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 80% (*n* = 137) of Student/Post-Doc respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Eighty-three percent (*n* = 579) of the Student/Post-Doc respondents thought that effective faculty mentorship of students was available and 18% (*n* = 123) of Student/Post-Doc respondents thought that it was not available. Eighty-eight percent (*n* = 511) of the Student/Post-Doc respondents who thought that effective faculty mentorship of students was available believed that it positively influenced the climate and 91% (*n* = 112) of Student respondents who did not think that it was available thought that faculty mentorship of students would positively influence the climate if it were available.

Eighty-six percent (*n* = 602) of the Student/Post-Doc respondents thought that effective academic advising was available at UMSL and 14% (*n* = 97) of Student respondents thought that it was not available. Ninety percent (*n* = 540) of the Student/Post-Doc respondents who thought that effective academic advising was available believed that it positively influenced the climate and 89% (*n* = 86) of Student/Post-Doc respondents who did not think that it was available thought that effective academic advising would positively influence the climate if it were available.

Eighty percent (*n* = 553) of the Student/Post-Doc respondents thought that diversity and inclusion training for student staff (e.g., student union, resident assistants) was available and 20% (*n* = 140) of Student/Post-Doc respondents thought that it was not available. Eighty-one percent (*n* = 448) of the Student/Post-Doc respondents who thought that diversity and inclusion training for student staff was available believed that it positively influenced the climate and 80% (*n* = 112) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Sixty-six percent (*n* = 455) of the Student/Post-Doc respondents thought that affordable child care was available and 34% (*n* = 239) of Student/Post-Doc respondents thought that it was not available. Seventy-nine percent (*n* = 360) of the Student/Post-Doc respondents who thought that affordable child care was available believed that it positively influenced the climate and 90% (*n* = 216) of Student/Post-Doc respondents who did not think that it was available thought that it would positively influence the climate at UMSL if it were available.

Sixty-seven percent (*n* = 462) of the Student/Post-Doc respondents thought that adequate child care resources were available and 33% (*n* = 231) of Student/Post-Doc respondents thought that they were not available. Eighty-one percent (*n* = 372) of the Student/Post-Doc respondents who thought that adequate child care resources were available believed that they positively influenced the climate and 91% (*n* = 211) of Student/Post-Doc respondents who did not think that they were available thought that they would positively influence the climate at UMSL if they were available.

Sixty-four percent ($n = 441$) of the Student/Post-Doc respondents thought that support/resources for spouse/partner employment were available and 36% ($n = 249$) of Student/Post-Doc respondents thought that they were not available. Seventy-six percent ($n = 336$) of the Student/Post-Doc respondents who thought that support/resources for spouse/partner employment were available believed that they positively influenced the climate and 84% ($n = 209$) of Student/Post-Doc respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Eighty-two percent ($n = 569$) of the Student/Post-Doc respondents thought that adequate social space was available at UMSL and 18% ($n = 127$) of Student/Post-Doc respondents thought that it was not available. Eighty-five percent ($n = 483$) of the Student/Post-Doc respondents who thought that adequate social space was available believed that it positively influenced the climate and 87% ($n = 111$) of Student/Post-Doc respondents who did not think that it was available thought that it would positively influence the climate if it were available.

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Table 107. Student/Post-Doc Respondents' Perceptions of Institutional Initiatives

	Initiative available at UMSL								Initiative NOT available at UMSL							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Providing diversity and inclusion training for students.	443	80.7	85	15.5	21	3.8	549	76.8	124	74.7	29	17.5	13	7.8	166	23.2
Providing diversity and inclusion training for staff.	473	83.7	73	12.9	19	3.4	565	79.9	108	76.1	20	14.1	14	9.9	142	20.1
Providing diversity and inclusion training for faculty.	467	83.5	71	12.7	21	3.8	559	79.6	110	76.9	19	13.3	14	9.8	143	20.4
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g. classrooms, labs).	451	84.9	61	11.5	19	3.6	531	75.5	136	79.1	22	12.8	14	8.1	172	24.5
Providing a person to address student complaints of bias by other students in learning environments (e.g. classrooms, labs).	436	82.6	74	14.0	18	3.4	528	74.9	139	78.5	22	12.4	16	9.0	177	25.1
Increasing opportunities for cross-cultural dialogue among students.	465	85.8	64	11.8	13	2.4	542	77.5	138	87.9	12	7.6	7	4.5	157	22.5
Increasing opportunities for cross-cultural dialogue between faculty, staff and students.	451	85.9	57	10.9	17	3.2	525	74.9	154	87.5	15	8.5	7	4.0	176	25.1

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Table 107. Student/Post-Doc Respondents' Perceptions of Institutional Initiatives

	Initiative available at UMSL								Initiative NOT available at UMSL							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum.	430	81.7	73	13.9	23	4.4	526	75.5	137	80.1	23	13.5	11	6.4	171	24.5
Providing effective faculty mentorship of students.	511	88.3	58	10.0	10	1.7	579	82.5	112	91.1	6	4.9	5	4.1	123	17.5
Providing effective academic advising.	540	89.7	54	9.0	8	1.3	602	86.1	86	88.7	5	5.2	6	6.2	97	13.9
Providing diversity and inclusion training for student staff (e.g., student union, resident assistants).	448	81.0	85	15.4	20	3.6	553	79.8	112	80.0	17	12.1	11	7.9	140	20.2
Providing affordable childcare.	360	79.1	78	17.1	17	3.7	455	65.6	216	90.4	16	6.7	7	2.9	239	34.4
Providing adequate childcare resources.	372	80.5	74	16.0	16	3.5	462	66.7	211	91.3	13	5.6	7	3.0	231	33.3
Providing support/resources for spouse/partner employment.	336	76.2	93	21.1	12	2.7	441	63.9	209	83.9	35	14.1	5	2.0	249	36.1
Providing adequate social space.	483	84.9	76	13.4	10	1.8	569	81.8	111	87.4	12	9.4	<5	---	127	18.2

Note: Table reports only Student or Post-Doc responses (n = 794).

A total of 66 Student respondents expressed opinions about the influence of institutional actions on campus climate. The three themes that emerged were diversity and inclusion, mandatory training, and lack of awareness regarding institutional actions.

Diversity and inclusion. Student respondents expressed a wide range of opinions regarding diversity and inclusion and their influence on campus. One respondent wrote, "You cannot genuinely fix things by throwing people into a training session and telling them how to act around people who are unlike them. Show them how to act around people who are unlike them. Show them why they should act that way." Another Student respondent noted concern about the effectiveness of these initiatives, "I said that increasing cross cultural dialogue between faculty and students is unhelpful because I've seen system-wide evidence that dialogue is not really happening. Teacher manipulating students by only presenting one sided material is what is happening." Respondents also expressed concern that while progress was being made, issues were still present. "I see some movement towards inclusion and creating a culture of belonging but really, we have a LONG ways to go," and "I think UMSL is a great place for everyone and the students from different countries too. However, there are some people who are not very tolerant and judge you based on your race and ethnicity, which is unfair." One student respondent stated, "There has been such an overwhelmingly supportive environment for persons of color or minorities (which I feel is necessary), but has come at the expense of the Caucasian students which tend to get left out."

Mandatory training. Student respondents questioned the effectiveness of mandatory training and described it as "forced" or a "joke." One respondent wrote, "Our Society is filled with diversity training, in the workplace, in school, even television programming. Please stop cramming it down our throats." Another respondent noted, "At best, the message of these sessions fall to deaf ears, either because folks already have an informed, well developed sense of morality and tolerance - or because the recipients are already so entrenched that a droll, though polite, lecture will not change their attitude." Another respondent expressed concern that the focus on training actually accentuated issues, "I don't like that you would have to take a class or training that points out differences between people and then tells us to coddle and walk on egg shells around the people different than me. If you add more social space, place for people to gather and hang out, they will naturally work differences out." Regarding effectiveness, a Student respondent

explained, "Everyone I know who took the Sexual Harassment quiz/guide at the beginning of the year just muted the tabs while the videos played and then answered the quiz questions until they got them right."

Lack of awareness regarding institutional actions. Another theme that emerged was Student respondents being unaware of institutional actions or initiatives at UMSL. Comments such as "I don't know what is provided," and "I'm not really sure what is available" were frequently made. Another respondent stated, "The implementation of inclusionary programs always goes over well. Keep up the positive engagement we can all benefit from this process."

Summary

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

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Appendices

Appendix A – Cross Tabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Comment Analyses (Questions #118, #119, and #120)

Appendix D – Survey: *University of Missouri-St. Louis Climate for Learning, Living, and Working*

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Appendix A
Cross Tabulations by Selected Demographics

Crosstabs of Level 1 Demographic Categories by Primary Status

		Undergraduate Student		Graduate Student		Faculty		Staff		Total	
		n	%	n	%	n	%	n	%	n	%
Gender identity	Unknown/Missing/Other	<5	---	5	1.8	13	4.2	13	3.3	34	2.2
	Woman	364	70.7	202	72.4	186	60.0	250	63.9	1,002	67.0
	Man	134	26.0	60	21.5	109	35.2	126	32.2	429	28.7
	Transspectrum	14	2.7	12	4.3	<5	---	<5	---	30	2.0
Racial identity	Missing/Unknown/Other	6	1.2	11	3.9	16	5.2	25	6.4	58	3.9
	African/African American/Black	93	18.1	22	7.9	12	3.9	65	16.6	192	12.8
	Additional Person of Color	47	9.1	40	14.3	20	6.5	11	2.8	118	7.9
	White	335	65.1	194	69.5	253	81.6	279	71.4	1,061	71.0
	Multiracial	34	6.6	12	4.3	9	2.9	11	2.8	66	4.4
Sexual identity	Missing/Unknown/Asexual	25	4.9	17	6.1	29	9.4	25	6.4	96	6.4
	LGBQ including Demisexual	80	15.5	33	11.8	22	7.1	28	7.2	163	10.9
	Heterosexual	410	79.6	229	82.1	259	83.6	338	86.5	1,236	82.7

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

		Undergraduate Student		Graduate Student		Faculty (including Post-Doc/ Research Asst)		Staff		Total	
		n	%	n	%	n	%	n	%	n	%
Citizenship status	Missing/Unknown	7	1.4	<5	---	6	1.9	10	2.6	26	1.7
	U.S. Citizen	447	86.8	234	83.9	264	85.2	362	92.6	1,307	87.4
	Not U.S. Citizen	61	11.8	42	15.1	40	12.9	19	4.9	162	10.8
Disability status	Unknown/Missing/Other	<5	---	<5	1.1	9	2.9	5	1.3	18	1.2
	Single Disability	51	9.9	25	9.0	14	4.5	23	5.9	113	7.6
	No Disability	427	82.9	239	85.7	282	91.0	353	90.3	1,301	87.0
	Multiple Disabilities	36	7.0	12	4.3	5	1.6	10	2.6	63	4.2
Religious/ spiritual identity	Missing/Unknown	<5	---	5	1.8	15	4.8	21	5.4	44	2.9
	Christian Religious/Spiritual Identity	234	45.4	151	54.1	140	45.2	222	56.8	747	50.0
	Other Religious/Spiritual Identity	35	6.8	18	6.5	21	6.8	12	3.1	86	5.8
	No Religious/Spiritual Identity including Not Listed	222	43.1	93	33.3	117	37.7	119	30.4	551	36.9
	Multiple Religious/Spiritual Identities	21	4.1	12	4.3	17	5.5	17	4.4	67	4.5

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

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 UMSL? (Question 1)**

Position	*n*	%
Undergraduate student	**515**	**34.4**
Started at UMSL as a first-year student	173	33.6
Transferred to UMSL from another institution	342	66.4
Graduate student	**273**	**18.3**
Doctoral degree candidate (e.g., PhD, EdD)	72	26.4
Graduate Certificate	13	4.8
Professional degree candidate	42	15.4
Master's degree candidate	142	52.0
Educational Specialist	4	1.5
Post-doctoral scholar/Fellow	**6**	**0.4**
Faculty - Tenured	**87**	**5.8**
Assistant Professor	1	1.1
Associate Professor	45	51.7
Professor	41	47.1
Faculty - Tenure-Track	**32**	**2.1**
Assistant Professor	24	75.0
Associate Professor	2	6.3
Professor	6	18.8
Faculty Non-Tenure-Track	**161**	**10.8**
Lecturer	17	10.6
Adjunct/Visiting	32	19.9
Research Line Faculty	5	3.1
Professor of Practice	4	2.5

Table B1 (cont.)

Position	n	%
Teaching Faculty	75	46.6
Adjunct	*1*	*1.3*
Assistant Professor	*33*	*44.0*
Associate Professor	*29*	*38.7*
Professor	*12*	*16.0*
Clinical Faculty	18	11.2
Adjunct	*1*	*5.6*
Assistant Professor	*10*	*55.6*
Associate Professor	*6*	*33.3*
Professor	*1*	*5.6*
Research Faculty	4	2.5
Assistant Professor	*2*	*50.0*
Associate Professor	*0*	*0.0*
Professor	*2*	*50.0*
Librarian	6	3.7
Emeritus Faculty	**8**	**0.5**
Research Scientist	**4**	**0.3**
Administrator with faculty rank	**18**	**1.2**
Administrator without faculty rank	**17**	**1.1**
Staff - Hourly	**135**	**9.0**
Executive	3	2.2
Management	4	3.0
Supervisor	17	12.6
Support	111	82.2
Staff - Salary	**224**	**15.0**
Executive	6	2.7
Management	67	29.9
Supervisor	48	21.4
Support	103	46.0

Table B1 **(cont.)**

Position	*n*	%
Staff - Contract	10	0.7
Staff - Union	5	0.3

Note: No missing data exists for the primary categories in this question; all respondents were required to select an answer.

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

Benefit eligible	*n*	%
Yes	626	89.6
No	73	10.4
Missing	2	0.3

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 701).

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

Status	*n*	%
Full-time	1,228	82.1
Part-time	266	17.8
Missing	1	0.1

Table B4. Students only: **What percentage of your classes have you taken exclusively on-line? (Question 6)**

*Question was not included in data set

Table B5. **What is your birth sex (assigned)? (Question 49)**

Birth sex	n	%
Female	1,026	68.6
Male	440	29.4
Intersex	2	0.1
Missing	27	1.8

Table B6. **What is your gender/gender identity? (Question 50)**

Gender identity	n	%
Woman	1,002	67.0
Man	429	28.7
Genderqueer	14	0.9
Non-binary	6	0.4
Transgender	2	0.1
A gender not listed here	8	0.5
Missing	34	2.3

Table B7. **What is your current gender expression? (Question 51)**

Gender expression	n	%
Feminine	983	67.5
Masculine	429	28.7
Androgynous	28	1.9
A gender expression not listed here	16	1.1
Missing	39	2.6

Table B8. **What is your citizenship/immigration status in the U.S.? (Mark all that apply.) (Question 52)**

Citizenship status	n	%
U.S. citizen, birth	1,307	87.4
U.S. citizen, naturalized	80	5.4
A visa holder (such as J-1, H1-B, and U)	42	2.8
Permanent resident	38	2.5
DACA (Deferred Action for Childhood Arrival)	2	0.1
Other legally documented status	0	0.0
Refugee status	0	0.0
Undocumented resident	0	0.0
Currently under a withholding of removal status	0	0.0
DAPA (Deferred Action for Parental Accountability)	0	0.0
Missing	26	1.7

Table B9. **Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply. (Question 53)**

Racial/ethnic identity	*n*	%
White/European American	1,117	74.7
African/Black/African American	218	14.6
Asian/Asian American	76	5.1
Hispanic/Latin@/Chicano@	44	2.9
Native American/Native	33	2.2
Middle Eastern/Southwest Asian	26	1.7
Pacific Islander	3	0.2
Native Hawaiian	2	0.1
Alaska Native	1	0.1
A racial/ethnic/national identity not listed here	13	0.9

Table B10. **What is your age? (Question 54)**

Age	*n*	%
19 or younger	63	4.2
20-21	131	8.8
22-24	166	11.1
25-34	328	21.9
35-44	200	13.4
45-54	175	11.7
55-64	168	11.2
65-74	72	4.8
75 and older	7	.5
Missing	185	12.4

Table B11. **Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity. (Question 55)**

Sexual identity	*n*	%
Heterosexual	1,236	82.7
Bisexual	56	3.7
Gay	32	2.1
Queer	26	1.7
Pansexual	22	1.5
Lesbian	19	1.3
Questioning	8	0.5
Asexual*	7	0.5
A sexual identity not listed here	14	0.9
Missing	75	5.0

*Asexual was not an option offered in the original survey, but sufficient numbers of respondents wrote it in so it was identified as a category and included in the table.

Table B12. **Do you have substantial parenting or caregiving responsibility? (Mark all that apply.)**
(Question 56)

Caregiving responsibility	*n*	%
No	**997**	**66.7**
Yes	**477**	**31.9**
Children 5 years or younger	163	34.2
Children 6-18 years	230	48.2
Children over 18 years of age, but still legally dependent (e.g., in college, disabled)	92	19.3
Independent adult children over 18 years of age	44	9.2
Sick or disabled partner	19	4.0
Senior or other family member	129	27.0
A parenting or caregiving responsibility not listed here	12	2.5
Missing	**21**	**1.4**

Note: Percentages may not sum to 100 because of multiple responses

Table B13. **Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard?**
(Question 57)

Military status	*n*	%
Never served in the military	1,350	90.3
On active duty in the past, but not now	53	3.5
ROTC	9	0.6
Now on active duty (including Reserves or National Guard)	5	0.3
Missing	78	5.2

Table B14. Students only: **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	
	n	%	*n*	%
No high school	15	1.9	26	3.3
Some high school	39	4.9	55	6.9
Completed high school/GED	133	16.8	161	20.3
Some college	125	15.7	120	15.1
Business/technical certificate/degree	49	6.2	57	7.2
Associate's degree	66	8.3	55	6.9
Bachelor's degree	162	20.4	159	20.0
Some graduate work	18	2.3	11	1.4
Master's degree (MA, MS, MBA)	124	15.6	72	9.1
Specialist degree (EdS)	2	0.3	5	0.6
Doctoral degree (PhD, EdD)	27	3.4	8	1.0
Professional degree (MD, JD)	22	2.8	15	1.9
Unknown	3	0.4	14	1.8
Not applicable	6	0.8	31	3.9
Missing	3	0.4	5	0.6

Note: Table includes answers only from those respondents who indicated that they were Students or Post-Docs in Question 1 (*n* = 794).

Table B15. Faculty/Staff only: **What is <u>your</u> highest level of education? (Question 59)**

Level of education	*n*	%
No high school	0	0.0
Some high school	1	0.1
Completed high school/GED	11	1.6
Some college	35	5.0
Business/technical certificate/degree	9	1.3
Associate's degree	15	2.1
Bachelor's degree	88	12.6
Some graduate work	39	5.6
Master's degree (MA, MS, MBA)	250	35.7
Specialist degree (EdS)	3	0.4
Doctoral degree (PhD, EdD)	227	32.4
Professional degree (MD, JD)	13	1.9
Missing	10	1.4

Note: Table includes answers only from only those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 701).

Table B16. Faculty/Staff only: **How long have you been employed at UMSL? (Question 60)**

Length employment	*n*	%
Less than 1 year	43	6.1
1-5 years	226	32.2
6-10 years	114	16.3
11-15 years	107	15.3
16-20 years	65	9.3
More than 20 years	134	19.1
Missing	12	1.7

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 701).

Table B17. Undergraduate Students only: **How many semesters have you been at UMSL? (Question 61)**

Semesters at UMSL	n	%
Less than one	105	20.4
1	29	5.6
2	37	7.2
3	98	19.0
4	55	10.7
5	65	12.6
6	35	6.8
7	37	7.2
8	16	3.1
9	16	3.1
10	5	1.0
11	2	0.4
12	5	1.0
13 or more	10	1.9
Missing	0	0.0

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 515).

Table B18. Faculty only: **Which academic school/college are you primarily affiliated with at this time? (Question 62)**

Academic school/college	*n*	%
College of Arts & Sciences	169	54.5
College of Business Administration	21	6.8
College of Education	44	14.2
College of Nursing	20	6.5
College of Optometry	9	2.9
Graduate School	2	.6
Non-Divisional	9	2.9
School of Social Work	9	2.9
Vice Chancellor for Academic Affairs	7	2.3
Missing	20	6.5

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 310).

Table B19. Staff only: **Which academic division/work unit are you primarily affiliated with at this time? (Question 63)**

Academic division/work unit	*n*	%
Alumni & Community Relations	1	0.3
Business Services	5	1.3
Campus Facilities Management	20	5.1
Center for International Studies	8	2.0
Chancellor	2	0.5
Chancellor-Special Units	7	1.8
College and Units	4	1.0
College of Arts & Sciences	36	9.2
College of Business Administration	13	3.3
College of Education	23	5.9
College of Nursing	8	2.0
College of Optometry	8	2.0
Finance	6	1.5
Graduate School	5	1.3
Honors College	0	0.0
Human Resources	3	0.8
Information Technology Services	25	6.4
Institutional Safety	8	2.0
KWMU Radio	14	3.6
Libraries	16	4.1
Office of Public Policy	3	0.8
Online Education	3	0.8
School of Social Work	3	0.8
UMSL/Washington University Engineering	0	0.0
University Advancement Administration	1	0.3
University Advancement	14	3.6
University Advertising and Marketing	9	2.3
University Campaign	10	2.6
VC Academic Affairs	10	2.6
VC for Managerial & Technological Services/Finance & Admin	10	2.6
Vice Provost Student Affairs	49	12.5
Vice Provost Research	12	3.1
Missing	65	16.6

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 391).

Table B20. Undergraduate Students only: **What is your major? (Mark all that apply.)**
(Question 64)

Major	n	%
Accounting	28	5.4
Anthropology	10	1.9
Art History	2	0.4
Biochemistry/Biotechnology	12	2.3
Biology	46	8.9
Business Administration	57	11.1
Chemistry	7	1.4
Civil Engineering	4	0.8
Communication	19	3.7
Computer Science	28	5.4
Criminology & Criminal Justice	35	6.8
Early Childhood Education	7	1.4
Economics	6	1.2
Educational Studies	7	1.4
Electrical Engineering	5	1.0
Elementary Education	15	2.9
English	16	3.1
History	9	1.7
Information Systems	15	2.9
Interdisciplinary Studies	2	0.4
Liberal Studies	11	2.1
Mathematics	13	2.5
Mechanical Engineering	1	0.2
Media Studies	7	1.4
Modern Language	9	1.7
Music	9	1.7
Music Education	3	0.6
Nursing	43	8.3
Nursing Completion (RN to BSN)	5	1.0
Philosophy	3	0.6
Physical Education	0	0.0
Physics	8	1.6
Political Science	11	2.1

Table B20 (cont.)	*n*	*%*
Major		
Psychology	49	9.5
Public Policy & Administration	3	0.6
Secondary Education	7	1.4
Social Work	47	9.1
Sociology	11	2.1
Special Education	9	1.7
Studio Art	7	1.4
Theatre Arts	1	0.2

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 515).

Table B21. Graduate/Professional Students only: **What is your academic program? (Mark all that apply.)**
(Question 65)

Academic program	*n*	*%*
Doctoral		
Biology	7	2.6
Business Administration	2	0.7
Chemistry	7	2.6
Criminology & Criminal Justice	11	4.0
Education	21	7.7
Mathematics & Computational Science	6	2.2
Nursing	9	3.3
Physics	1	0.4
Political Science	6	2.2
Psychology	14	5.1
Masters		
Accounting	6	2.2
Adult & Higher Education	4	1.5
Biochemistry and Biotechnology	6	2.2
Biology	3	1.1
Business Administration	18	6.6
Chemistry	2	0.7
Communication	1	0.4
Computer Science	11	4.0
Counseling	14	5.1
Creative Writing	2	0.7
Criminology & Criminal Justice	7	2.6
Economics	1	0.4
Educational Administration	2	0.7
Educational Psychology	4	1.5
Elementary Education	7	2.6
English	7	2.6
Gerontology	3	1.1
History	6	2.2
Information Systems	1	0.4
Mathematics	1	0.4
Music Education	0	0.0

Table B21 (cont.)

Academic program	*n*	%
Nursing	9	3.3
Philosophy	0	0.0
Physics	1	0.4
Political Science	3	1.1
Psychology	8	2.9
Public Policy Administration	6	2.2
Secondary Education	9	3.3
Social Work	20	7.3
Special Education	6	2.2
Professional		
Optometry	43	15.8
Education Specialist		
Educational Administration Specialist	0	0.0
School Psychology	4	1.5
Certificate		
Advanced Credit Program Instructional Communication	0	0.0
Applied Behavior Analysis	1	0.4
Autism Studies	0	0.0
Biotechnology	0	0.0
Business Administration	1	0.4
Business Intelligence	0	0.0
Community College Leadership	0	0.0
Cybersecurity	0	0.0
Digital & Social Media Marketing	1	0.4
Early Childhood Teaching	2	0.7
Elementary & Special Education Teaching	1	0.4
Elementary School Teaching	1	0.4
Gender Studies	6	2.2
Gerontology	1	0.4
History Education	0	0.0
Human Resource Management	0	0.0
Institutional Research	0	0.0
International Studies	0	0.0
Local Government Management	2	0.7
Logistics & Supply Chain Management	1	0.4

Table B21 (cont.)

Academic program	*n*	%
Marketing Management	2	0.7
Museum Studies	2	0.7
Nonprofit Organization Management & Leadership	3	1.1
Policy & Program Evaluation	1	0.4
Post Graduate Adult-Geriatric Nurse Practitioner	1	0.4
Post Graduate Family Nurse Practitioner	0	0.0
Post Graduate Nurse Educator	0	0.0
Post Graduate Pediatric Nurse Practitioner	1	0.4
Post Graduate Psychiatric-Mental Health Nurse Practitioner	0	0.0
Post Graduate Women's Health Nurse Practitioner	1	0.4
Program Evaluation and Assessment	0	0.0
Psychology - Clinical Re-specialization	0	0.0
Public History and Cultural Heritage	0	0.0
Secondary School Teaching	1	0.4
Social Justice in Education	3	1.1
Student Affairs Administration and Leadership	0	0.0
Teaching English to Speakers of Other Languages	0	0.0
Teaching of Writing	3	1.1
Trauma Studies	0	0.0
Tropical Biology and Conservation	1	0.4
Non-Degree Seeking		
Non-Degree Seeking	4	1.5

Note: Table includes answers only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 273).

Table B22. **Do you have a condition/disability that influences your learning, working, or living activities? (Question 66)**

Condition	*n*	%
No	1,301	87.0
Yes	183	12.2
Missing	11	0.7

Table B23. **Which, if any, of the conditions listed below impact your learning, working, or living activities? (Mark all that apply.) (Question 67)**

Condition	*n*	%
Mental health/psychological condition (e.g., anxiety, depression)	88	48.1
Developmental/learning difference/disability (e.g., Asperger's/autism spectrum, Attention Deficit/ Hyperactivity Disorder, cognitive/language-based, etc.)	56	30.6
Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	52	28.4
Physical/mobility condition that affects walking	22	12.0
Hard of hearing or deaf	18	9.8
Physical/mobility condition that does not affect walking	9	4.9
Low vision or blind	5	2.7
Speech/communication condition	5	2.7
Acquired/Neurological/Traumatic Brain Injury	4	2.2
A disability/condition not listed here	3	1.6

Note: Table includes answers from only those respondents who indicated that they have a condition/disability in Question 66 (*n* =183). Note: Percentages may not sum to 100 because of multiple responses.

Table B24. Students only: **Are you registered with the UMSL Office for Services for Students with Disabilities? (Question 68)**

Registered with office	*n*	%
No	82	65.6
Yes	43	34.4
Missing	0	0.0

Note: Table includes answers only from those Student/Post-Doc respondents who indicated that they had a disability in Question 66 (*n* = 125).

Table B25. Faculty/Staff only: **Are you receiving accommodations for your disability? (Question 69)**

Receiving accommodations	n	%
No	35	60.3
Yes	21	36.2
Missing	2	3.4

Note: Table includes answers only from those Faculty/Staff respondents who indicated that they had a disability in Question 66 ($n = 58$).

Table B26. **Is English your primary language? (Question 70)**

English primary language	n	%
No	106	7.1
Yes	1,378	92.2
Missing	11	0.7

Table B27. **What is your religious or spiritual identity? (Mark all that apply.) (Question 71)**

Spiritual identity	n	%		n	%
Agnostic	172	11.5	United Church of Christ	15	1.9
Atheist	146	9.8	Christian affiliation not listed	14	1.8
Baha'i	2	0.1	**Confucianist**	5	0.3
Buddhist	25	1.7	**Druid**	1	0.1
Christian	780	52.2	**Hindu**	14	0.9
African Methodist Episcopal	2	0.3	**Jain**	0	0.0
AME Zion	1	0.1	**Jehovah's Witness**	2	0.1
Assembly of God	7	0.9	**Jewish**	35	2.3
Baptist	83	10.6	Conservative	9	25.7
Catholic/Roman Catholic	279	35.8	Orthodox	1	2.9
Church of Christ	12	1.5	Reformed	16	45.7
Church of God in Christ	7	0.9	Jewish affiliation not listed here	6	17.1
Christian Orthodox	1	0.1	**Muslim**	22	1.5
Christian Methodist Episcopal	2	0.3	Ahmadi	1	4.5
Christian Reformed Church (CRC)	28	3.6	Nation of Islam	1	4.5
Disciples of Christ	5	0.6	Shi'ite	1	4.5
Episcopalian	15	1.9	Sufi	1	4.5
Evangelical	11	1.4	Sunni	16	72.7
Greek Orthodox	3	0.4	Muslim affiliation not listed here	1	4.5
Lutheran	66	8.5	**Native American Traditional Practitioner or Ceremonial**	4	0.3
Mennonite	2	0.3	**Pagan**	9	0.6
Moravian	6	0.8	**Rastafarian**	0	0.0
Nazarene	1	0.1	**Scientologist**	0	0.0
Nondenominational Christian	102	13.1	**Secular Humanist**	17	1.1
Pentecostal	16	2.1	**Shinto**	2	0.1
Presbyterian	39	5.0	**Sikh**	2	0.1
Protestant	13	1.7	**Taoist**	7	0.5
Protestant Reformed Church (PR)	0	0.0	**Tenrikyo**	0	0.0
Quaker	0	0.0	**Unitarian Universalist**	6	0.4
Reformed Church of America RCA)	2	0.3	**Wiccan**	4	0.3
Russian Orthodox	0	0.0	**Spiritual, but no religious affiliation**	119	8.0
Seventh Day Adventist	2	0.3	**No affiliation**	187	12.5
The Church of Jesus Christ of Latter-day Saints	5	0.6	**A religious affiliation or spiritual identity not listed above**	22	1.5
United Methodist	32	4.1			

Note: Percentages may not sum to 100 because of multiple responses.

Table B28. Students only: **Do you receive financial support from a family member or guardian to assist with your living/educational expenses? (Question 72)**

Financial support	n	%
I receive no support for living/educational expenses from family/guardian	416	52.4
I receive support for living/educational expenses from family/guardian	321	40.4
Missing	57	7.2

Note: Table includes answers only from those respondents who indicated that they were Students or Post-Docs in Question 1 (*n* = 794).

Table B29. 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 73)**

Income	n	%
$29,999 and below	285	35.9
$30,000 - $49,999	129	16.2
$50,000 - $69,999	114	14.4
$70,000 - $99,999	87	11.0
$100,000 - $149,999	103	13.0
$150,000 - $199,999	25	3.1
$200,000 - $249,999	11	1.4
$250,000 - $499,999	9	1.1
$500,000 or more	3	0.4
Missing	28	3.5

Note: Table includes answers only from those respondents who indicated that they were Students or Post-Docs in Question 1 (*n* = 794).

Table B30. Students only: **Where do you live? (Question 74)**

Residence	*n*	%
Campus housing	**77**	**9.7**
Oak Hall	26	41.9
Mansion Hill Apartments	14	22.6
University Meadows Apartments	11	17.7
Villa Hall	11	17.7
Non-campus housing	**663**	**83.5**
Non-University affiliated apartment/house	382	60.9
Living with family member/guardian	229	36.5
University affiliated apartment/house	16	2.6
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	**9**	**1.1**
Missing	**45**	**5.7**

Note: Table includes answers only from those respondents who indicated that they were Students or Post-Docs in Question 1 (*n* = 794). Percentages for sub-categories are valid percentages and do not include missing responses.

Table B31. Students only: **Since having been a student at UMSL, have you been a member or participated in any of the following? (Mark all that apply.) (Question 75)**

Clubs/organizations	*n*	%
I do not participate in any clubs or organizations at UMSL	358	45.1
Academic and academic honorary organizations	222	28.0
Professional or pre-professional organization	119	15.0
Faith or spirituality-based organization	64	8.1
Governance organization (e.g., SGA, SFC, Councils)	62	7.8
Culture-specific organization	55	6.9
Greek letter organization	51	6.4
Recreational organization	44	5.5
Service or philanthropic organization	43	5.4
Political or issue-oriented organization	25	3.1
Health and wellness organization	24	3.0
Intercollegiate athletic team	20	2.5
Publication/media organization	19	2.4
A student organization not listed above	39	4.9

Note: Table includes answers only from those respondents who indicated that they were Students or Post-Docs in Question 1 (*n* = 794). Percentages may not sum to 100 because of multiple responses.

Table B32. Students only: **At the end of your last semester, what was your cumulative grade point average?**
(Question 76)

GPA	*n*	%
3.75 – 4.00	305	38.4
3.50 – 3.74	128	16.1
3.25 – 3.49	118	14.9
3.00 – 3.24	92	11.6
2.75 – 2.99	62	7.8
2.50 – 2.74	25	3.1
2.25 – 2.49	12	1.5
2.00 – 2.24	15	1.9
1.99 and below	13	1.7
Missing	24	3.0

Note: Table includes answers only from those respondents who indicated that they were Students or Post-Docs in Question 1 (*n* = 794).

Table B33. **Have you experienced financial hardship while at UMSL?**
(Question 77)

Financial hardship	*n*	%
No	817	54.6
Yes	662	44.3
Missing	16	1.1

Table B34. Students only: **How have you experienced the financial hardship? (Mark all that apply.)**
(Question 78)

Experience	*n*	%
Difficulty affording tuition	234	58.5
Difficulty purchasing my books/course materials	210	52.5
Difficulty in affording housing	157	39.3
Difficulty affording food	156	39.0
Difficulty in affording health care	141	35.3
Difficulty participating in social events	110	27.5
Difficulty affording academic related activities (e.g., study abroad, service learning)	85	21.3
Difficulty affording travel to and from UMSL	78	19.5
Difficulty affording commuting to campus (e.g., transportation, parking)	75	18.8
Difficulty finding employment	69	17.3
Difficulty in affording unpaid internships/research opportunities	64	16.0
Difficulty in affording other campus fees	58	14.5
Difficulty affording co-curricular events or activities	52	13.0
Difficulty in affording alternative spring breaks	48	12.0
Difficulty in affording childcare	33	8.3
A financial hardship not listed here	29	7.2

Note: Table includes answers only from those Students/Post-Docs who indicated that they experienced financial hardship in Question 77 (*n* = 400). Percentages may not sum to 100 because of multiple responses.

Table B35. Faculty/Staff only: **How have you experienced the financial hardship? (Mark all that apply.)**
(Question 79)

Experience	*n*	%
Difficulty in affording housing	112	42.7
Difficulty in affording professional development (e.g., travel, training, research)	112	42.7
Difficulty in affording health care	88	33.6
Difficulty in affording benefits	67	25.6
Difficulty affording food	56	21.4
Difficulty in affording childcare	56	21.4
Difficulty affording travel to and from UMSL	40	15.3
Difficulty in affording other campus fees (e.g., parking)	5	1.9
A financial hardship not listed here	66	25.2

Note: Table includes answers only from those Faculty/Staff who indicated that they experienced financial hardship in Question 77 (*n* = 262). Percentages may not sum to 100 because of multiple responses.

Table B36. Students only: **How are you currently paying for your education at UMSL? (Mark all that apply.) (Question 80)**

Source of funding	n	%
Loans	413	52.0
Grant (e.g., Pell)	233	29.3
Off Campus employment	211	26.6
Family contribution	170	21.4
Non-need based scholarship (e.g., Curators, Chancellor's Scholar Award)	170	21.4
Personal contribution	162	20.4
Need-based scholarship (e.g., Access Missouri)	143	18.0
On Campus employment	90	11.3
Graduate/Research assistantship	66	8.3
Credit card	64	8.1
GI Bill/Veterans benefits	20	2.5
Money from home country	12	1.5
Graduate fellowship	11	1.4
Dependent tuition (e.g., family member works at UMSL)	4	0.5
Resident assistant	3	0.4
A method of payment not listed here	33	4.2

Note: Table includes answers only from those respondents who indicated that they were Students or Post-Docs in Question 1 ($n = 794$).

Table B37. Students only: **Are you employed either on campus or off campus during the academic year? (Question 81)**

Employed	*n*	%
No	**220**	**27.7**
Yes, I work on campus	**182**	**22.9**
1-10 hours/week	38	22.4
11-20 hours/week	102	60.0
21-30 hours/week	21	12.4
31-40 hours/week	5	2.9
More than 40 hours/week	4	2.4
Yes, I work off campus	**398**	**50.1**
1-10 hours/week	45	11.7
11-20 hours/week	84	21.9
21-30 hours/week	100	26.0
31-40 hours/week	68	17.7
More than 40 hours/week	87	22.7

Note: Table includes answers only from those respondents who indicated that they were Students or Post-Docs in Question 1 (*n* = 794).

PART II: Findings

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

Table B38. **Overall, how comfortable are you with the climate at UMSL? (Question 7)**

Comfort	*n*	%
Very comfortable	402	26.9
Comfortable	718	48.1
Neither comfortable nor uncomfortable	224	15.0
Uncomfortable	112	7.5
Very uncomfortable	38	2.5

Table B39. Faculty/Staff only: **Overall, how comfortable are you with the climate in your primary work area at UMSL? (Question 8)**

Comfort	*n*	%
Very comfortable	249	35.5
Comfortable	253	36.1
Neither comfortable nor uncomfortable	83	11.8
Uncomfortable	79	11.3
Very uncomfortable	37	5.3

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 701).

Table B40. Students/Faculty only: **Overall, how comfortable are you with the climate in your classes at UMSL? (Question 9)**

Comfort	*n*	%
Very comfortable	406	36.9
Comfortable	521	47.4
Neither comfortable nor uncomfortable	129	11.7
Uncomfortable	38	3.5
Very uncomfortable	6	0.5

Note: Table includes answers only from those respondents who indicated that they were Students, Post-Docs, or Faculty in Question 1 (*n* = 1,104).

Table B41. **Have you ever <u>seriously</u> considered leaving UMSL? (Question 10)**

Considered leaving	*n*	%
No	889	59.5
Yes	605	40.5
Missing	1	0.1

Table B42. Students only: **When did you seriously consider leaving UMSL? (Mark all that apply.) (Question 11)**

Year	*n*	%
During my first semester as a student	65	35.3
During my first year as a student	64	34.8
During my second year as a student	71	38.6
During my third year as a student	32	17.4
During my fourth year as a student	21	11.4
During my fifth year as a student	9	4.9
After my fifth year as a student	4	2.2

Note: Table includes answers only from those Students/Post-Docs who indicated that they considered leaving in Question 10 (*n* = 184).

Table B43. Students only: **Why did you seriously consider leaving UMSL? (Question 12)**

Reasons	*n*	%
Lack of a sense of belonging	56	30.4
Lack of social life	49	26.6
Financial reasons	44	23.9
Personal reasons (e.g., medical, mental health, family emergencies)	36	19.6
Climate was not welcoming	34	18.5
Academic advancement opportunities elsewhere (e.g., 2+2 program)	33	17.9
Lack of support group	31	16.8
Lack of support services	24	13.0
Coursework was too difficult	23	12.5
Coursework not challenging enough	21	11.4
Didn't like major	20	10.9
Didn't have my major	12	6.5
Homesick	11	6.0
Unhealthy social relationships	8	4.3
My marital/relationship status	7	3.8
Didn't meet the selection criteria for a major	7	3.8
A reason not listed above	62	33.7

Note: Table includes answers only from those Students/Post-Docs who indicated that they considered leaving in Question 10 (*n* = 184).

Table B44. Faculty/Staff only: Why did you seriously consider leaving UMSL?
(Question 13)

Reasons	*n*	%
Low salary/pay rate	281	66.7
Limited opportunities for advancement	185	43.9
Increased workload	146	34.7
Interested in a position at another institution	132	31.4
Tension with supervisor/manager	130	30.9
Lack of a sense of belonging	116	27.6
Lack of institutional support (e.g., tech support, lab space/equipment)	107	25.4
Lack of professional development opportunities	106	25.2
Tension with co-workers	80	19.0
Campus climate was not welcoming	80	19.0
Recruited or offered a position at another institution/organization	77	18.3
Lack of benefits	44	10.5
Local community climate was not welcoming	26	6.2
Family responsibilities	20	4.8
Relocation	15	3.6
Personal reasons (e.g., medical, mental health, family emergencies)	14	3.3
Local community did not meet my (my family) needs	11	2.6
Spouse or partner unable to find suitable employment	6	1.4
Spouse or partner relocated	5	1.2
A reason not listed above	85	20.2

Note: Table includes answers only from those Faculty and Staff who indicated that they considered leaving in Question 10 (*n* = 421).

Table B45. Students only: **Please indicate the extent to which you agree with each of the following statements regarding your academic experience at UMSL. (Question 15)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I am performing up to my full academic potential.	288	36.4	352	44.5	70	8.8	72	9.1	9	1.1
Few of my courses this year have been intellectually stimulating.	131	16.6	229	29.0	104	13.2	202	25.6	124	15.7
I am satisfied with my academic experience at UMSL.	237	30.0	392	49.7	89	11.3	59	7.5	12	1.5
I am satisfied with the extent of my intellectual development since enrolling at UMSL.	265	33.6	381	48.3	91	11.5	42	5.3	10	1.3
I have performed academically as well as I anticipated I would.	243	30.8	344	43.6	94	11.9	98	12.4	10	1.3
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	301	38.1	362	45.8	79	10.0	40	5.1	8	1.0
My interest in ideas and intellectual matters has increased since coming to UMSL.	288	36.4	333	42.1	106	13.4	57	7.2	7	0.9
I intend to graduate from UMSL.	529	67.5	184	23.5	49	6.3	12	1.5	10	1.3
Thinking ahead, it is likely that I will leave UMSL without meeting my academic goal.	29	3.7	43	5.4	82	10.4	209	26.4	428	54.1

Note: Table includes answers only from those respondents who indicated that they were Students or Post-Docs in Question 1 ($n = 794$).

Table B46. **Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work or learn at UMSL? (Question 16)**

Experienced conduct	*n*	%
No	1,223	81.8
Yes	272	18.2

Table B47. **What do you believe was the basis of the conduct? (Mark all that apply.) (Question 17)**

Basis	*n*	%
Position (e.g., staff, faculty, student)	66	24.3
Gender/Gender identity	62	22.8
Age	53	19.5
Ethnicity	48	17.6
Racial identity	40	14.7
Philosophical views	32	11.8
Educational credentials (e.g., MS, PhD)	29	10.7
Length of service at UMSL	29	10.7
Political views	22	8.1
Physical characteristics	20	7.4
Academic performance	15	5.5
Religious/spiritual views	13	4.8
Sexual identity	12	4.4
Socioeconomic status	12	4.4
Medical disability/condition	10	3.7
English language proficiency/accent	9	3.3
Major field of study	9	3.3
Marital status (e.g., single, married, partnered)	8	2.9
Participation in an organization	8	2.9
Physical disability/condition	8	2.9
Immigrant/citizen status	7	2.6
International status/national origin	7	2.6
Parental status (e.g., having children)	7	2.6
Gender expression	6	2.2
Learning disability/condition	6	2.2
Mental health/psychological disability/condition	5	1.8
Military/veteran status	3	1.1
Pregnancy	0	0.0
Don't know	40	14.7
A reason not listed above	60	22.1

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 272). Percentages may not sum to 100 because of multiple responses.

Table B48. **How did you experience the conduct? (Mark all that apply.) (Question 18)**

Form	*n*	%
I was ignored or excluded	117	43.0
I was intimidated/bullied	96	35.3
I was isolated or left out	95	34.9
I experienced a hostile work environment	94	34.6
I was the target of derogatory verbal remarks	73	26.8
I was the target of workplace incivility	57	21.0
I received derogatory written comments	32	11.8
I experienced a hostile classroom environment	28	10.3
I received a low or unfair performance evaluation	28	10.3
I received derogatory phone calls/text messages/email	21	7.7
I felt others staring at me	20	7.4
I was not fairly evaluated in the promotion and tenure process	20	7.4
The conduct made me fear that I would get a poor grade	17	6.3
The conduct threatened my physical safety	12	4.4
I was singled out as the spokesperson for my identity group	11	4.0
I was the target of racial/ethnic profiling	9	3.3
Someone assumed I was admitted/hired/promoted due to my identity group	6	2.2
I received derogatory/unsolicited messages via social media (e.g., Facebook, Twitter, Yik-Yak)	4	1.5
Someone assumed I was not admitted/hired/promoted due to my identity group	4	1.5
I received threats of physical violence	3	1.1
I was the target of stalking	2	0.7
I was the target of graffiti/vandalism	1	0.4
I was the target of physical violence	1	0.4
The conduct threatened my family's safety	0	0.0
An experience not listed above	44	16.2

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 272). Percentages may not sum to 100 because of multiple responses.

Table B49. **Where did the conduct occur? (Mark all that apply.) (Question 19)**

Location	*n*	%
While working at a UMSL job	66	24.3
In a staff office	65	23.9
In a meeting with a group of people	65	23.9
In a class/lab/clinical setting	52	19.1
In a faculty office	41	15.1
In a(n) UMSL administrative office	37	13.6
In a meeting with one other person	35	12.9
In other public spaces at UMSL	31	11.4
On phone calls/text messages/e-mail	29	10.7
At a UMSL event/program	25	9.2
While walking on campus	17	6.3
Off-campus	11	4.0
On social media (Facebook/Twitter/Yik-Yak)	6	2.2
In a(n) UMSL dining facility	4	1.5
In a(n) UMSL library	4	1.5
In an on-line learning environment	4	1.5
In a campus residence hall/apartment	3	1.1
In the Student Union	3	1.1
In a sorority house	2	0.7
In an experiential learning environment	2	0.7
In a fraternity house	1	0.4
In athletic facilities	1	0.4
In Counseling Services	1	0.4
In the Health Center	1	0.4
In a religious center	0	0.0
In off-campus housing	0	0.0
On a campus shuttle	0	0.0
A location not listed above	23	8.5

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 272).
Percentages may not sum to 100 as a result of multiple responses.

Table B50. **Who/what was the source of the conduct? (Mark all that apply.) (Question 20)**

Source	n	%
Co-worker/colleague	72	26.5
Faculty member/Other instructional staff	72	26.5
Student	58	21.3
Department/Program/Division Chair	45	16.5
Staff member	41	15.1
Supervisor or manager (including experiential sites)	35	12.9
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	34	12.5
Academic/Scholarship/Fellowship Advisor	11	4.0
Direct Report (e.g., person who reports to you)	8	2.9
Stranger	8	2.9
Off campus community member	7	2.6
UMSL media (e.g., posters, brochures, flyers, handouts, web sites)	4	1.5
UMSL Police/Security	4	1.5
Friend	4	1.5
Student staff	4	1.5
Donor	3	1.1
Student Organization	2	0.7
Student Teaching Assistant/Student Lab Assistant/Student Tutor	2	0.7
Athletic coach/trainer	1	0.4
Alumnus/a	0	0.0
On social media (e.g., Facebook, Twitter, Yik-Yak)	0	0.0
Don't know source	8	2.9
A source not listed above	23	8.5

Note: Table includes answers only from those respondents who indicated that they experienced conduct ($n = 272$). Percentages may not sum to 100 as a result of multiple responses.

Table B51. **How did you experience the conduct? (Mark all that apply.) (Question 21)**

Experience	*n*	%
I was angry.	191	70.2
I felt embarrassed.	108	39.7
I was afraid.	59	21.7
I ignored it.	58	21.3
I felt somehow responsible.	34	12.5
A feeling not listed above	74	27.2

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 272). Percentages may not sum to 100 as a result of multiple responses.

Table B52. What did you do in response to experiencing the conduct? (Mark all that apply.) (Question 22)

Response	n	%
I told a friend.	104	38.2
I told a family member.	92	33.8
I avoided the person/venue.	91	33.5
I did not do anything.	89	32.7
I contacted a(n) UMSL resource.	54	19.9
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	20	37.0
Supervisor	18	33.3
Human Resources	15	27.8
Faculty member	13	24.1
Title IX Coordinator/Clery Act Compliance Officer	8	14.8
Office of Equal Opportunity and Diversity	7	13.0
UMSL Police Department	5	9.3
Counseling Services	4	7.4
Employee Assistance Program	4	7.4
Faculty or staff ombudsperson	3	5.6
Staff person (e.g., Residential Life staff, program director)	3	5.6
Student staff (e.g., Resident Assistants, student ambassadors)	2	3.7
Community Psychological Services	1	1.9
Multicultural Student Services	1	1.9
Campus Mediation Services	0	0.0
UMSL Hotline	0	0.0
Center for Trauma Recovery	0	0.0
Student teaching assistant (e.g., tutor, graduate teaching assistant)	0	0.0
I confronted the person(s) at the time.	45	16.5
I did not know who to go to.	42	15.4
I confronted the person(s) later.	30	11.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	12	4.4
I sought information online.	6	2.2

Table B52 **(cont.)**

Response	*n*	%
I contacted a local law enforcement official.	3	1.1
I sought support from off-campus hot-line/advocacy services.	0	0.0
A response not listed above	68	25.0

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 272).
Percentages may not sum to 100 as a result of multiple responses.

Table B53. **Did you report the conduct? (Question 23)**

Reported conduct	n	%
No, I didn't report it.	221	84.0
Yes, I reported it (e.g., bias incident report, UM System Ethics and Compliance Hotline)	42	16.0
Yes, I reported the incident and was satisfied with the outcome.	*4*	*9.5*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*11*	*26.2*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*21*	*50.0*

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 272). Percentages may not sum to 100 as a result of multiple responses.

Table B54. **While a member of the UMSL community, have you experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, forcible fondling, forcible rape, use of drugs to incapacitate, sodomy or gang rape)? (Question 25)**

Experienced unwanted sexual contact/conduct	n	%
No	1,427	95.5
Yes – relationship violence (e.g., ridiculed, controlling, hitting)	17	1.1
Yes – stalking (e.g., following me, on social media, texting, phone calls)	20	1.3
Yes – sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)	28	1.9
Yes – sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)	14	0.9

Table B55. Students only: **Were alcohol and/or drugs involved in the relationship violence? (Question 26rv)**

Alcohol and/or drugs involved	*n*	%
No	11	84.6
Yes	2	15.4
Alcohol only	1	50.0
Drugs only	0	0.0
Both alcohol and drugs	1	50.0

Note: Table includes answers only from Student/Post-Doc respondents who indicated that they experienced relationship violence (*n* = 13). Percentages may not sum to 100 as a result of multiple responses.

Table B56. **When did the relationship violence (e.g., ridiculed, controlling, hitting) occur? (Question 27rv)**

When experienced relationship violence	*n*	%
Within the last year	8	47.1
2-4 years ago	7	41.2
5-10 years ago	2	11.8
11-20 years	0	0.0
More than 20 years ago	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (*n* = 17). Percentages may not sum to 100 as a result of multiple responses.

Table B57. Students only: **What semester were you in when you experienced the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 28rv)**

Semester/year	*n*	%
During my time as a graduate/ professional student at UMSL	2	15.4
Undergraduate first year	3	23.1
Fall semester	*2*	*66.7*
Spring semester	*1*	*33.3*
Summer semester	*0*	*0.0*
Undergraduate second year	4	30.8
Fall semester	*2*	*50.0*
Spring semester	*1*	*25.0*
Summer semester	*1*	*25.0*
Undergraduate third year	6	46.2
Fall semester	*5*	*83.3*
Spring semester	*1*	*16.7*
Summer semester	*0*	*0.0*
Undergraduate fourth year	4	30.8
Fall semester	*4*	*100.0*
Spring semester	*0*	*0.0*
Summer semester	*0*	*0.0*
After my fourth year as an undergraduate	0	0.0

Note: Table includes answers only from Student respondents who indicated that they experienced relationship violence (*n* = 13). Percentages may not sum to 100 as a result of multiple responses.

Table B58. **Who did this to you? (Mark all that apply.) (Question 29rv)**

Source	n	%
Current or former dating/intimate partner	10	58.8
UMSL student	6	35.3
Acquaintance/friend	1	5.9
UMSL faculty member	1	5.9
UMSL staff member	1	5.9
Family member	0	0.0
Stranger	0	0.0
Other role/relationship not listed above	2	11.8

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence ($n = 17$). Percentages may not sum to 100 as a result of multiple responses.

Table B59. **Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? (Mark all that apply.) (Question 30rv)**

Location	n	%
Off campus	10	58.8
On campus	8	47.1

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence ($n = 17$). Percentages may not sum to 100 as a result of multiple responses.

Table B60. **How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 31rv)**

Feeling after experiencing relationship violence	n	%
I felt embarrassed.	11	64.7
I felt somehow responsible.	10	58.8
I felt afraid.	9	52.9
I felt angry.	8	47.1
I ignored it.	6	35.3
A feeling not listed above	2	11.8

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (*n* = 17). Percentages may not sum to 100 as a result of multiple responses.

Table B61. **What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 32rv)**

Reaction	*n*	%
I told a friend.	10	58.8
I confronted the person(s) at the time.	8	47.1
I told a family member.	6	35.3
I avoided the person/venue.	5	29.4
I confronted the person(s) later.	5	29.4
I contacted a UMSL resource.	5	29.4
Faculty member	*3*	*60.0*
Counseling Services	*2*	*40.0*
UMSL Police Department	*1*	*20.0*
Supervisor	*1*	*20.0*
Campus Mediation Services	*0*	*0.0*
UMSL Hotline	*0*	*0.0*
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	*0*	*0.0*
Community Psychological Services	*0*	*0.0*
Center for Trauma Recovery	*0*	*0.0*
Employee Assistance Program	*0*	*0.0*
Title IX Coordinator/Clery Act Compliance Officer	*0*	*0.0*
Office of Equal Opportunity and Diversity	*0*	*0.0*
Faculty or staff ombudsperson	*0*	*0.0*
Human Resources	*0*	*0.0*
Multicultural Student Services	*0*	*0.0*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*0*	*0.0*
Student staff (e.g., Resident Assistants, student ambassadors)	*0*	*0.0*
Staff person (e.g., Residential Life staff, program director)	*0*	*0.0*
I didn't know who to go to.	4	23.5
I didn't do anything.	3	17.6
I sought information online.	3	17.6
I contacted a local law enforcement official.	2	11.8
I sought support from off-campus hot-line/advocacy services.	1	5.9
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0

Table B61 (cont.)

Reaction	*n*	%
A response not listed above	3	17.6

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (*n* = 17). Percentages may not sum to 100 as a result of multiple responses.

Table B62. **Did you report the relationship violence (e.g., ridiculed, controlling, hitting)? (Question 33rv)**

Reported conduct	*n*	%
No, I didn't report it.	16	94.1
Yes, I reported the incident (e.g., bias incident report, Title IX)	1	5.9
Yes, I reported the incident and was satisfied with the outcome	*0*	*0.0*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately	*0*	*0.0*
Yes, I reported the incident, but felt that it was not responded to appropriately	*0*	*0.0*

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (*n* = 17). Percentages may not sum to 100 as a result of multiple responses.

Table B63. Students only: **Were alcohol and/or drugs involved in the stalking? (Question 26stlk)**

Alcohol and/or drugs involved	*n*	%
No	12	100.0
Yes	0	0.0
Alcohol only	*0*	*0.0*
Drugs only	*0*	*0.0*
Both alcohol and drugs	*0*	*0.0*

Note: Table includes answers only from Student/Post-Doc respondents who indicated that they experienced stalking (*n* = 12). Percentages may not sum to 100 as a result of multiple responses.

Table B64. **When did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Question 27stlk)**

When experienced stalking	*n*	%
Within the last year	8	40.0
2-4 years ago	7	35.0
5-10 years ago	4	20.0
11-20 years	1	50.0
More than 20 years ago	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced stalking (*n* = 20). Percentages may not sum to 100 as a result of multiple responses.

Table B65. 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 28stlk)**

Semester/year	n	%
During my time as a graduate/ professional student at UMSL	2	16.7
Undergraduate first year	4	33.3
Fall semester	*1*	*25.0*
Spring semester	*2*	*50.0*
Summer semester	*1*	*25.0*
Undergraduate second year	2	16.7
Fall semester	*1*	*50.0*
Spring semester	*0*	*0.0*
Summer semester	*1*	*50.0*
Undergraduate third year	3	25.0
Fall semester	*2*	*66.7*
Spring semester	*1*	*33.3*
Summer semester	*0*	*0.0*
Undergraduate fourth year	1	8.3
Fall semester	*0*	*0.0*
Spring semester	*1*	*100.0*
Summer semester	*0*	*0.0*
After my fourth year as an undergraduate	2	16.7

Note: Table includes answers only from Student/Post-Doc respondents who indicated that they experienced stalking (*n* = 12). Percentages may not sum to 100 as a result of multiple responses.

Table B66. **Who did this to you? (Mark all that apply.) (Question 29stlk)**

Source	n	%
UMSL student	10	50.0
Acquaintance/friend	3	15.0
Stranger	3	15.0
UMSL faculty member	2	10.0
Current or former dating/intimate partner	1	5.0
Family member	0	0.0
UMSL staff member	0	0.0
Other role/relationship not listed above	2	10.0

Note: Table includes answers only from those respondents who indicated that they experienced stalking ($n = 20$). Percentages may not sum to 100 as a result of multiple responses.

Table B67. **Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Mark all that apply.) (Question 30stlk)**

Location	n	%
Off campus	9	45.0
On campus	15	75.0

Note: Table includes answers only from those respondents who indicated that they experienced stalking (*n* = 20).
Percentages may not sum to 100 as a result of multiple responses.

Table B68. **How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 31stlk)**

Feeling after experiencing stalking	n	%
I felt afraid.	12	60.0
I felt embarrassed.	7	35.0
I felt angry.	7	35.0
I ignored it.	7	35.0
I felt somehow responsible.	3	15.0
A feeling not listed above	4	20.0

Note: Table includes answers only from those respondents who indicated that they experienced stalking (*n* = 20).
Percentages may not sum to 100 as a result of multiple responses.

Table B69. **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 32stlk)**

Reaction	*n*	%
I contacted a UMSL resource.	10	50.0
Faculty member	*4*	*40.0*
Supervisor	*4*	*40.0*
UMSL Police Department	*2*	*20.0*
Counseling Services	*2*	*20.0*
Title IX Coordinator/Clery Act Compliance Officer	*2*	*20.0*
Employee Assistance Program	*1*	*10.0*
Office of Equal Opportunity and Diversity	*1*	*10.0*
Human Resources	*1*	*10.0*
Student staff (e.g., Resident Assistants, student ambassadors)	*1*	*10.0*
Staff person (e.g., Residential Life staff, program director)	*1*	*10.0*
Campus Mediation Services	*0*	*0.0*
UMSL Hotline	*0*	*0.0*
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	*0*	*0.0*
Community Psychological Services	*0*	*0.0*
Center for Trauma Recovery	*0*	*0.0*
Faculty or staff ombudsperson	*0*	*0.0*
Multicultural Student Services	*0*	*0.0*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*0*	*0.0*
I avoided the person/venue.	9	45.0
I told a friend.	8	40.0
I told a family member.	6	30.0
I didn't do anything.	4	20.0
I confronted the person(s) at the time.	3	15.0
I contacted a local law enforcement official.	2	10.0
I confronted the person(s) later.	1	5.0
I didn't know who to go to.	1	5.0
I sought information online.	0	0.0
I sought support from off-campus hot-line/advocacy services.	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0

Table B69 (cont.)

Reaction	*n*	%
A response not listed above	3	15.0

Note: Table includes answers only from those respondents who indicated that they experienced stalking (*n* = 20). Percentages may not sum to 100 as a result of multiple responses.

Table B70. **Did you report the stalking (e.g., following me, on social media, texting, phone calls)? (Question 33stlk)**

Reported conduct	*n*	%
No, I didn't report it.	13	65.0
Yes, I reported the incident (e.g., bias incident report, Title IX)	7	35.0
Yes, I reported the incident and was satisfied with the outcome	*5*	*71.4*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately	*0*	*0.0*
Yes, I reported the incident, but felt that it was not responded to appropriately	*2*	*28.6*

Note: Table includes answers only from those respondents who indicated that they experienced stalking (*n* = 20). Percentages may not sum to 100 as a result of multiple responses.

Table B71. Students only: **Were alcohol and/or drugs involved in the sexual interaction? (Question 26si)**

Alcohol and/or drugs involved	*n*	%
No	13	81.3
Yes	3	18.8
Alcohol only	*3*	*100.0*
Drugs only	*0*	*0.0*
Both alcohol and drugs	*0*	*0.0*

Note: Table includes answers only from Student/Post-Doc respondents who indicated that they experienced sexual interaction (*n* = 16). Percentages may not sum to 100 as a result of multiple responses.

Table B72. **When did the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? (Question 27si)**

When experienced sexual interaction	*n*	%
Within the last year	16	57.1
2-4 years ago	7	25.0
5-10 years ago	3	10.7
11-20 years	1	3.6
More than 20 years ago	1	3.6

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (*n* = 28). Percentages may not sum to 100 as a result of multiple responses.

Table B73. *Students only:* **What semester were you in when you experienced the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 28si)**

Semester/year	n	%
During my time as a graduate/ professional student at UMSL	3	18.8
Undergraduate first year	5	31.3
Fall semester	*4*	*80.0*
Spring semester	*0*	*0.0*
Summer semester	*0*	*0.0*
Undergraduate second year	6	37.5
Fall semester	*6*	*100.0*
Spring semester	*0*	*0.0*
Summer semester	*0*	*0.0*
Undergraduate third year	3	18.8
Fall semester	*3*	*100.0*
Spring semester	*0*	*0.0*
Summer semester	*0*	*0.0*
Undergraduate fourth year	4	25.0
Fall semester	*1*	*25.0*
Spring semester	*2*	*50.0*
Summer semester	*1*	*25.0*
After my fourth year as an undergraduate	1	6.3

Note: Table includes answers only from Student/Post-Doc respondents who indicated that they experienced sexual interaction (*n* = 16). Percentages may not sum to 100 as a result of multiple responses.

Table B74. **Who did this to you? (Mark all that apply.) (Question 29si)**

Source	n	%
Stranger	9	32.1
UMSL student	9	32.1
UMSL staff member	6	21.4
UMSL faculty member	4	14.3
Acquaintance/friend	1	3.6
Current or former dating/intimate partner	1	3.6
Family member	0	0.0
Other role/relationship not listed above	2	7.1

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction ($n = 28$). Percentages may not sum to 100 as a result of multiple responses.

Table B75. **Where did the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? (Mark all that apply.) (Question 30si)**

Location	n	%
Off campus	11	39.3
On campus	24	85.7

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction ($n = 28$). Percentages may not sum to 100 as a result of multiple responses.

Table B76. **How did you feel after experiencing the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 31si)**

Feeling after experiencing sexual interaction	n	%
I felt embarrassed.	16	57.1
I felt angry.	15	53.6
I felt afraid.	11	39.3
I felt somehow responsible.	8	28.6
I ignored it.	7	25.0
A feeling not listed above	4	14.3

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction ($n = 28$). Percentages may not sum to 100 as a result of multiple responses.

Table B77. **What did you do in response to experiencing the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 32si)**

Reaction	*n*	%
I told a friend.	17	60.7
I avoided the person/venue.	13	46.4
I contacted a UMSL resource.	8	28.6
Title IX Coordinator/Clery Act Compliance Officer	*2*	*25.0*
Supervisor	*2*	*25.0*
UMSL Police Department	*1*	*12.5*
Office of Equal Opportunity and Diversity	*1*	*12.5*
Faculty or staff ombudsperson	*1*	*12.5*
Human Resources	*1*	*12.5*
Staff person (e.g., Residential Life staff, program director)	*1*	*12.5*
Campus Mediation Services	*0*	*0.0*
UMSL Hotline	*0*	*0.0*
Faculty member	*0*	*0.0*
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	*0*	*0.0*
Counseling Services	*0*	*0.0*
Community Psychological Services	*0*	*0.0*
Center for Trauma Recovery	*0*	*0.0*
Employee Assistance Program	*0*	*0.0*
Multicultural Student Services	*0*	*0.0*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*0*	*0.0*
Student staff (e.g., Resident Assistants, student ambassadors)	*0*	*0.0*
I didn't do anything.	7	25.0
I told a family member.	7	25.0
I confronted the person(s) at the time.	6	21.4
I didn't know who to go to.	4	14.3
I contacted a local law enforcement official.	3	10.7
I confronted the person(s) later.	2	7.1
I sought information online.	0	0.0
I sought support from off-campus hot-line/advocacy services.	0	0.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	0	0.0

Table B77 (cont.)

Reaction	*n*	%
A response not listed above	4	14.3

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (*n* = 28). Percentages may not sum to 100 as a result of multiple responses.

Table B78. **Did you report the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Question 33si)**

Reported conduct	*n*	%
No, I didn't report it.	19	67.9
Yes, I reported the incident (e.g., bias incident report, Title IX)	9	32.1
Yes, I reported the incident and was satisfied with the outcome	*2*	*22.2*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately	*6*	*66.7*
Yes, I reported the incident, but felt that it was not responded to appropriately	*0*	*0.0*

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (*n* = 28). Percentages may not sum to 100 as a result of multiple responses.

Table B79. Students only: **Were alcohol and/or drugs involved in the sexual contact? (Question 26sc)**

Alcohol and/or drugs involved	n	%
No	5	45.5
Yes	6	54.5
Alcohol only	3	50.0
Drugs only	2	33.3
Both alcohol and drugs	0	0.0

Note: Table includes answers only from Student/Post-Doc respondents who indicated that they experienced sexual contact (*n* = 11). Percentages may not sum to 100 as a result of multiple responses.

Table B80. **When did the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape) occur? (Question 27sc)**

When experienced sexual contact	n	%
Within the last year	6	42.9
2-4 years ago	5	35.7
5-10 years ago	3	21.4
11-20 years	0	0.0
More than 20 years ago	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (*n* = 14). Percentages may not sum to 100 as a result of multiple responses.

Table B81. Students only: **What semester were you in when you experienced the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)? (Mark all that apply.) (Question 28sc)**

Semester/year	*n*	%
During my time as a graduate/ professional student at UMSL	3	27.3
Undergraduate first year	2	18.2
Fall semester	*2*	*100.0*
Spring semester	*0*	*0.0*
Summer semester	*0*	*0.0*
Undergraduate second year	5	45.5
Fall semester	*3*	*60.0*
Spring semester	*1*	*20.0*
Summer semester	*1*	*20.0*
Undergraduate third year	1	9.1
Fall semester	*1*	*100.0*
Spring semester	*0*	*0.0*
Summer semester	*0*	*0.0*
Undergraduate fourth year	1	9.1
Fall semester	*1*	*100.0*
Spring semester	*0*	*0.0*
Summer semester	*0*	*0.0*
After my fourth year as an undergraduate	1	9.1

Note: Table includes answers only from Student/Post-Doc respondents who indicated that they experienced sexual contact (*n* = 11). Percentages may not sum to 100 as a result of multiple responses.

Table B82. **Who did this to you? (Mark all that apply.) (Question 29sc)**

Source	*n*	%
UMSL student	8	57.1
Acquaintance/friend	6	42.9
UMSL faculty member	2	14.3
Stranger	2	14.3
Current or former dating/intimate partner	2	14.3
Family member	1	7.1
UMSL staff member	0	0.0
Other role/relationship not listed above	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (*n* = 14). Percentages may not sum to 100 as a result of multiple responses.

Table B83. **Where did the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)? (Mark all that apply.) (Question 30sc)**

Location	*n*	%
Off campus	7	50.0
On campus	8	57.1

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (*n* = 14). Percentages may not sum to 100 as a result of multiple responses.

Table B84. **How did you feel after experiencing the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)? (Mark all that apply.) (Question 31sc)**

Feeling after experiencing sexual contact	*n*	%
I felt embarrassed.	10	71.4
I felt angry.	10	71.4
I felt somehow responsible.	8	57.1
I felt afraid.	8	57.1
I ignored it.	2	14.3
A feeling not listed above	3	21.4

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (*n* = 14). Percentages may not sum to 100 as a result of multiple responses.

Table B85. **What did you do in response to experiencing the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)? (Mark all that apply.) (Question 32sc)**

Reaction	*n*	*%*
I avoided the person/venue.	9	64.3
I told a friend.	8	57.1
I confronted the person(s) later.	5	35.7
I didn't do anything.	3	21.4
I didn't know who to go to.	3	21.4
I contacted a UMSL resource.	3	21.4
Counseling Services	*2*	*66.7*
Title IX Coordinator/Clery Act Compliance Officer	*1*	*33.3*
Faculty or staff ombudsperson	*1*	*33.3*
Campus Mediation Services	*0*	*0.0*
UMSL Hotline	*0*	*0.0*
Faculty member	*0*	*0.0*
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	*0*	*0.0*
UMSL Police Department	*0*	*0.0*
Community Psychological Services	*0*	*0.0*
Center for Trauma Recovery	*0*	*0.0*
Employee Assistance Program	*0*	*0.0*
Office of Equal Opportunity and Diversity	*0*	*0.0*
Human Resources	*0*	*0.0*
Multicultural Student Services	*0*	*0.0*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*0*	*0.0*
Student staff (e.g., Resident Assistants, student ambassadors)	*0*	*0.0*
Staff person (e.g., Residential Life staff, program director)	*0*	*0.0*
Supervisor	*0*	*0.0*
I confronted the person(s) at the time.	2	14.3
I told a family member.	2	14.3
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	1	7.1
I contacted a local law enforcement official.	0	0.0
I sought information online.	0	0.0
I sought support from off-campus hot-line/advocacy services.	0	0.0

Table B85 (cont.)

Reaction	*n*	%
A response not listed above	2	14.3

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (*n* = 14). Percentages may not sum to 100 as a result of multiple responses.

Table B86. **Did you report the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)? (Question 33sc)**

Reported conduct	*n*	%
No, I didn't report it.	13	92.9
Yes, I reported the incident (e.g., bias incident report, Title IX)	1	7.1
Yes, I reported the incident and was satisfied with the outcome	*0*	*0.0*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately	*0*	*0.0*
Yes, I reported the incident, but felt that it was not responded to appropriately	*1*	*100.0*

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (*n* = 14). Percentages may not sum to 100 as a result of multiple responses.

Table B87. **Please offer your response to the following comments: (Question 36)**

	Strongly disagree		Disagree		Agree		Strongly agree	
	n	%	n	%	n	%	n	%
I am aware of the definition of Affirmative Consent.	898	60.3	533	35.8	48	3.2	10	0.7
I am generally aware of the role of UMSL Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	827	55.6	552	37.1	85	5.7	24	1.6
I know how and where to report such incidents.	699	46.9	568	38.1	193	13.0	30	2.0
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	759	51.2	589	39.7	122	8.2	13	0.9
I am generally aware of the campus resources listed here: http://iedi.mst.edu/campusresources/	603	40.7	661	44.6	198	13.4	20	1.3
I have a responsibility to report such incidents when I see them occurring on or off campus.	994	67.0	459	31.0	28	1.9	2	0.1
I understand that UMSL standard of conduct and penalties differ from standards of conduct and penalties under the criminal law.	740	50.0	588	39.7	139	9.4	13	0.9
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in UMSL's Title IX Annual Report.	697	47.1	588	39.8	176	11.9	18	1.2
I know that UMSL sends a Public Safety Alert to the campus community when such an incident occurs.	977	65.7	462	31.1	40	2.7	8	0.5

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Table B88. Graduate/Professional Students only: **As a graduate student I feel… (Question 37)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
I am satisfied with the quality of advising I have received from my department.	103	38.1	121	44.8	30	11.1	16	5.9
I have adequate access to my advisor.	121	44.8	115	42.6	23	8.5	11	4.1
My advisor provides clear expectations.	108	40.1	113	42.0	32	11.9	16	5.9
My advisor respond(s) to my email, calls, or voicemails in a prompt manner.	129	48.1	117	43.7	12	4.5	10	3.7
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	130	48.3	122	45.4	16	5.9	1	0.4
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	131	48.7	126	46.8	11	4.1	1	0.4
There are adequate opportunities for me to interact with other university faculty outside of my department.	77	28.9	98	36.8	73	27.4	18	6.8
I receive support from my advisor to pursue personal research interests.	90	34.1	110	41.7	48	18.2	16	6.1
I receive due credit for my research, writing, and publishing (e.g., authorship order in published articles).	100	39.7	125	49.6	21	8.3	6	2.4
My department faculty members encourage me to produce publications and present research.	82	31.4	106	40.6	59	22.6	14	5.4
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	84	32.1	105	40.1	52	19.8	21	8.0
I feel comfortable sharing my professional goals with my advisor.	144	54.1	100	37.6	13	4.9	9	3.4

Note: Table includes answers only from those respondents who indicated that they were Graduate/Professional Students in Question 1 (*n* = 273).

Table B89. Tenured and Tenure-Track Faculty only: As a faculty member at UMSL, I feel (or felt)… (Question 39)

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
The criteria for tenure are clear.	22	18.5	59	49.6	27	22.7	11	9.2
The tenure standards/promotion standards are applied equally to faculty in my school/department.	17	14.5	43	36.8	33	28.2	24	20.5
Supported and mentored during the tenure-track years.	18	16.1	46	41.1	35	31.3	13	11.6
UMSL policies for delay of the tenure-clock are used by all faculty.	11	10.0	36	32.7	47	42.7	16	14.5
Research is valued by UMSL.	25	21.4	58	49.6	18	15.4	16	13.7
Teaching is valued by UMSL.	32	26.9	61	51.3	19	16.0	7	5.9
Service contributions are valued by UMSL.	15	12.7	56	47.5	37	31.4	10	8.5
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	9	7.8	22	19.0	48	41.4	37	31.9
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	22	18.6	27	22.9	52	44.1	17	14.4
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).	33	27.7	30	25.2	49	41.2	7	5.9
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., childcare, eldercare).	4	3.5	16	14.2	69	61.1	24	21.2
Faculty opinions are taken seriously by senior administrators (e.g., chancellor, vice chancellor, dean, provost).	13	11.1	43	36.8	34	29.1	27	23.1
Faculty opinions are valued within UMSL committees.	11	9.6	68	59.1	22	19.1	14	12.2
I would like more opportunities to participate in substantive committee assignments.	9	7.8	30	25.9	56	48.3	21	18.1
I have opportunities to participate in substantive committee assignments.	23	19.7	66	56.4	20	17.1	8	6.8

Note: Table includes answers only from those respondents who indicated that they were Tenured or Tenure-Track Faculty in Question 1 (*n* = 119).

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Table B90. Non-Tenure-Track Academic Appointment only: **As an employee with a non-tenure-track appointment at UMSL, I feel (or felt)…** **(Question 41)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%
The criteria used for contract renewal is clear.	27	16.9	59	36.9	56	35.0	18	11.3
The criteria used for contract renewal is applied equally to all positions.	22	14.3	69	44.8	39	25.3	24	15.6
There are clear expectations of my responsibilities.	39	24.5	83	52.2	31	19.5	6	3.8
Research is valued by UMSL.	51	32.3	85	53.8	16	10.1	6	3.8
Teaching is valued by UMSL.	45	28.3	87	54.7	19	11.9	8	5.0
Service is valued by UMSL.	39	25.2	83	53.5	27	17.4	6	3.9
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	11	7.1	27	17.3	98	62.8	20	12.8
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).	21	13.5	42	27.1	81	52.3	11	7.1
Pressured to do work that is uncompensated.	24	15.1	35	22.0	84	52.8	16	10.1
Non-tenure track faculty opinions are taken seriously by senior administrators (e.g., chancellor, vice chancellor, dean, provost).	15	9.6	73	46.5	47	29.9	22	14.0
I have job security.	14	8.9	63	39.9	44	27.8	37	23.4

Note: Table includes answers only from those respondents who indicated that they held non-tenure-track academic appointments in Question 1 (*n* = 161).

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Table B91. All Faculty: **As a faculty member at UMSL, I feel... (Question 43)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
Salaries for tenure track faculty positions are competitive.	4	1.4	112	39.4	110	38.7	58	20.4
Salaries for adjunct faculty are competitive.	7	2.4	99	34.4	106	36.8	76	26.4
Salaries for non-tenure-track faculty are competitive.	3	1.1	92	32.5	119	42.0	69	24.4
Health insurance benefits are competitive.	28	9.7	204	70.6	43	14.9	14	4.8
Childcare benefits are competitive.	7	2.9	152	63.9	53	22.3	26	10.9
Retirement/supplemental benefits are competitive.	28	9.8	165	57.9	70	24.6	22	7.7
People who do not have children are burdened with work responsibilities beyond those who do have children (e.g., stay late, off-hour work, work weekends).	13	4.6	49	17.4	165	58.5	55	19.5
People who have children or eldercare are burdened with balancing work and family responsibilities (e.g., evening and evenings programming, workload brought home, UMSL breaks not scheduled with school district breaks).	28	10.1	113	40.9	114	41.3	21	7.6
UMSL provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	8	2.9	143	52.2	93	33.9	30	10.9
My colleagues include me in opportunities that will help my career as much as they do others in my position.	41	14.0	176	60.1	51	17.4	25	8.5
The performance evaluation process is clear.	26	8.6	138	45.8	100	33.2	37	12.3
UMSL provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	33	11.0	146	48.7	89	29.7	32	10.7
Positive about my career opportunities at UMSL.	34	11.4	140	47.1	87	29.3	36	12.1
I would recommend UMSL as good place to work.	38	12.6	166	55.1	69	22.9	28	9.3
I have job security.	56	18.7	131	43.8	64	21.4	48	16.1
I feel that I have access to and support for grant funding.	26	8.9	132	45.1	95	32.4	40	13.7

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 310).

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Table B92. All Staff: As a staff member at UMSL, I feel… (Question 45)

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
I have supervisors who give me job/career advice or guidance when I need it.	113	29.5	162	42.3	78	20.4	30	7.8
I have colleagues/co-workers who give me job/career advice or guidance when I need it.	119	30.9	187	48.6	58	15.1	21	5.5
I am included in opportunities that will help my career as much as others in similar positions.	84	22.0	164	43.0	96	25.2	37	9.7
The performance evaluation process is clear.	63	16.3	180	46.6	102	26.4	41	10.6
The performance evaluation process is effective.	41	10.7	134	35.0	142	37.1	66	17.2
My supervisor provides adequate support for me to manage work-life balance.	147	38.4	172	44.9	41	10.7	23	6.0
I am able to complete my assigned duties during scheduled hours.	100	25.9	183	47.4	83	21.5	20	5.2
My workload was increased without additional compensation (e.g., retirement positions not filled).	133	35.0	117	30.8	99	26.1	31	8.2
I am pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	31	8.1	78	20.5	210	55.1	62	16.3
I am given a reasonable time frame to complete assigned responsibilities.	82	21.5	242	63.5	52	13.6	5	1.3
People who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children.	29	7.7	40	10.6	229	60.4	81	21.4
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	20	5.4	63	17.0	228	61.6	59	15.9

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Table B92 (cont.)

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	41	10.8	116	30.6	182	48.0	40	10.6
There is a hierarchy within staff positions that allows some voices to be valued more than others.	94	24.8	130	34.3	126	33.2	29	7.7
People who have children or eldercare are burdened with balancing work and family responsibilities (e.g., evening and evenings programming, workload brought home, UMSL breaks not scheduled with school district breaks).	35	9.6	96	26.4	202	55.5	31	8.5
UMSL provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	36	9.9	213	58.7	99	27.3	15	4.1
I have adequate resources to perform my job duties.	72	18.8	231	60.5	69	18.1	10	2.6

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 391).

Table B93. Staff only: **As a staff member at UMSL, I feel… (Question 47)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
UMSL provides me with resources to pursue training/professional development opportunities.	51	13.2	159	41.1	94	24.3	57	14.7	26	6.7
My supervisor provides me with resources to pursue training/professional development opportunities.	74	19.2	141	36.6	81	21.0	65	16.9	24	6.2
UMSL is supportive of taking extended leave (e.g., FMLA, parental).	55	14.5	145	38.2	148	38.9	24	6.3	8	2.1
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	116	30.4	184	48.2	53	13.9	21	5.5	8	2.1
Staff in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.	13	3.4	16	4.2	183	48.0	110	28.9	59	15.5
UMSL policies (e.g., FMLA) are fairly applied across UMSL.	33	8.7	102	26.8	207	54.3	28	7.3	11	2.9
UMSL is supportive of flexible work schedules.	38	9.9	167	43.5	117	30.5	46	12.0	16	4.2
My supervisor is supportive of flexible work schedules.	88	23.2	176	46.4	65	17.2	34	9.0	16	4.2
Staff salaries are competitive.	15	3.9	61	15.9	60	15.7	134	35.0	113	29.5
Vacation and personal time benefits are competitive.	64	16.6	203	52.6	78	20.2	24	6.2	17	4.4
Health insurance benefits are competitive.	46	12.0	187	48.8	101	26.4	32	8.4	17	4.4
Childcare benefits are competitive.	12	3.2	52	13.8	263	69.6	32	8.5	19	5.0
Retirement benefits are competitive.	28	7.3	131	34.4	167	43.8	35	9.2	20	5.2
Staff opinions are valued on UMSL committees.	23	6.0	105	27.3	147	38.3	66	17.2	43	11.2

Table B93 (cont.)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Staff opinions are valued by UMSL faculty.	24	6.2	65	16.9	150	39.0	90	23.4	56	14.5
Staff opinions are valued by UMSL administration.	24	6.3	80	20.9	139	36.3	91	23.8	49	12.8
There are clear expectations of my responsibilities.	67	17.5	195	50.9	46	12.0	45	11.7	30	7.8
There are clear procedures on how I can advance at UMSL.	16	4.2	57	14.9	113	29.5	114	29.8	83	21.7
Positive about my career opportunities at UMSL.	27	7.0	88	22.9	112	29.1	94	24.4	64	16.6
I would recommend UMSL as a good place to work.	41	10.6	146	37.6	133	34.3	43	11.1	25	6.4
I have job security.	33	8.5	133	34.4	112	28.9	61	15.8	48	12.4

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 391).

Table B94. **Within the past year, have you OBSERVED any conduct, directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullying, harassing) working, learning, or living environment at UMSL? (Question 82)**

Observed conduct	*n*	%
No	1173	78.8
Yes	316	21.2

Table B95. **Who/what was the target of the conduct? (Mark all that apply.) (Question 83)**

Source	n	%
Student	142	44.9
Co-worker/colleague	92	29.1
Staff member	64	20.3
Faculty member/Other instructional staff	48	15.2
Friend	32	10.1
Stranger	14	4.4
Student staff	10	3.2
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	8	2.5
Department/Program/Division chair	6	1.9
Student Organization	6	1.9
UMSL Police/Security	5	1.6
Direct Report (e.g., person who reports to you)	5	1.6
Off campus community member	5	1.6
Supervisor or manager (including experiential sites)	5	1.6
Student teaching assistant/Student lab assistant/Student tutor/SI instructor	5	1.6
Academic/Scholarship/Fellowship advisor	2	0.6
UMSL media (e.g., posters, brochures, flyers, handouts, web sites)	2	0.6
Alumnus/a	1	0.3
Athletic coach/trainer	0	0.0
Donor	0	0.0
Don't know target	14	4.4
A target not listed above	17	5.4

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 316). Percentages may not sum to 100 as a result of multiple responses.

Table B96. **Who/what was the source of the conduct? (Mark all that apply.) (Question 84)**

Source	n	%
Student	91	28.8
Faculty member/Other instructional staff	67	21.2
Co-worker/colleague	63	19.9
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	37	11.7
Department/Program/Division chair	36	11.4
Staff member	35	11.1
Supervisor or manager (including experiential sites)	33	10.4
Stranger	16	5.1
Academic/Scholarship/Fellowship advisor	12	3.8
Off campus community member	11	3.5
UMSL Police/Security	10	3.2
Friend	7	2.2
Student Organization	7	2.2
On social media	6	1.9
Student staff	6	1.9
UMSL media (e.g., posters, brochures, flyers, handouts, web sites)	4	1.3
Direct Report (e.g., person who reports to you)	3	0.9
Athletic coach/trainer	1	0.3
Student teaching assistant/Student lab assistant/Student tutor/SI instructor	1	0.3
Alumnus/a	0	0.0
Donor	0	0.0
Don't know target	18	5.7
A source not listed above	12	3.8

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 316). Percentages may not sum to 100 as a result of multiple responses.

Table B97. **Which of the target's characteristics do you believe was/were the basis for the conduct? (Mark all that apply.) (Question 85)**

Basis	*n*	%
Gender/gender identity	78	24.7
Ethnicity	62	19.6
Racial identity	61	19.3
Position (staff, faculty, student)	53	16.8
Age	41	13.0
Political views	33	10.4
Philosophical views	28	8.9
Sexual identity	27	8.5
Learning disability/condition	22	7.0
Physical characteristics	21	6.6
Academic Performance	20	6.3
Gender expression	18	5.7
Religious/spiritual views	18	5.7
Mental Health/Psychological disability/condition	17	5.4
Length of service at UMSL	16	5.1
Educational credentials (e.g., BS, MS, PhD)	15	4.7
Parental status (e.g., having children)	13	4.1
Physical disability/condition	13	4.1
Socioeconomic status	13	4.1
English language proficiency/accent	11	3.5
Immigrant/citizen status	11	3.5
International status/national origin	11	3.5
Major field of study	9	2.8
Medical disability/condition	9	2.8
Participation in an organization/team	8	2.5
Marital status (e.g., single, married, partnered)	7	2.2
Pregnancy	7	2.2
Military/veteran status	6	1.9
Don't know	41	13.0
A reason not listed above	44	13.9

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 316).
Percentages may not sum to 100 because of multiple responses.

Table B98. **Which of the following did you observe because of the target's identity? (Mark all that apply.) (Question 86)**

Observed	*n*	%
Derogatory verbal remarks	157	49.7
Person ignored or excluded	122	38.6
Person intimidated/bullied	102	32.3
Person isolated or left out	98	31.0
Person experienced a hostile work environment	76	24.1
Person was the target of workplace incivility	63	19.9
Racial/ethnic profiling	40	12.7
Person experiences a hostile classroom environment	39	12.3
Person being stared at	30	9.5
Derogatory written comments	29	9.2
Person received a low or unfair performance evaluation	28	8.9
Singled out as the spokesperson for their identity group	27	8.5
Derogatory phone calls/text messages/e-mail	26	8.2
Person was unfairly evaluated in the promotion and tenure process	20	6.3
Assumption that someone was admitted/hired/ promoted based on his/her identity	17	5.4
Assumption that someone was not admitted/hired/ promoted based on his/her identity	16	5.1
Derogatory/unsolicited messages on-line (e.g., Facebook, Twitter, Yik-Yak)	15	4.7
Person was stalked	7	2.2
Threats of physical violence	6	1.9
Graffiti/vandalism	3	0.9
Person received a poor grade	3	0.9
Physical violence	3	0.9
Derogatory phone calls	2	0.6
Something not listed above	28	8.9

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 316). Percentages may not sum to 100 because of multiple responses.

Table B99. **Where did the conduct occur? (Mark all that apply.) (Question 87)**

Location	n	%
In a meeting with a group of people	72	22.8
In other public spaces at UMSL	71	22.5
In a staff office	69	21.8
In a class/lab/clinical setting	65	20.6
While working at a UMSLjob	40	12.7
In a faculty office	27	8.5
On phone calls/text messages/e-mail	27	8.5
In a(n) UMSL administrative office	26	8.2
While walking on campus	21	6.6
In a meeting with one other person	19	6.0
At a UMSL event/program	18	5.7
In a campus residence hall/apartment	11	3.5
On social media (Facebook/Twitter/ Yik-Yak)	10	3.2
In a(n) UMSL dining facility	9	2.8
In the Student Success Center/Student Union	8	2.5
Off-campus	8	2.5
On a campus shuttle	7	2.2
In athletic facilities	3	0.9
In the Health Center	3	0.9
In an on-line learning environment	3	0.9
In a fraternity house	2	0.6
In a sorority house	2	0.6
In an experiential learning environment (e.g., retreat, externship, internship, study abroad)	2	0.6
In Counseling Services	2	0.6
In a(n) UMSL library	1	0.3
In a religious center	0	0.0
In off-campus housing	0	0.0
A location not listed above	21	6.6

Note: Table includes answers only from those respondents who indicated that they observed conduct ($n = 316$).
Percentages may not sum to 100 as a result of multiple responses.

Table B100. What was your response to observing the conduct? (Mark all that apply.) (Question 88)

Response	n	%
I did not do anything.	82	25.9
I told a friend.	61	19.3
I told a family member.	50	15.8
I contacted a UMSL resource.	47	14.9
Faculty member	*14*	*29.8*
Title IX Coordinator/Clery Act Compliance Officer	*14*	*29.8*
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	*11*	*23.4*
Office of Equal Opportunity and Diversity	*9*	*19.1*
Human Resources	*7*	*14.9*
UMSL Police Department	*4*	*8.5*
Staff person (e.g., Residential Life staff, program director)	*4*	*8.5*
Counseling Services	*2*	*4.3*
Faculty or staff ombudsperson	*1*	*2.1*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*1*	*2.1*
Supervisor	*1*	*2.1*
Campus Mediation Services	*0*	*0.0*
UMSL Hotline	*0*	*0.0*
Community Psychological Services	*0*	*0.0*
Center for Trauma Recovery	*0*	*0.0*
Employee Assistance Program	*0*	*0.0*
Multicultural Student Services	*0*	*0.0*
Student staff (e.g., Resident Assistants, student ambassadors)	*0*	*0.0*
I confronted the person(s) at the time.	45	14.2
I confronted the person(s) later.	44	13.9
I avoided the person/venue.	43	13.6
I did not know who to go to.	36	11.4
I sought information online.	12	3.8
I contacted a local law enforcement official.	5	1.6
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).	5	1.6
I sought support from off-campus hot-line/advocacy services.	2	0.6
A response not listed above	62	19.6

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 316).
Percentages may not sum to 100 as a result of multiple responses.

Table B101. **Did you report the conduct? (Question 89)**

Reported conduct	*n*	%
No, I didn't report it.	253	85.2
Yes, I reported it.	44	14.8
Yes, I reported the incident and was satisfied with the outcome.	5	11.9
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	10	23.8
Yes, I reported the incident, but felt that it was not responded to appropriately.	10	23.8

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 316). Percentages may not sum to 100 as a result of multiple responses.

Table B102. Faculty/Staff only: **Have you observed <u>hiring</u> practices at UMSL (e.g. hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust or that would inhibit diversifying the community? (Question 91)**

Observed hiring practices	n	%
No	552	79.4
Yes	143	20.6

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 ($n = 701$).

Table B103. Faculty/Staff only: **I believe that the unjust <u>hiring</u> practices were based upon: (Mark all that apply.) (Question 92)**

Characteristic	*n*	%
Ethnicity	41	28.7
Age	31	21.7
Nepotism/cronyism	30	21.0
Racial identity	30	21.0
Gender/gender identity	26	18.2
Position (staff, faculty, student)	16	11.2
Educational credentials (e.g., BS, MS, PhD)	13	9.1
Length of service at UMSL	12	8.4
Major field of study	9	6.3
Philosophical views	8	5.6
Parental status (e.g., having children)	7	4.9
English language proficiency/accent	6	4.2
Immigrant/citizen status	4	2.8
International status/national origin	4	2.8
Political views	4	2.8
Medical disability/condition	3	2.1
Participation in an organization/team	3	2.1
Physical disability/condition	3	2.1
Socioeconomic status	3	2.1
Gender expression	2	1.4
Pregnancy	2	1.4
Religious/spiritual views	2	1.4
Sexual identity	2	1.4
Learning disability/condition	1	0.7
Marital status (e.g., single, married, partnered)	1	0.7
Mental Health/Psychological disability/condition	1	0.7
Military/veteran status	0	0.0
Don't know	12	8.4
A reason not listed above	21	14.7

Note: Table includes answers only from those respondents who indicated that they observed discriminatory hiring practices (*n* = 143). Percentages may not sum to 100 as a result of multiple responses.

Table B104. Faculty/Staff only: **Have you have observed <u>employment-related discipline or action, up to and including dismissal</u> at UMSL that you perceive to be unjust or that would inhibit diversifying the community? (Question 94)**

Observed	*n*	%
No	590	85.0
Yes	104	14.8

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 701).

Table B105. Faculty/Staff only: **I believe the unjust <u>employment-related disciplinary actions</u> were based upon:** **(Mark all that apply.) (Question 95)**

Characteristic	*n*	%
Job duties	36	34.6
Age	23	22.1
Position (staff, faculty, student)	14	13.5
Ethnicity	13	12.5
Length of service at UMSL	11	10.6
Gender/gender identity	10	9.6
Racial identity	10	9.6
Mental health/psychological disability/condition	8	7.7
Physical characteristics	6	5.8
Philosophical views	5	4.8
Medical disability/condition	4	3.8
Parental status (e.g., having children)	4	3.8
Physical disability/condition	4	3.8
Educational credentials (e.g., BS, MS, PhD)	3	2.9
International status/national origin	3	2.9
English language proficiency/accent	2	1.9
Immigrant/citizen status	2	1.9
Major field of study	1	1.0
Political views	1	1.0
Pregnancy	1	1.0
Religious/spiritual views	1	1.0
Sexual identity	1	1.0
Gender expression	0	0.0
Learning disability/condition	0	0.0
Marital status (e.g., single, married, partnered)	0	0.0
Military/veteran status	0	0.0
Participation in an organization/team	0	0.0
Socioeconomic status	0	0.0
Don't know	11	10.6
A reason not listed above	17	16.3

Note: Table includes answers only from those respondents who indicated that they observed unjust employment-related disciplinary actions (*n* = 104). Percentages may not sum to 100 as a result of multiple responses.

Table B106. Faculty/Staff only: **Have you observed <u>promotion/reappointment/reclassification</u> practices at UMSL that you perceive to be unjust? (Question 97)**

Observed	*n*	%
No	492	71.3
Yes	198	28.7

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 701).

Table B107. Faculty/Staff only: **I believe the unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification were based upon: (Mark all that apply.) (Question 98)**

Characteristic	*n*	%
Position (staff, faculty, student)	39	19.7
Gender/gender identity	35	17.7
Nepotism/cronyism	34	17.2
Age	24	12.1
Racial identity	24	12.1
Educational credentials (e.g., BS, MS, PhD)	23	11.6
Ethnicity	22	11.1
Length of service at UMSL	20	10.1
Philosophical views	10	5.1
Major field of study	8	4.0
Political views	7	3.5
Mental health/psychological disability/condition	6	3.0
Parental status (e.g., having children)	5	2.5
Gender expression	4	2.0
Participation in an organization/team	4	2.0
Physical characteristics	4	2.0
Pregnancy	4	2.0
Sexual identity	3	1.5
Immigrant/citizen status	2	1.0
English language proficiency/accent	1	0.5
International status/national origin	1	0.5
Learning disability/condition	1	0.5
Marital status (e.g., single, married, partnered)	1	0.5
Medical disability/condition	1	0.5
Physical disability/condition	1	0.5
Religious/spiritual views	1	0.5
Socioeconomic status	1	0.5
Military/veteran status	0	0.0
Don't know	25	12.6
A reason not listed above	37	18.7

Note: Table includes answers only from those respondents who indicated that they observed discriminatory practices (*n* = 198). Percentages may not sum to 100 as a result of multiple responses.

Table B108. Using a scale of 1-5, please rate the overall campus climate at UMSL on the following dimensions: (Question 100)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	n	%	n	%	n	%	n	%	n	%		
Friendly/Hostile	557	37.7	569	38.5	290	19.6	52	3.5	9	0.6	1.9	0.9
Inclusive/Exclusive	453	30.8	565	38.4	329	22.4	97	6.6	26	1.8	2.1	1.0
Improving/Regressing	428	29.2	513	35.0	370	25.2	103	7.0	52	3.5	2.2	1.0
Positive for persons with disabilities/Negative	465	31.9	542	37.1	355	24.3	79	5.4	18	1.2	2.1	0.9
Positive for people who identify as lesbian, gay, bisexual, queer, or transgender/Negative	518	35.7	561	38.6	330	22.7	36	2.5	7	0.5	1.9	0.9
Positive for people who identify as transgender, gender non-binary/Negative	459	31.7	515	35.5	407	28.1	55	3.8	14	1.0	2.1	0.9
Positive for people of various religious/spiritual backgrounds/Negative	465	31.9	528	36.2	376	25.8	74	5.1	15	1.0	2.1	0.9
Positive for People of Color/Negative	557	37.9	550	37.4	261	17.8	71	4.8	30	2.0	2.0	1.0
Positive for men/Negative	674	46.4	490	33.7	245	16.9	33	2.3	11	0.8	1.8	0.9
Positive for women/Negative	552	37.8	556	38.1	264	18.1	76	5.2	13	0.9	1.9	0.9
Positive for non-native English speakers/Negative	424	29.3	485	33.5	427	29.5	90	6.2	23	1.6	2.2	1.0
Positive for people who are not U.S. citizens/Negative	438	30.2	516	35.6	401	27.7	74	5.1	21	1.4	2.1	0.9
Welcoming/Not welcoming	534	36.2	598	40.5	250	16.9	74	5.0	19	1.3	1.9	0.9
Respectful/Disrespectful	526	35.9	586	40.0	247	16.8	83	5.7	24	1.6	2.0	0.9
Positive for people of high socioeconomic status/Negative	575	39.5	491	33.7	348	23.9	29	2.0	13	0.9	1.9	0.9
Positive for people of low socioeconomic status/Negative	429	29.6	501	34.6	364	25.1	118	8.1	37	2.6	2.2	1.0
Positive for people of various political affiliations/Negative	391	26.9	467	32.2	448	30.9	106	7.3	39	2.7	2.3	1.0

Table B108 (cont.)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	n	%	n	%	n	%	n	%	n	%		
Positive for people in active military/veterans status/Negative	600	41.4	541	37.3	286	19.7	20	1.4	4	0.3	1.8	0.8

Table B109. Using a scale of 1-5, please rate the overall campus climate at UMSL on the following dimensions: (Question 101)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	n	%	n	%	n	%	n	%	n	%		
Not racist/Racist	432	29.5	564	38.5	329	22.5	111	7.6	29	2.0	2.1	1.0
Not sexist/Sexist	433	29.6	531	36.3	345	23.6	116	7.9	38	2.6	2.2	1.0
Not homophobic/Homophobic	482	33.4	578	40.1	320	22.2	54	3.7	9	0.6	2.0	0.9
Not biphobic/Biphobic	481	33.5	558	38.9	349	24.3	39	2.7	7	0.5	2.0	0.9
Not transphobic/Transphobic	465	32.7	528	37.2	353	24.8	66	4.6	9	0.6	2.0	0.9
Not ageist/Ageist	460	31.7	493	34.0	350	24.2	123	8.5	23	1.6	2.1	1.0
Not classist (socioeconomic status)/Classist	435	30.2	531	36.8	339	23.5	107	7.4	29	2.0	2.1	1.0
Not classist (position: faculty, staff, student)/Classist	395	27.3	465	32.1	361	24.9	160	11.0	68	4.7	2.3	1.1
Disability friendly (not ableist)/Not disability friendly (ableist)	479	33.2	539	37.4	331	22.9	78	5.4	16	1.1	2.0	0.9
Not xenophobic/Xenophobic	464	32.3	556	38.7	350	24.4	59	4.1	8	0.6	2.0	0.9
Not ethnocentric/Ethnocentric	446	31.0	522	36.2	364	25.3	82	5.7	27	1.9	2.1	1.0

Table B110. Students only: **Please indicate the extent to which you agree with each of the following statements: (Question 102)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I feel valued by UMSL faculty.	273	34.8	339	43.2	114	14.5	49	6.2	10	1.3
I feel valued by UMSL staff.	248	31.8	316	40.5	163	20.9	45	5.8	9	1.2
I feel valued by UMSL senior administrators (e.g., chancellor, vice chancellor, dean, provost).	164	21.0	237	30.3	279	35.7	68	8.7	33	4.2
I feel valued by faculty in the classroom.	278	35.7	348	44.7	105	13.5	40	5.1	7	0.9
I feel valued by other students in the classroom.	231	29.7	344	44.2	167	21.4	35	4.5	2	0.3
I feel valued by other students outside of the classroom.	191	24.6	299	38.5	236	30.4	41	5.3	9	1.2
I think that faculty pre-judge my abilities based on their perception of my identity/background.	73	9.4	136	17.4	204	26.2	232	29.7	135	17.3
I think that staff pre-judge my abilities based on their perception of my identity/background.	74	9.6	120	15.5	221	28.6	227	29.4	130	16.8
I believe that the campus climate encourages free and open discussion of difficult topics.	239	30.6	309	39.6	159	20.4	51	6.5	23	2.9
I have faculty whom I perceive as role models.	317	40.6	263	33.7	122	15.6	55	7.1	23	2.9
I have staff whom I perceive as role models.	218	28.2	210	27.2	245	31.7	71	9.2	29	3.8
I have other students whom I perceive as role models.	239	30.8	260	33.5	191	24.6	59	7.6	26	3.4
Senior administrators have taken direct actions to address the needs of at-risk/underserved students.	127	16.4	194	25.1	386	49.9	47	6.1	20	2.6
Faculty have taken direct actions to address the needs of at-risk/underserved students.	160	20.5	232	29.8	336	43.1	41	5.3	10	1.3
Students have taken direct actions to address the needs of at-risk/underserved students.	148	19.0	217	27.9	356	45.8	39	5.0	17	2.2

Note: Table includes answers only from those respondents who indicated that they were Students or Post-Docs in Question 1 (*n* = 794).

Table B111. Faculty only: **Please indicate the extent to which you agree with each of the following statements: (Question 104)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by faculty in my department/program.	105	33.9	120	38.7	45	14.5	27	8.7	13	4.2
I feel valued by my department/program chair.	134	43.4	102	33.0	34	11.0	21	6.8	18	5.8
I feel valued by other faculty at UMSL.	79	25.7	126	41.0	73	23.8	24	7.8	5	1.6
I feel valued by students in the classroom.	132	43.9	129	42.9	31	10.3	7	2.3	2	0.7
I feel valued by UMSL senior administrators (e.g., chancellor, vice chancellor, provost).	49	16.0	100	32.7	96	31.4	32	10.5	29	9.5
I feel valued by UMSL administrators (e.g., dean, department chair).	82	26.9	107	35.1	57	18.7	38	12.5	21	6.9
I think that my department/program pre-judges my abilities based on their perception of my identity/background.	14	4.6	57	18.8	76	25.0	112	36.8	45	14.8
I think that my department/ program chair pre-judges my abilities based on their perception of my identity/background.	18	5.9	38	12.5	77	25.3	109	35.9	62	20.4
I believe that UMSL encourages free and open discussion of difficult topics.	45	14.6	119	38.6	74	24.0	48	15.6	22	7.1
I feel that my research/scholarship is valued.	41	13.9	103	34.9	83	28.1	42	14.2	26	8.8
I feel that my teaching is valued.	75	24.9	123	40.9	60	19.9	33	11.0	10	3.3
I feel that my service contributions are valued.	61	20.2	103	34.1	82	27.2	44	14.6	12	4.0
Senior administrators have taken direct actions to address the needs of at-risk/underserved students.	55	18.7	131	44.6	69	23.5	28	9.5	11	3.7
Faculty have taken direct actions to address the needs of at-risk/underserved students.	64	21.5	149	50.2	62	20.9	17	5.7	5	1.7
Students have taken direct actions to address the needs of at-risk/underserved students.	36	12.4	90	30.9	146	50.2	17	5.8	2	0.7

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 ($n = 310$).

Table B112. Staff only: **Please indicate the extent to which you agree with the following statements: (Question 106)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I feel valued by co-workers in my department.	144	37.6	170	44.4	34	8.9	28	7.3	7	1.8
I feel valued by co-workers outside my department.	92	23.9	191	49.6	67	17.4	28	7.3	7	1.8
I feel valued by my supervisor/manager.	142	36.9	150	39.0	35	9.1	38	9.9	20	5.2
I feel valued by UMSL students.	82	21.6	147	38.8	134	35.4	14	3.7	2	0.5
I feel valued by UMSL faculty.	57	15.2	137	36.4	126	33.5	39	10.4	17	4.5
I feel valued by UMSL senior administrators (e.g., chancellor, vice chancellor, provost).	47	12.4	104	27.4	134	35.4	59	15.6	35	9.2
I feel valued by UMSL administrators (e.g., dean, department chair).	60	15.9	132	34.9	109	28.8	47	12.4	30	7.9
I think that co-workers in my work unit pre-judge my abilities based on their perception of my identity/background.	16	4.2	57	15.0	99	26.0	132	34.6	77	20.2
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	16	4.2	48	12.7	94	24.8	133	35.1	88	23.2
I think that faculty pre-judges my abilities based on their perception of my identity/background.	19	5.1	49	13.1	143	38.2	106	28.3	57	15.2
I believe that my department/program encourages free and open discussion of difficult topics.	53	13.9	127	33.2	111	29.1	58	15.2	33	8.6
I feel that my skills are valued.	86	22.4	172	44.8	56	14.6	50	13.0	20	5.2
I feel that my work is valued.	88	23.2	172	45.4	56	14.8	42	11.1	21	5.5
Senior administrators have taken direct actions to address the needs of at-risk/underserved students	52	14.1	116	31.4	160	43.2	32	8.6	10	2.7
Faculty have taken direct actions to address the needs of at-risk/underserved students	39	10.6	94	25.6	188	51.2	36	9.8	10	2.7
Students have taken direct actions to address the needs of at-risk/underserved students	33	9.1	92	25.3	221	60.7	14	3.8	4	1.1

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 391).

Table B113. Respondents with disabilities only: **Within the past year, have you experienced a barrier in any of the following areas at UMSL? (Question 108)**

	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Facilities						
Athletic and recreational facilities	12	7.0	92	53.8	67	39.2
Classroom buildings	17	9.9	109	63.4	46	26.7
Classrooms, labs (including computer labs)	17	9.9	104	60.8	50	29.2
University housing	7	4.1	67	39.4	96	56.5
Student Union/Center	6	3.6	106	63.9	54	32.5
Student Health Center	8	4.7	97	57.1	65	38.2
Testing Services	11	6.5	94	56.0	63	37.5
Disability Center/Services	10	5.9	99	58.2	61	35.9
Counseling Services	8	4.7	94	55.3	68	40.0
Dining facilities	7	4.1	112	65.5	52	30.4
Doors	14	8.2	113	66.1	44	25.7
Elevators/lifts	15	8.8	112	65.5	44	25.7
Emergency preparedness	5	2.9	119	69.6	47	27.5
Office furniture (e.g., chair, desk)	20	11.8	108	63.9	41	24.3
Campus transportation/parking	25	14.8	96	56.8	48	28.4
Other campus buildings	6	3.5	115	67.3	50	29.2
Podium	4	2.4	112	65.9	54	31.8
Restrooms	13	7.6	116	67.8	42	24.6
Signage	8	4.7	116	68.6	45	26.6
Studios/performing arts spaces	3	1.8	92	54.8	73	43.5
Temporary barriers due to construction or maintenance	18	10.6	105	61.8	47	27.6
Walkways, pedestrian paths, crosswalks	13	7.8	111	66.5	43	25.7
Technology/Online Environment						
Accessible electronic format	9	5.3	121	71.2	40	23.5
Clickers	3	1.8	103	60.9	63	37.3
Computer equipment (e.g., screens, mouse, keyboard)	9	5.3	120	71.0	40	23.7
Electronic forms	5	2.9	124	72.9	41	24.1
Electronic signage	6	3.6	122	72.2	41	24.3
Electronic surveys (including this one)	4	2.4	124	73.8	40	23.8
Kiosks	4	2.4	112	66.3	53	31.4
Library database	4	2.4	119	70.8	45	26.8

Table B113 (cont.)	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Moodle/Blackboard/Canvas	10	5.9	114	67.1	46	27.1
Phone/phone equipment	6	3.6	118	69.8	45	26.6
Software (e.g., voice recognition/audiobooks/close captioning)	7	4.1	112	66.3	50	29.6
Video/video audio description	8	4.8	113	67.7	46	27.5
Website	6	3.6	121	72.0	41	24.4
Identity						
Electronic databases (e.g., PeopleSoft, myLearn, myPerformance, Pathway)	6	3.6	119	71.3	42	25.1
Email account	4	2.4	130	78.3	32	19.3
Intake forms (e.g., Student Health)	10	6.0	111	66.5	46	27.5
Course change forms (e.g., add-drop forms)	6	3.6	111	66.9	49	29.5
Learning technology	9	5.4	113	68.1	44	26.5
Surveys	2	1.2	125	77.2	35	21.6
Instructional/Campus Materials						
Brochures	3	1.8	122	73.1	42	25.1
Food menus	6	3.6	121	72.5	40	24.0
Forms	2	1.2	125	74.9	40	24.0
Journal articles	3	1.8	120	72.3	43	25.9
Library books	3	1.8	120	71.9	44	26.3
Other publications	2	1.2	121	72.5	44	26.3
Syllabi	5	3.0	115	69.3	46	27.7
Textbooks	6	3.6	113	68.1	47	28.3
Video-closed captioning and text description	7	4.2	108	65.1	51	30.7

Note: Table includes answers only from those respondents who indicated that they had a disability in Question 66 (*n* = 183).

Table B114. Respondents who identify as genderqueer, gender non-binary, or trans only: **H**ave you experienced a barrier in any of the following areas at UMSL within the past year? (Question 110)

	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Facilities						
Athletic and recreational facilities	1	3.2	14	45.2	16	51.6
Changing rooms/locker rooms	2	6.5	13	41.9	16	51.6
University housing	1	3.2	12	38.7	18	58.1
Dining facilities	1	3.2	15	48.4	15	48.4
Counseling Center	1	3.1	17	53.1	14	43.8
Student Health Center	1	3.2	16	51.6	14	45.2
Testing Services	1	3.2	14	45.2	16	51.6
Disability Center	2	6.5	12	38.7	17	54.8
Campus transportation/parking	1	3.2	17	54.8	13	41.9
Other campus buildings	2	6.7	17	56.7	11	36.7
Restrooms	6	19.4	18	58.1	7	22.6
Studios/performing arts spaces	1	3.2	13	41.9	17	54.8
Identity Accuracy						
Moodle/Blackboard	2	6.7	15	50.0	13	43.3
College ID card	4	12.9	15	48.4	12	38.7
Electronic databases (e.g., PeopleSoft)	3	9.7	17	54.8	11	35.5
Email account	3	9.7	17	54.8	11	35.5
Intake forms (e.g., Student Health)	2	6.5	15	48.4	14	45.2
Learning technology	2	6.5	16	51.6	13	41.9
Surveys	3	9.7	17	54.8	11	35.5
Instructional/Campus Materials						
Forms	4	12.9	18	58.1	9	29.0
Syllabi	3	9.7	18	58.1	10	32.3

Note: Table includes answers only from those respondents who indicated that they were transgender in Question 50 (*n* = 32).

Table B115. Faculty only: **Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at UMSL. (Question 1)**

	Initiative available at UMSL								Initiative NOT available at UMSL							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Providing flexibility for calculating the tenure clock.	104	67.1	46	29.7	5	3.2	155	62.8	62	67.4	20	21.7	10	10.9	92	37.2
Providing recognition and rewards for including diversity issues in courses across the curriculum.	88	67.7	34	26.2	8	6.2	130	51.2	90	72.6	22	17.7	12	9.7	124	48.8
Providing diversity and inclusion training for faculty.	129	72.1	41	22.9	9	5.0	179	69.1	51	63.8	20	25.0	9	11.3	80	30.9
Providing faculty with tool-kits to create an inclusive classroom environment.	95	70.9	33	24.6	6	4.5	134	53.2	86	72.9	23	19.5	9	7.6	118	46.8
Providing faculty with supervisory training.	90	64.7	46	33.1	3	2.2	139	56.0	74	67.9	30	27.5	5	4.6	109	44.0
Providing access to counseling for people who have experienced harassment.	184	88.9	21	10.1	2	1.0	207	82.5	32	72.7	10	22.7	2	4.5	44	17.5
Providing mentorship for new faculty.	159	90.9	13	7.4	3	1.7	175	66.5	82	93.2	4	4.5	2	2.3	88	33.5
Providing a clear process to resolve conflicts.	148	84.6	25	14.3	2	1.1	175	70.0	69	92.0	5	6.7	1	1.3	75	30.0
Providing a fair process to resolve conflicts.	152	85.9	22	12.4	3	1.7	177	71.4	66	93.0	4	5.6	1	1.4	71	28.6
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty.	71	54.2	46	35.1	14	10.7	131	53.0	68	58.6	31	26.7	17	14.7	116	47.0

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Table B115 (cont.)

	Initiative available at UMSL								Initiative NOT available at UMSL							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity and inclusion training to search, promotion and tenure committees.	87	60.4	46	31.9	11	7.6	144	58.5	66	64.7	27	26.5	9	8.8	102	41.5
Providing career span development opportunities for faculty at all ranks.	92	79.3	22	19.0	2	1.7	116	48.3	110	88.7	12	9.7	2	1.6	124	51.7
Providing affordable childcare.	131	81.9	27	16.9	2	1.3	160	64.0	76	84.4	12	13.3	2	2.2	90	36.0
Providing support/resources for spouse/partner employment.	81	69.8	32	27.6	3	2.6	116	47.9	97	77.0	26	20.6	3	2.4	126	52.1
Providing support via constituent-based support groups (e.g., Faculty of Color, Women Faculty, Junior Faculty).	74	65.5	32	28.3	7	6.2	113	47.7	100	80.6	18	14.5	6	4.8	124	52.3
Providing faculty a location for informal networking (e.g., University Club).	65	65.0	33	33.0	2	2.0	100	40.2	114	76.5	28	18.8	7	4.7	149	59.8

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 310).

Table B116. **Staff only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each affects the climate at UMSL. (Question 114)**

	Initiative available at UMSL								Initiative NOT available at UMSL							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Providing diversity and inclusion training for staff.	235	79.1	57	19.2	5	1.7	297	83.0	45	73.8	8	13.1	8	13.1	61	17.0
Providing access to counseling for people who have experienced harassment.	270	88.8	34	11.2	0	0.0	304	86.4	33	68.8	6	12.5	9	18.8	48	13.6
Providing supervisors/managers with supervisory training.	198	83.9	37	15.7	1	0.4	236	68.0	95	85.6	9	8.1	7	6.3	111	32.0
Providing faculty supervisors with supervisory training.	180	82.6	36	16.5	2	0.9	218	65.1	103	88.0	7	6.0	7	6.0	117	34.9
Providing mentorship for new staff.	193	82.5	38	16.2	3	1.3	234	68.2	86	78.9	15	13.8	8	7.3	109	31.8
Providing a clear process to resolve conflicts.	207	85.5	33	13.6	2	0.8	242	71.0	85	85.9	7	7.1	7	7.1	99	29.0
Providing a fair process to resolve conflicts.	214	86.3	28	11.3	6	2.4	248	72.5	78	83.0	8	8.5	8	8.5	94	27.5
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty.	150	68.8	50	22.9	18	8.3	218	66.3	70	63.1	28	25.2	13	11.7	111	33.7
Providing career development opportunities for staff.	215	91.9	16	6.8	3	1.3	234	68.4	96	88.9	5	4.6	7	6.5	108	31.6
Providing affordable childcare.	185	81.9	41	18.1	0	0.0	226	67.1	95	85.6	10	9.0	6	5.4	111	32.9
Providing support/resources for spouse/partner employment.	131	73.2	43	24.0	5	2.8	179	55.1	110	75.3	28	19.2	8	5.5	146	44.9

Table B116 (cont.)

	Initiative available at UMSL								Initiative NOT available at UMSL							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing support via constituent-based support groups (e.g., Staff of Color, Women Staff).	121	69.5	39	22.4	14	8.0	174	53.4	105	69.1	29	19.1	18	11.8	152	46.6
Providing staff a location for informal networking (e.g., University Club).	114	73.5	40	25.8	1	0.6	155	47.0	125	71.4	41	23.4	9	5.1	175	53.0

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 391).

Table B117. 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 UMSL. (Question 116)**

	Initiative available at UMSL								Initiative NOT available at UMSL							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Providing diversity and inclusion training for students.	443	80.7	85	15.5	21	3.8	549	76.8	124	74.7	29	17.5	13	7.8	166	23.2
Providing diversity and inclusion training for staff.	473	83.7	73	12.9	19	3.4	565	79.9	108	76.1	20	14.1	14	9.9	142	20.1
Providing diversity and inclusion training for faculty.	467	83.5	71	12.7	21	3.8	559	79.6	110	76.9	19	13.3	14	9.8	143	20.4
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g. classrooms, labs).	451	84.9	61	11.5	19	3.6	531	75.5	136	79.1	22	12.8	14	8.1	172	24.5
Providing a person to address student complaints of bias by other students in learning environments (e.g. classrooms, labs).	436	82.6	74	14.0	18	3.4	528	74.9	139	78.5	22	12.4	16	9.0	177	25.1
Increasing opportunities for cross-cultural dialogue among students.	465	85.8	64	11.8	13	2.4	542	77.5	138	87.9	12	7.6	7	4.5	157	22.5
Increasing opportunities for cross-cultural dialogue between faculty, staff and students.	451	85.9	57	10.9	17	3.2	525	74.9	154	87.5	15	8.5	7	4.0	176	25.1
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum.	430	81.7	73	13.9	23	4.4	526	75.5	137	80.1	23	13.5	11	6.4	171	24.5
Providing effective faculty mentorship of students.	511	88.3	58	10.0	10	1.7	579	82.5	112	91.1	6	4.9	5	4.1	123	17.5

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Table B117 (cont.)

	Initiative available at UMSL								Initiative NOT available at UMSL							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Providing effective academic advising.	540	89.7	54	9.0	8	1.3	602	86.1	86	88.7	5	5.2	6	6.2	97	13.9
Providing diversity and inclusion training for student staff (e.g., student union, resident assistants).	448	81.0	85	15.4	20	3.6	553	79.8	112	80.0	17	12.1	11	7.9	140	20.2
Providing affordable childcare.	360	79.1	78	17.1	17	3.7	455	65.6	216	90.4	16	6.7	7	2.9	239	34.4
Providing adequate childcare resources.	372	80.5	74	16.0	16	3.5	462	66.7	211	91.3	13	5.6	7	3.0	231	33.3
Providing support/resources for spouse/partner employment.	336	76.2	93	21.1	12	2.7	441	63.9	209	83.9	35	14.1	5	2.0	249	36.1
Providing adequate social space.	483	84.9	76	13.4	10	1.8	569	81.8	111	87.4	12	9.4	4	3.1	127	18.2

Note: Table includes answers only from those respondents who indicated that they were Students or Post-Docs in Question 1 ($n = 794$).

Appendix C

Comment Analysis (Questions #118, #119, #120)

Among the 1,495 surveys submitted for the UMSL's climate assessment, 937 contained respondents' 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 examples of those remarks that were echoed by multiple respondents. If comments were related to previous open-ended questions, the comments were added to the relevant section of the report narrative and, therefore, are not reflected in this appendix.

Q118. Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?

A total of 511 respondents elaborated on their experiences on campus versus those in the community. Among the respondents, 298 were Student respondents, 102 were Faculty respondents, and 108 were Staff respondents. Among Student respondents, three themes emerged: 1) campus more accepting and positive, 2) lack of experience in the surrounding community, and 3) safety. Among Employee respondents, the themes were 1) no difference between on campus and the surrounding community, 2) campus more diverse and inclusive, and 3) targeting and profiling.

Student respondents - *Campus more accepting.* Student respondents expressed that they experienced a more accepting and inclusive climate on the UMSL campus. Specifically, they noted, "Campus is generally much more inclusive than the 'real world' outside. The Administration really proactively forces people to consider how their choices affect others. Outside there is no such force." Another Student respondent noted, "Communities surrounding campus have seemed to be a mixed group between welcoming me and not wanting me to be there. Campus is welcoming to all students regardless of race, religion, or creed." Regarding gender and sexual identity, one respondent wrote, "I feel much more comfortable on campus being who I am. Off campus is less friendly toward gender/sexual identity minorities." Student respondents wrote that in general, they felt that the climate on campus was more "positive,"

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"inclusive," and "friendly" than that in the surrounding community. One respondent summarized this feeling, "I think the campus environment is different. The campus is a safe and welcoming environment to students of all backgrounds which is a contrast to several neighborhoods in the surrounding areas."

Student respondents - *Lack of experience in the surrounding community.* Student respondents also reported a general lack of experience in the surrounding communities, stating, "I don't interact with the community surrounding campus," and "I seldom have a need to visit the community around campus. The most I do is buy gas on my way into school." Another respondent added, "I do not spend much time in the surrounding area of the UMSL campus since I commute." Overall, Student respondents expressed a lack of "interaction" and "reason" to spend time in the surrounding community.

Student respondents - *Safety.* Student respondents noted that when they were on campus, they felt "comfortable" and "safe." They expressed safety concerns about the surrounding community. One respondent wrote, "UMSL's campus feels very safe and inviting, however the surrounding area feels dangerous. I've heard of multiple shootings and crimes and I sometimes worry for my safety." Another respondent elaborated, "'The community surrounding campus' is a racially charged crime hot spot that looks like a poverty stricken 3rd world country." Respondents also expressed concern about specific areas near campus, "I never go into the community, East down Natural Bridge, for safety reason[s]," and "I feel uncomfortable walking on natural bridge road to get to school (from highway 170)." Another respondent who lived in the community stated, "I have lived in apartments near UMSL: University Meadows and University Villa. The area surrounding UMSL is not nearly as 'safe' as the actual campus. My parents were worried about me during my time of living in north county." Other Student respondents explained that they are the subject of gender and sexual harassment in the surrounding community, "I believe that around campus is somewhat dangerous. I have been catcalled and followed around grocery stores." Another respondent noted, "The climate at UMSL feels much warmer and safer than in the community surrounding campus. I always get harassed (by men or homeless people) at the grocery store or gas station in the area surrounding UMSL, but I feel safe at UMSL," and "In the delmar loop and using metro I feel objectified, despite

police presence." Some safety concerns seem to be heightened due to events in Ferguson. One respondent reported, "I'm scared in the community surrounding campus to be honest. I used to stop at the gas station or the stores by UMSL and after Ferguson I drive straight to and from school to be honest, it's out of fear." Another respondent wrote, "When I lived in Ferguson it felt very stifling being a white female as I lived there during the Ferguson riots and UMSL being so close to the epicenter of it all. Since moving farther away it has gotten a lot better."

Employee respondents - *No difference between on campus and the surrounding community.* One theme that emerged was that Faculty and Staff respondents reported little or no difference between experiences on campus and those in the surrounding communities. Regarding whether their experiences on campus were different than those in the community, some respondents simply answered, "No." Other respondents reported, "My experiences are not different," and "No difference, and I live in the surrounding communities. Both are positive."

Employee respondents - *Campus more diverse and inclusive.* Employee respondents shared feeling that campus was more diverse and inclusive than the surrounding community. Specifically, they noted the "Campus atmosphere is significantly more accepting of diversity than that of the community. It could still be better, though," and "Campus tends to be more diverse, less segregated that St. Louis in general." The sense that UMSL was leading the way in developing a diverse and inclusive community was expressed. One respondent noted "UMSL is one of the few places in the area where people from all backgrounds in St. Louis mix freely. It's one of the best things about this campus and provides a real service to the community." Another respondent wrote, "UMSL is more inclusive and welcoming than the state of Missouri and communities outside the UMSL area." Overall respondents felt that the campus community was more "friendly," "inclusive," and "more concerned" about issues of diversity than the surrounding communities.

Employee respondents - *Targeting and profiling.* Employee respondents felt that police "target" USML personnel for traffic stops. One respondent wrote, "I was ticketed three times over a period of two years driving around the Normandy area." Another respondent shared, "The Normandy area has always been somewhat hostile toward UMSL students, at least in the way the

local police approach traffic enforcement. And that's particularly the same for UMSL students of color." One respondent explained, "I do feel Ferguson police target cars with UMSL parking stickers. I personally have been pulled over more than a dozen times while driving on or off campus. I now take side streets to access my building to avoid major roadways where the police camp out." Another respondent summarized the issue, "The campus is open and tolerant while in the community expressions of racism are not rare, especially by (but not limited to) police towards young African-American males. There has been some improvement 'after Ferguson' but when police stops and controls a car, you can be certain that the officers are white and the drivers are black."

Q119. Do you have any specific recommendations for improving the climate for living, learning, and working at UMSL?

A total of 541 respondents elaborated on specific recommendations they had for improving the climate at UMSL. Among the respondents, 282 were Student respondents, 126 were Faculty respondents, and 133 were Staff respondents. Among all respondents, having no suggestions for improvement was a theme. Among Student respondents, 1) faculty and academic concerns and 2) engagement were themes that emerged. Facilities was a theme that emerged among Faculty respondents. Among Staff respondents, training emerged as a theme. Among all Employees respondents, 1) salary, 2) misconduct reporting 3) leadership, and 4) diversity and inclusion were themes that emerged.

All respondents - *No suggestions for improvement.* Respondents who reported that they had no suggestions for improving the climate simply answered "no" to this question. Respondents who elaborated in their response explained they saw no reason for change. One Student respondent stated, "No, everything seems to be good." Another Student respondent explained, "No, I think UMSL is doing a great job at this already." A Faculty respondent stated, "No, I think the climate is good." A couple of Staff respondents simply stated, "No recommendations," or "None at this time."

Student respondents - *Faculty and academic concerns.* Student respondents expressed concern about faculty and the quality of instruction and engagement. One respondent stated, "Hire

professors who care. Be willing to pay more money for professors who will put in the time to be an effective educator in students' lives." Another respondent wrote, "Obtain professors that care about what they teach and want student learning compared to professors that just want a paycheck." Regarding course evaluations, respondents implied lack of impact or use, "Yes, please pay attention to the evaluations of tenured professors by students," and "Provide course exit surveys at the end of every semester for each instructor and replace instructors that score poorly." Respondents also voiced concern regarding faculty acknowledgement of student issues as evidenced by these two respondents, "Professors need to be more interested in their individual students, which includes knowing individual's circumstances and learning abilities," and "Make sure teachers know that disability services isn't optional."

Student respondents - *Engagement.* Student respondents explained that the climate could be improved if more programs and activities existed that allowed for engagement by members of the community. Respondents noted that the absence of engagement opportunities influences the climate. One respondent explained, "More people on campus on the weekends would lead to a better campus environment. To do this people must have a reason to stay around on weekends, for instance, having more food options open, free student activities, intramurals, parties, clubs, job fairs, anything that will keep people on campus on weekends." Another respondent wrote, "There could be more activities and places for activities for students. Residential students do not like to stay on campus during the weekends because there is nothing to do. The Rec center and dining halls close early or are not open at all." The lack of community identity beyond being a "commuter" school was also expressed. One respondent summarized the point by explaining, "Make the experience more like a four year university with an actual collegiate feel to it. This place is a commuter school that feels like a community college. I don't know if it is because of the sports programs or what but why would the casual observer even know what the school mascot is? But you'll see plenty of Mizzou attire being worn on campus. You don't see UMSL represented on 9th St. in Columbia." Another respondent noted, "If you want to build a real sense of community on campus, you need to do it by creating and supporting community activities and traditions on campus, not by doing marketing campaigns."

Faculty respondents - *Facilities.* Faculty respondents noted concern with university facilities and described the cleaning standards as "horrible" and buildings as "unkempt." One respondent wrote, "Climate includes the physical climate of the university. How long since the stairwells in the parking garage have been swept? How long since my office floor has been wet mopped? Could we plant a few flowers?" Another respondent noted the need to "keep building lobbies clean" since that is the space that "welcomes" everyone. One respondent summarized the issue by expressing, "Our campus needs to 'spruce up' its buildings and outdoor areas. We have crumbling sidewalks, buildings that appear to have the same paint/flooring and furnishings since they were built in the 1960s, and several areas of campus appear to be in disrepair. This gives a run-down appearance to everywhere except the new buildings, and fosters a negative impression to visitors and could enhance the image of the campus quite a bit." Respondents also noted concern with building accessibility. Specifically, they wrote, "I think all buildings should have better access for people in wheel chairs. I am not in a wheelchair but I notice only certain doors are accessible so if the person goes to the wrong door, they have a long way to go to get to the accessible door and there is no handicap directions on all doors." Other respondents voiced similar concerns, "Make more handicapped accessibility entrances to buildings," and "Mentorship would help as would friendly handicap facilities."

Staff respondents - *Training.* Staff respondents described a desire to provide mandatory training on matters of diversity and inclusion. One respondent wrote, "Diversity training. And more than just a one day 'pep' talk with no follow-through." Two respondents explained, "I feel that it should be mandatory that management staff take diversity, and inclusion classes," and "Mandatory diversity and inclusion training for all UMSL staff and faculty." Another respondent expressed training that included more than just an on-line component, "Have more diversity mandatory workshops and not some online test or class that teaches people about diversity." One respondent directed the need at the senior leadership of the institution, "To improve UMSL's climate there should be extensive inclusion training for our executive team." Another respondent explained, "Faculty/staff training on diversity, especially with gender identity, expression, and pronoun usage. Professors should not belittle students by refusing to acknowledge students' pronouns because 'that's too hard' or they 'don't believe in it'." Respondents also identified training needs for those who supervise staff. Respondents explained, "Provide new supervisors

with supervisory training," and "Extensive training for all staff who have direct reports." One respondent simply wrote, "Supervisor needs people training." Staff also identified the need to provide training on matters related to gender identity and expression.

Employee respondents - *Salary*. Faculty and Staff respondents voiced concern over the lack of "merit" and "cost of living" raises. The lack of these raises demonstrated in their view an absence of "value" in the eyes of the institution. One respondent explained, "A 'cost of living' pay increase would be the minimum of showing that our work is valued." Another respondent elaborated, "I believe that if we would have a more competitive pay scale for staff employees we would feel like we are truly valued and that our voice too should be heard to help make UMSL a great place to work and learn." The lack of salary increases also impacted the degree of job security felt by employees, as one respondent noted, "Job security & competitive wages would help -- not having raises for several years & increasing cost of living/insurance premiums & deductibles are really straining the staff. Morale is low all over campus." A similar view was expressed by another respondent, "Please work out the budget so that departments can take on necessary improvements and ensure that employees at least get cost of living wage increases. I think this would go a long way in improving the climate." Another respondent explained, "Faculty here are very dedicated to the university and the students, understanding their role as public servants. Usually however part of that equation is earning a little less with the knowledge that one has job security. Here we earn little and don't have job security." Respondents also expressed concern that the salary levels at UMSL were lower both within the region and nationally. One respondent wrote, "Salaries are among the lowest in the UM system and nation. Improving those would go a long way in showing that UMSL cares about its people. If the people feel the university cares, then they will start to show loyalty and pride." Another respondent expressed, "The below market salary situation is the most challenging aspect of working at UMSL. This should be a major priority for the Curators to advocate for increased funding for the UM System through the state legislature."

Employee respondents - *Misconduct reporting*. Employee respondents described how they wanted to see improved processes and outcomes regarding employee misconduct reporting. One Faculty respondent stated, "It seems that the university doesn't address sexism, racism, and

ageism at the full professor and administrative level. This is where I see most of the problems coming from, but I think people are afraid to report or do not report because they feel that nothing can/will be done." Another Faculty respondent wrote, "When there is a tenured faculty person who has developed a large and documented record of hostile behavior directed toward students, faculty and staff then action should be taken to address the matter - I.e. Dismissal. Allowing such an individual to continue on faculty not only perpetuates a hostile work environment but also suggests a lack of regard for the wellbeing of community members." Respondents voiced concern about the "capability" and the "futility" of bringing issues to the attention of Human Resources (HR). One Staff respondent explained, "No point in reporting to HR. HR is there to protect the university from law suits, not protect employees. Employees with harassment case should just hire an attorney. HR is useless." Another Faculty respondent wrote, "Have HR take complaints seriously and follow up with the complaints and move them upward to Provost." A Staff respondent voiced the need for "Better support and follow up when a report is filed against a member management/administration." Finally, a Faculty respondent described the need for "clear hotline to report the unjust treatments." A Faculty respondent described desired outcomes by noting, "Don't let bullies with power get away with inappropriate behavior. Take people who complain seriously, so others are not afraid to come forward."

Employee respondents - *Leadership.* Employee respondents expressed concern about leadership at the senior levels of the institution. Respondents noted that "ineffective" leadership at the top has a "trickle down" effect across the campus. One staff respondent advised, "We need leadership. We need to understand why we are supposed to feel good about this job. It's been doom and gloom for a long time. We need energy. We need individuals who will interact with the campus." One Faculty respondent reported the need for "Leadership, transparency and communication." Another Faculty respondent stated, "Overhaul the senior administration, some of whom are out-of-touch with the realities on this campus. The students don't feel heard, the faculty feel ignored, and the staff feel like they don't even exist. Begin replacing senior admin with competent staff." One Faculty respondent urged that "Senior administrators should show more care and involvement in these (survey) issues." Finally, Staff respondents expressed the need for "Accountability at all levels and follow through," and "I would simply ask that our

leaders, who are paid to tackle tough stuff, would actually address the concerns mentioned by me and others taking this survey."

Employee respondents - *Diversity and inclusion.* Employee respondents noted that the climate could be improved if more emphasis was placed on hiring diverse candidates across the campus. One Faculty respondent advised, "Desperate need to hire more minority faculty, especially Latinos and African Americans." An Administrator with Faculty Rank respondent noted the need to, "Place more women or people of color in administrative positions and provide support for them when they are in the position." A Staff respondent stated, "You must work harder to seek out candidates of color for administrative positions." Another Staff respondent noted issues with one department in particular, "There are too many managers that are white men in marketing and communications. If this were a University for white male college students only, it might not be such a problem. Some diversity in management would be practical, ethical and beneficial." Employee respondents also expressed concern that the focus on diversity may cause further division. One Faculty respondent wrote, "I have concerns that the pendulum will swing too far and that in so doing we may exclude people based on a desire to fill inclusive quotas rather than hiring the best fit for the job." A Staff respondent explained "Balance the programs - at times race related programs are equally offensive - Black Student Association vs. White Student Association." Another Faculty respondent stated, "Get rid of diversity training. Eliminate preferential hiring practices for people of color or any protected group." Better training geared toward an emphasis on teamwork was described by one Faculty respondent, "Provide training for faculty and students on how to work better in diverse groups and teams; not just racial diversity, but especially gender diversity and native/foreign students."

Q120. This survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate, using a multiple-choice format. If you wish to elaborate upon any of your survey responses or further describe your experiences, you are encouraged to do so in the space provided below.

A total of 202 respondents elaborated on specific recommendations they had for improving the climate at UMSL. Among the respondents, 101 were Student respondents, 47 were Faculty

respondents, and 54 were Staff respondents. Among all respondents, the following themes emerged, 1) diversity and inclusion concerns, 2) hostile environment concerns, and 3) leadership concerns. Among Student and Staff respondents the theme that UMSL has a positive climate emerged.

All respondents - *Diversity and inclusion concerns.* Among all respondents, diversity and inclusion across campus divisions and functions was a theme that emerged. One Student respondent wrote, "As a person who came from a tight knit community college, the students at UMSL are not welcoming. I am very thankful that I am close to graduation. UMSL as an institution is wonderful, but I think some diversity training for students as well as faculty would help the UMSL climate." A Staff respondent explained, "There is serious lack of color on this campus. This is Urban college in an urban area and I can count on my hand how many faculty members that are people of color who are responsible for teaching classes on how to teach urban children in the COE. This college needs to actively seek people of color to diversify this 'Urban' university." An Emeritus Faculty respondent noted, "Discrimination and true feelings about the worth of individuals in protected groups really came out in recent budget cuts." Another Staff respondent expressed concern in the wake of the events that transpired in Ferguson, "I have observed many negative attitudes and statements from staff and supervisors in the wake of the events in Ferguson in 2014 that reflect the negative racial attitudes held by many whites who have grown up in the St Louis metro area. These statements and attitudes demonstrate to me the negative campus environment and lack of diversity in certain departments. Other whites will openly say things in front of me (since I am white) that are not ok if UMSL were truly an open and welcoming environment for all people." A Student respondent expressed the need for "more diversity in the graduate programs among the faculty and students," and a Faculty respondent voiced concern that "appointments are made that never go through the affirmative action protocols," and urged that "appointments made in 2014-2016" be reviewed.

All respondents - *Hostile environment concerns.* Among all respondents, another theme that emerged was hostile environment concerns. A variety of opinions and suggestions were provided. One Staff respondent wrote, "A lot of female faculty and staff members deal with problems. Bullying should never be allowed and it is alive and strong in College of A&S." A

Student respondent noted that "While I haven't experienced any sexism too directly, I have heard from other students in my field of study about particular professors. I see it as a challenge to accept, though it is still not acceptable." Another Staff respondent explained the impact that the environment has on outcomes, "I've witnessed hostile work environments in different departments that I've worked for at UMSL, and I cannot believe it has been allowed to continue. Even after people are aware of the situation, nothing is done. UMSL keeps losing good people because of negative attitudes and behaviors." One Student respondent wrote, "there was a multiple choice question for evaluating the environment for POC, there should also be one for evaluating the climate for whites as I feel there is some hostility towards whites on campus." One Faculty respondent noted hostility in behavior and in the "physical" environment, "In my prior positions at other universities, I have never experienced a hostile work environment. UMSL has poor administrators without any accountability for their harmful and inappropriate behaviors and utterances that when, combined with the unsanitary conditions in our work environments, creates a hellish experience. I am looking forward to the day I leave UMSL - and I know exactly when that day will arrive."

All respondents - Another theme that emerged among all respondents was concern about leadership throughout the institution. Respondents described concerns about favoritism. Faculty respondents wrote, "People are treated differently depending on their 'connections' - there's a general sense that people are not being treated fairly," and "Things have changed so much over the years. The campus has become an environment where the goals of educating the community have been lost to political favors and cronyism." Other respondents noted a lack of guidance and direction from the senior leaders. One Staff respondent explained, "I think UMSL does sufficiently in most areas, but does not excel. Many of the initiatives are driven by a small group of faculty/staff/students without much leadership from the top." One Faculty respondent wrote, "No one knows what's going on or what the future holds, and morale has been very low among students and other faculty. None of these changes were conducted with any degree of openness or discussion." One Student respondent voiced concern that their input was not valued, "I feel like there are a lot of opportunities to give input, but I also feel like it's all for show, that we're asked for our opinions just to say we were asked. It doesn't seem like any suggest[ions] actually go anywhere." Another Student respondent asked for "Less red tape and bureaucracy in your administrations."

Student and Staff respondents - *Positive climate*. Among Student and Staff respondents, UMSL offering a positive climate was a theme that emerged. Recognition that UMSL provides an environment that embraces diversity was expressed among respondents. One student respondent wrote, "I adore the diversity here. It's so refreshing!" Another Student respondent explained, "When people ask why I like UMSL, I tell them it's number one attribute is that it is so diverse and accepting." In terms of overall climate, one Student respondent stated, "In general, my experiences with faculty, staff and other students have been extremely positive. I see UMSL as welcoming of a wide variety of individuals, including non-traditional students and working students." One Staff respondent explained, "UMSL has a great climate. I honestly and truly think being situated in a busy, metropolitan area central to many different communities is an incubator for positive, diverse, inclusive climates. I really love working for UMSL and am proud to not only be an UMSL alumni but also an UMSL employee." Some respondents noted individual positive experiences, but with recognition that the climate may vary, depending on unit or departmental affiliation. One Staff respondent reported, "I have an overall positive individual experience here as a person of color and woman, but I know that is not the case for everyone. I definitely think my office environment is stronger than the overall campus environment when it comes to professional development and support of staff members professional, long-term aspirations." A Student respondent stated, "I feel that the faculty in the Biology department encourage group learning and are very open to all opinions of the students. We have a very diverse program and I feel that everyone has an equal chance at voicing their opinion, getting clarification, and that everyone has access to the same tools to achieve goals." Overall, respondents reported UMSL as having a "positive environment for all walks of life," and the belief that UMSL has a "positive campus climate, and when issues arise, they are handled properly."

University of Missouri-St. Louis
Climate for Learning, Living, and Working
(Administered by Rankin & Associates Consulting)

This survey is accessible in alternative formats. If you need any accommodations in order to fully participate in this survey, please contact:

Esta encuesta está disponible en formatos alternativos. Si usted necesita cualquier adaptación para participar en esta encuesta, por favor póngase en contacto con:

Si usted necesita la encuesta traducida al español, por favor póngase en contacto con:

University of Missouri-St. Louis
Deborah Burris
Director, Chief Diversity Officer, and Title IX Coordinator, Office of Equal Opportunity & Diversity
(314) 516-5695
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Purpose

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

Procedures

You will be asked to complete 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 provided by participants 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 also be used throughout the report to give "voice" to the quantitative data.

Discomforts and Risks

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

http://www.umsl.edu/~safetyinitiatives/

Benefits

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

Voluntary Participation

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

Statement of Confidentiality for Participation

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

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.

<u>Right to Ask Questions</u>

You can ask questions about this assessment in confidence. Questions concerning this project should be directed to:
Emil L. Cunningham, PhD
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(814) 625-2780

Susan R. Rankin, PhD
Principal & CEO
Rankin & Associates Consulting
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(814) 625-2780

Questions regarding the survey process may also be directed to:
University of Missouri-St. Louis
Deborah Burris
Director, Chief Diversity Officer, and Title IX Coordinator, Office of Equal Opportunity & Diversity
(314) 516-5695
burrisd@umsl.edu

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

MU Institutional Review Board
Office of Research
University of Missouri
190 Galena Hall DC074
University of Missouri
Columbia, MO 65212
(573) 882-3181
irb@missouri.edu

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

By submitting this survey you are agreeing to take part in this assessment, as described in detail in the preceding paragraphs.

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

Survey Terms and Definitions

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

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

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

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

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

Biphobia: An irrational dislike or fear of bisexual people.

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

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

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

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

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

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

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

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

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

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

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

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

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

Homophobia: An irrational dislike or fear of homosexual people.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Directions

Please read and answer each question carefully. For each answer, 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. 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 UMSL?
   - ○ Undergraduate student
     - ○ Started at UMSL as a first-year student
     - ○ Transferred to UMSL from another institution
   - ○ Graduate/Professional student
     - ○ Doctoral degree candidate (e.g., PhD, EdD, DNP)
     - ○ Graduate Certificate
     - ○ Professional degree candidate (e.g., MD, DDS, JD, PharmD, OD)
     - ○ Master's degree candidate
     - ○ Educational Specialist (e.g., EdS)
   - ○ Post-doctoral scholar/fellow/resident
   - ○ Faculty - Tenured
     - ○ Assistant Professor
     - ○ Associate Professor
     - ○ Professor
   - ○ Faculty - Tenure-Track
     - ○ Assistant Professor
     - ○ Associate Professor
     - ○ Professor
   - ○ Faculty Non-Tenure-Track
     - ○ Lecturer
     - ○ Adjunct/Visiting
     - ○ Research Line Faculty
     - ○ Professor of Practice
     - ○ Teaching Faculty
       - ○ Adjunct
       - ○ Assistant Professor
       - ○ Associate Professor
       - ○ Professor
     - ○ Clinical Faculty
       - ○ Adjunct
       - ○ Assistant Professor
       - ○ Associate Professor
       - ○ Professor
     - ○ Research Faculty
       - ○ Adjunct
       - ○ Assistant Professor
       - ○ Associate Professor
       - ○ Professor
     - ○ Librarian
   - ○ Emeritus Faculty
   - ○ Administrator with faculty rank
   - ○ Administrator without faculty rank
   - ○ Staff - Hourly
     - ○ Executive
     - ○ Management
     - ○ Supervisor
     - ○ Support
   - ○ Staff - Salary
     - ○ Executive
     - ○ Management
     - ○ Supervisor
     - ○ Support
   - ○ Staff - Contract
   - ○ Staff - Union

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

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

6. **Students Only:** What percentage of your classes have you taken exclusively on-line?
- ⭘ 100%
- ⭘ 76%-99%
- ⭘ 51%-75%
- ⭘ 26%- 50%
- ⭘ 0%-25%

Part 1: Personal Experiences

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

7. Overall, how comfortable are you with the climate at UMSL?
- ⭘ Very comfortable
- ⭘ Comfortable
- ⭘ Neither comfortable nor uncomfortable
- ⭘ Uncomfortable
- ⭘ Very uncomfortable

8. **Faculty/Staff only:** Overall, how comfortable are you with the climate in your primary work area at UMSL?
- ⭘ Very comfortable
- ⭘ Comfortable
- ⭘ Neither comfortable nor uncomfortable
- ⭘ Uncomfortable
- ⭘ Very uncomfortable

9. **Students/Faculty only:** Overall, how comfortable are you with the climate in your classes at UMSL?
- ⭘ Very comfortable
- ⭘ Comfortable
- ⭘ Neither comfortable nor uncomfortable
- ⭘ Uncomfortable
- ⭘ Very uncomfortable

10. Have you ever **seriously considered** leaving UMSL?
- ⭘ No **[Skip to Question #15]**
- ⭘ Yes

11. **Students only:** When did you seriously consider leaving UMSL? **(Mark all that apply.)**
- ❑ During my first semester
- ❑ 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

12. **Students only:** Why did you seriously consider leaving UMSL? **(Mark all that apply.)**
- ❑ Climate was not welcoming
- ❑ Academic advancement opportunities elsewhere (e.g., 2+2 program)
- ❑ Coursework was too difficult
- ❑ Coursework not challenging enough
- ❑ Didn't like major
- ❑ Didn't have my major
- ❑ Didn't meet the selection criteria for a major
- ❑ Financial reasons
- ❑ Homesick
- ❑ Lack of a sense of belonging
- ❑ Lack of social life
- ❑ Lack of support group
- ❑ Lack of support services
- ❑ My marital/relationship status
- ❑ Personal reasons (e.g., medical, mental health, family emergencies)
- ❑ Unhealthy social relationships
- ❑ A reason not listed above (please specify): _____

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

14. 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.

15. **Students only:** Please indicate the extent to which you agree with each of the following statements regarding your academic experience at UMSL.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am performing up to my full academic potential.	○	○	○	○	○
Few of my courses this year have been intellectually stimulating.	○	○	○	○	○
I am satisfied with my academic experience at UMSL.	○	○	○	○	○
I am satisfied with the extent of my intellectual development since enrolling at UMSL.	○	○	○	○	○
I have performed academically as well as I anticipated I would.	○	○	○	○	○
My academic experience has had a positive influence on my intellectual growth and my interest in ideas.	○	○	○	○	○
My interest in ideas and intellectual matters has increased since coming to UMSL.	○	○	○	○	○
I intend to graduate from UMSL.	○	○	○	○	○
Thinking ahead, it is likely that I will leave UMSL without meeting my academic goal.	○	○	○	○	○

16. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work, learn, or live at UMSL?
   - ○ No **[Skip to Question #25]**
   - ○ Yes

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

18. 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 via social media (e.g., Facebook, Twitter, Yik-Yak)
    - ❑ 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 due to my identity group
    - ❑ Someone assumed I was not admitted/hired/promoted due to 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): _____

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

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

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

22. 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 who to go to
- ❑ I sought information online
- ❑ I sought support from off-campus hot-line/advocacy services
- ❑ I contacted a(n) UMSL resource
  - ❑ Campus Mediation Services
  - ❑ UMSL Hotline
  - ❑ Faculty member
  - ❑ Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
  - ❑ UMSL Police Department
  - ❑ Counseling Services
  - ❑ Community Psychological Services
  - ❑ Center for Trauma Recovery
  - ❑ Employee Assistance Program
  - ❑ Title IX Coordinator/Clery Act Compliance Officer
  - ❑ Office of Equal Opportunity and Diversity
  - ❑ Faculty or staff ombudsperson
  - ❑ Human Resources
  - ❑ Multicultural Student Services
  - ❑ Student teaching assistant (e.g., tutor, graduate teaching assistant)
  - ❑ Student staff (e.g., Resident Assistants, student ambassadors)
  - ❑ Staff person (e.g., Residential Life staff, program director)
  - ❑ Supervisor
- ❑ 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): _____

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

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

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

http://www.umsl.edu/~safetyinitiatives/

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

25. **While a member of the UMSL community,** have you experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy or gang rape)?
    - ❑ No
      [Skip to Question #36]
    - ❑ Yes - relationship violence (e.g., ridiculed, controlling, hitting)
      [Please complete questions 26rv – 35rv]
    - ❑ Yes - stalking (e.g., following me, on social media, texting, phone calls)
      [Please complete questions 26stlk – 35stlk]
    - ❑ Yes - sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)
      [Please complete questions 26si – 35si]
    - ❑ Yes - sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)
      [Please complete questions 26sc – 35sc]

26rv. **Students only.** Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculed, controlling, hitting)?
    - ○ No
    - ○ Yes
      - ○ Alcohol only
      - ○ Drugs only
      - ○ Both alcohol and drugs

27rv. When did the relationship violence (e.g., ridiculed, controlling, hitting) occur?
    - ○ Within the last year
    - ○ 2-4 years ago
    - ○ 5-10 years ago
    - ○ 11-20 years ago
    - ○ More than 20 years ago

28rv. **Students only**: What semester were you in when you experienced the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**
    - ❑ During my time as a graduate/professional student at UMSL
    - ❑ 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

29rv. Who did this to you? **(Mark all that apply.)**
- ❑ Acquaintance/friend
- ❑ Family member
- ❑ UMSL faculty member
- ❑ UMSL staff member
- ❑ Stranger
- ❑ UMSL student
- ❑ Current or former dating/intimate partner
- ❑ Other role/relationship not listed above

30rv. Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? **(Mark all that apply.)**
- ❑ Off campus (please specify location: _____
- ❑ On campus (please specify location: _____

31rv. How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? **(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): _____

32rv. What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? **(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 who to go to
- ❑ I sought information online
- ❑ I sought support from off-campus hot-line/advocacy services
- ❑ I contacted a(n) UMSL resource
    - ❑ Campus Mediation Services
    - ❑ UMSL Hotline
    - ❑ Faculty member
    - ❑ Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
    - ❑ UMSL Police Department
    - ❑ Counseling Services
    - ❑ Community Psychological Services
    - ❑ Center for Trauma Recovery
    - ❑ Employee Assistance Program
    - ❑ Title IX Coordinator/Clery Act Compliance Officer
    - ❑ Office of Equal Opportunity and Diversity
    - ❑ Faculty or staff ombudsperson
    - ❑ Human Resources
    - ❑ Multicultural Student Services
    - ❑ Student teaching assistant (e.g., tutor, graduate teaching assistant)
    - ❑ Student staff (e.g., Resident Assistants, student ambassadors)
    - ❑ Staff person (e.g., Residential Life staff, program director)
    - ❑ Supervisor
- ❑ 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): _____

33rv. Did you report the unwanted sexual conduct?
- ❍ No, I did not report it **[Skip to Question #34]**
- ❍ Yes, I reported the incident (e.g., bias incident report, Title IX)
  - ❍ Yes, I reported the incident and was satisfied with the outcome
  - ❍ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
  - ❍ Yes, I reported the incident, but felt that it was not responded to appropriately **[Skip to Question #35]**

34rv. You indicated that you **DID NOT** report the unwanted sexual contact to a campus official or staff member. Please explain why you did not.

35rv. You indicated that you **DID** report the unwanted sexual contact, but that it was not responded to appropriately. Please explain why you felt that it was not.

26stlk. **Students only.** Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls)?
- ○ No
- ○ Yes
  - ○ Alcohol only
  - ○ Drugs only
  - ○ Both alcohol and drugs

27stlk. When did the stalking (e.g., following me, on social media, texting, phone calls) occur?
- ○ Within the last year
- ○ 2-4 years ago
- ○ 5-10 years ago
- ○ 11-20 years ago
- ○ More than 20 years ago

28stlk. **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.)**
- ❑ During my time as a graduate/professional student at UMSL
- ❑ 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

29stlk. Who did this to you? **(Mark all that apply.)**
- ❑ Acquaintance/friend
- ❑ Family member
- ❑ UMSL faculty member
- ❑ UMSL staff member
- ❑ Stranger
- ❑ UMSL student
- ❑ Current or former dating/intimate partner
- ❑ Other role/relationship not listed above

30stlk. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? **(Mark all that apply.)**
- ❑ Off campus (please specify location: _____
- ❑ On campus (please specify location: _____

31stlk. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? **(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): _____

32stlk. What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? **(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 who to go to
- ❑ I sought information online
- ❑ I sought support from off-campus hot-line/advocacy services
- ❑ I contacted a(n) UMSL resource
  - ❑ Campus Mediation Services
  - ❑ UMSL Hotline
  - ❑ Faculty member
  - ❑ Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
  - ❑ UMSL Police Department
  - ❑ Counseling Services
  - ❑ Community Psychological Services
  - ❑ Center for Trauma Recovery
  - ❑ Employee Assistance Program
  - ❑ Title IX Coordinator/Clery Act Compliance Officer
  - ❑ Office of Equal Opportunity and Diversity
  - ❑ Faculty or staff ombudsperson
  - ❑ Human Resources
  - ❑ Multicultural Student Services
  - ❑ Student teaching assistant (e.g., tutor, graduate teaching assistant)
  - ❑ Student staff (e.g., Resident Assistants, student ambassadors)
  - ❑ Staff person (e.g., Residential Life staff, program director)
  - ❑ Supervisor
- ❑ 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): _____

33stlk. Did you report the unwanted sexual conduct?
- ○ No, I did not report it **[Skip to Question #34stlk]**
- ○ Yes, I reported the incident (e.g., bias incident report, Title IX)
  - ○ Yes, I reported the incident and was satisfied with the outcome
  - ○ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
  - ○ Yes, I reported the incident, but felt that it was not responded to appropriately **[Skip to Question #35stlk)**

34stlk. You indicated that you **DID NOT** report the unwanted sexual contact to a campus official or staff member. Please explain why you did not.

35stlk. You indicated that you **DID** report the unwanted sexual contact, but that it was not responded to appropriately. Please explain why you felt that it was not.

26si. **Students only.** Were alcohol and/or drugs involved in the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)?
- ○ No
- ○ Yes
  - ○ Alcohol only
  - ○ Drugs only
  - ○ Both alcohol and drugs

27si. When did the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur?
- ○ Within the last year
- ○ 2-4 years ago
- ○ 5-10 years ago
- ○ 11-20 years ago
- ○ More than 20 years ago]

28si. **Students only**: What semester were you in when you experienced the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**
- ❑ During my time as a graduate/professional student at UMSL
- ❑ 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

29si. Who did this to you? **(Mark all that apply.)**
- ❑ Acquaintance/friend
- ❑ Family member
- ❑ UMSL faculty member
- ❑ UMSL staff member
- ❑ Stranger
- ❑ UMSL student
- ❑ Current or former dating/intimate partner
- ❑ Other role/relationship not listed above

30si. Where did the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? **(Mark all that apply.)**
- ❑ Off campus (please specify location: _____
- ❑ On campus (please specify location: _____

31si. How did you feel after experiencing the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(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): _____

32si. What did you do in response to experiencing the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(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 who to go to
- ❑ I sought information online
- ❑ I sought support from off-campus hot-line/advocacy services
- ❑ I contacted a(n) UMSL resource
  - ❑ Campus Mediation Services
  - ❑ UMSL Hotline
  - ❑ Faculty member
  - ❑ Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
  - ❑ UMSL Police Department
  - ❑ Counseling Services
  - ❑ Community Psychological Services
  - ❑ Center for Trauma Recovery
  - ❑ Employee Assistance Program
  - ❑ Title IX Coordinator/Clery Act Compliance Officer
  - ❑ Office of Equal Opportunity and Diversity
  - ❑ Faculty or staff ombudsperson
  - ❑ Human Resources
  - ❑ Multicultural Student Services
  - ❑ Student teaching assistant (e.g., tutor, graduate teaching assistant)
  - ❑ Student staff (e.g., Resident Assistants, student ambassadors)
  - ❑ Staff person (e.g., Residential Life staff, program director)
  - ❑ Supervisor
- ❑ 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): _____

33si. Did you report the unwanted sexual conduct?
- ❍ No, I did not report it **[Skip to Question #34si]**
- ❍ Yes, I reported the incident (e.g., bias incident report, Title IX)
  - ❍ Yes, I reported the incident and was satisfied with the outcome
  - ❍ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
  - ❍ Yes, I reported the incident, but felt that it was not responded to appropriately **[Skip to Question #35si]**

34si. You indicated that you **DID NOT** report the unwanted sexual contact to a campus official or staff member. Please explain why you did not.

35si. You indicated that you **DID** report the unwanted sexual contact, but that it was not responded to appropriately. Please explain why you felt that it was not.

26sc. **Students only.** Were alcohol and/or drugs involved in the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)?
- ○ No
- ○ Yes
  - ○ Alcohol only
  - ○ Drugs only
  - ○ Both alcohol and drugs

27sc. When did the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape) occur?
- ○ Within the last year
- ○ 2-4 years ago
- ○ 5-10 years ago
- ○ 11-20 years ago
- ○ More than 20 years ago

28sc. **Students only**: What semester were you in when you experienced the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)? **(Mark all that apply.)**
- ❑ During my time as a graduate/professional student at UMSL
- ❑ 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

29sc. Who did this to you? **(Mark all that apply.)**
- ❑ Acquaintance/friend
- ❑ Family member
- ❑ UMSL faculty member
- ❑ UMSL staff member
- ❑ Stranger
- ❑ UMSL student
- ❑ Current or former dating/intimate partner
- ❑ Other role/relationship not listed above

30sc. Where did the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape) occur? **(Mark all that apply.)**
- ❑ Off campus (please specify location: _____
- ❑ On campus (please specify location: _____

31sc. How did you feel after experiencing the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)? **(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): _____

32sc. What did you do in response to experiencing the sexual contact (e.g., fondling, rape, sexual assault,

penetration without consent, gang rape)? **(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 who to go to
- ❑ I sought information online
- ❑ I sought support from off-campus hot-line/advocacy services
- ❑ I contacted a(n) UMSL resource
  - ❑ Campus Mediation Services
  - ❑ UMSL Hotline
  - ❑ Faculty member
  - ❑ Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
  - ❑ UMSL Police Department
  - ❑ Counseling Services
  - ❑ Community Psychological Services
  - ❑ Center for Trauma Recovery
  - ❑ Employee Assistance Program
  - ❑ Title IX Coordinator/Clery Act Compliance Officer
  - ❑ Office of Equal Opportunity and Diversity
  - ❑ Faculty or staff ombudsperson
  - ❑ Human Resources
  - ❑ Multicultural Student Services
  - ❑ Student teaching assistant (e.g., tutor, graduate teaching assistant)
  - ❑ Student staff (e.g., Resident Assistants, student ambassadors)
  - ❑ Staff person (e.g., Residential Life staff, program director)
  - ❑ Supervisor
- ❑ 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): _____

33sc. Did you report the unwanted sexual conduct?
- ❍ No, I did not report it **[Skip to Question #34sc]**
- ❍ Yes, I reported the incident (e.g., bias incident report, Title IX)
  - ❍ Yes, I reported the incident and was satisfied with the outcome
  - ❍ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
  - ❍ Yes, I reported the incident, but felt that it was not responded to appropriately **[Skip to Question #35sc]**

34sc. You indicated that you **DID NOT** report the unwanted sexual contact to a campus official or staff member. Please explain why you did not.

35sc. You indicated that you **DID** report the unwanted sexual contact, but that it was not responded to appropriately. Please explain why you felt that it was not.

36. Please offer your response to the following comments:

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

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

http://www.umsl.edu/~safetyinitiatives/

Part 2: Workplace Climate

37. Graduate/Professional students only: As a graduate student I feel…

	Strongly agree	Agree	Disagree	Strongly disagree
I am satisfied with the quality of advising I have received from my department.	O	O	O	O
I have adequate access to my advisor.	O	O	O	O
My advisor provides clear expectations.	O	O	O	O
My advisor respond(s) to my email, calls, or voicemails in a prompt manner.	O	O	O	O
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	O	O	O	O
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	O	O	O	O
There are adequate opportunities for me to interact with other university faculty outside of my department.	O	O	O	O
I receive support from my advisor to pursue personal research interests.	O	O	O	O
I receive due credit for my research, writing, and publishing (e.g., authorship order in published articles).	O	O	O	O
My department faculty members encourage me to produce publications and present research.	O	O	O	O
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	O	O	O	O
I feel comfortable sharing my professional goals with my advisor.	O	O	O	O

38. 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.

39. Tenured and Tenure-Track Faculty only: As a faculty member at UMSL, I feel (or felt)…

	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.	○	○	○	○	○
UMSL policies for delay of the tenure-clock are used by all faculty.	○	○	○	○	○
Research is valued by UMSL.	○	○	○	○	○
Teaching is valued by UMSL.	○	○	○	○	○
Service contributions are valued by UMSL.	○	○	○	○	○
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., childcare, eldercare).	○	○	○	○	○
Faculty opinions are taken seriously by senior administrators (e.g., chancellor, vice chancellor, dean, provost).	○	○	○	○	○
Faculty opinions are valued within UMSL committees.	○	○	○	○	○
I would like more opportunities to participate in **substantive** committee assignments.	○	○	○	○	○
I have opportunities to participate in **substantive** committee assignments.	○	○	○	○	○

40. Tenure and 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.

41. **Non-Tenure Track Academic Appointment only:** As an employee with a non-tenure track appointment at UMSL I feel (or felt)…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria used for contract renewal is clear.	O	O	O	O	O
The criteria used for contract renewal is applied equally to all positions.	O	O	O	O	O
There are clear expectations of my responsibilities.	O	O	O	O	O
Research is valued by UMSL.	O	O	O	O	O
Teaching is valued by UMSL.	O	O	O	O	O
Service is valued by UMSL.	O	O	O	O	O
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	O	O	O	O	O
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).	O	O	O	O	O
Pressured to do extra work that is uncompensated.	O	O	O	O	O
Non-Tenure-Track Faculty, opinions are taken seriously by senior administrators (e.g., chancellor, vice chancellor, dean, provost).	O	O	O	O	O
I have job security.	O	O	O	O	O

42. **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.

43. All Faculty: As a faculty member at UMSL, I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Salaries for tenure track faculty positions are competitive.	O	O	O	O	O
Salaries for adjunct faculty are competitive.	O	O	O	O	O
Salaries for non-tenure-track faculty are competitive.	O	O	O	O	O
Health insurance benefits are competitive.	O	O	O	O	O
Childcare benefits are competitive.	O	O	O	O	O
Retirement/supplemental benefits are competitive.	O	O	O	O	O
People who do not have children are burdened with work responsibilities beyond those who do have children (e.g., stay late, off-hour work, work weekends).	O	O	O	O	O
People who have children or eldercare are burdened with balancing work and family responsibilities (e.g., evening and evenings programming, workload brought home, UMSL breaks not scheduled with school district breaks).	O	O	O	O	O
UMSL provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	O	O	O	O	O
My colleagues include me in opportunities that will help my career as much as they do others in my position.	O	O	O	O	O
The performance evaluation process is clear.	O	O	O	O	O
UMSL provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	O	O	O	O	O
Positive about my career opportunities at UMSL.	O	O	O	O	O
I would recommend UMSL as a good place to work.	O	O	O	O	O
I have job security.	O	O	O	O	O
I feel that I have access to and support for grant funding.	O	O	O	O	O

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

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

46. **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.

47. **Staff only:** As a staff member at UMSL I feel…

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

48. **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.

Part 3: Demographic Information

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

You may also skip questions.

49. What is your birth sex (assigned)?
   - ○ Female
   - ○ Intersex
   - ○ Male

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

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

52. What is your citizenship/immigration status in the U.S.?
   - ○ A visa holder (such as F-1, J-1, H1-B, and 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

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

54. What is your age?

○ 18	○ 39	○ 60	○ 81
○ 19	○ 40	○ 61	○ 82
○ 20	○ 41	○ 62	○ 83
○ 21	○ 42	○ 63	○ 84
○ 22	○ 43	○ 64	○ 85
○ 23	○ 44	○ 65	○ 86
○ 24	○ 45	○ 66	○ 87
○ 25	○ 46	○ 67	○ 88
○ 26	○ 47	○ 68	○ 89
○ 27	○ 48	○ 69	○ 90
○ 28	○ 49	○ 70	○ 91
○ 29	○ 50	○ 71	○ 92
○ 30	○ 51	○ 72	○ 93
○ 31	○ 52	○ 73	○ 94
○ 32	○ 53	○ 74	○ 95
○ 33	○ 54	○ 75	○ 96
○ 34	○ 55	○ 76	○ 97
○ 35	○ 56	○ 77	○ 98
○ 36	○ 57	○ 78	○ 99
○ 37	○ 58	○ 79	
○ 38	○ 59	○ 80	

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
   - ○ 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 or under
      - ❑ Children 6-18 years
      - ❑ Children over 18 years of age, but still legally dependent (e.g., in college, disabled)
      - ❑ Independent adult children over 18 years of age
      - ❑ Sick or disabled partner
      - ❑ 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 on active duty in the U.S. Armed Forces, Reserves, or National Guard?
   - ○ Never served in the military
   - ○ Now on active duty (including Reserves or National Guard)
   - ○ On active duty in the past, but not now
   - ○ ROTC

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. **Faculty/Staff only:** What is <u>your</u> 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, MFA)
- ○ Specialist degree (e.g., EdS)
- ○ Doctoral degree (e.g., PhD, EdD)
- ○ Professional degree (e.g., MD, JD)

60. **Faculty/Staff only**: How long have you been employed at UMSL?
- ○ Less than 1 year
- ○ 1-5 years
- ○ 6-10 years
- ○ 11-15 years
- ○ 16-20 years
- ○ More than 20 years

61. **Undergraduate Students only:** How many semesters have you been at UMSL?
- ○ Less than one
- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5
- ○ 6
- ○ 7
- ○ 8
- ○ 9
- ○ 10
- ○ 11
- ○ 12
- ○ 13 or more

62. **Faculty only:** Which academic school/college are you **primarily affiliated** with at this time?
    - ○ College of Arts & Sciences
    - ○ College of Business Administration
    - ○ College of Education
    - ○ College of Nursing
    - ○ College of Optometry
    - ○ Graduate School
    - ○ Non-Divisional
    - ○ School of Social Work
    - ○ UMSL/Washington University School of Engineering
    - ○ Vice Chancellor for Academic Affairs

63. **Staff only:** Which academic division/work unit are you **primarily affiliated** with at this time?
    - ○ Alumni & Community Relations
    - ○ Business Services
    - ○ Campus Facilities Management
    - ○ Center for International Studies
    - ○ Chancellor
    - ○ Chancellor-Special Units
    - ○ College and Units
    - ○ College of Arts & Sciences
    - ○ College of Business Administration
    - ○ College of Education
    - ○ College of Nursing
    - ○ College of Optometry
    - ○ Finance
    - ○ Graduate School
    - ○ Honors College
    - ○ Human Resources
    - ○ Information Technology Services
    - ○ Institutional Safety
    - ○ KWMU Radio
    - ○ Libraries
    - ○ Office of Public Policy
    - ○ Online Education
    - ○ School of Social Work
    - ○ UMSL/Washington University Engineering
    - ○ University Advancement Administration
    - ○ University Advancement
    - ○ University Advertising and Marketing
    - ○ University Campaign
    - ○ VC Academic Affairs
    - ○ VC for Managerial & Technological Services/Finance & Administration
    - ○ Vice Provost Student Affairs
    - ○ Vice Provost Research

64. **Undergraduate Students only:** What is your major? **(Mark all that apply.)**
    - ❑ Accounting
    - ❑ Anthropology
    - ❑ Art History
    - ❑ Biochemistry/Biotechnology
    - ❑ Biology
    - ❑ Business Administration
    - ❑ Chemistry
    - ❑ Civil Engineering
    - ❑ Communication
    - ❑ Computer Science
    - ❑ Criminology & Criminal Justice
    - ❑ Early Childhood Education
    - ❑ Economics
    - ❑ Educational Studies
    - ❑ Electrical Engineering

- ❑ Elementary Education
- ❑ English
- ❑ History
- ❑ Information Systems
- ❑ Interdisciplinary Studies
- ❑ Liberal Studies
- ❑ Mathematics
- ❑ Mechanical Engineering
- ❑ Media Studies
- ❑ Modern Language
- ❑ Music
- ❑ Music Education
- ❑ Nursing
- ❑ Nursing Completion (RN to BSN)
- ❑ Philosophy
- ❑ Physical Education
- ❑ Physics
- ❑ Political Science
- ❑ Psychology
- ❑ Public Policy & Administration
- ❑ Secondary Education
- ❑ Social Work
- ❑ Sociology
- ❑ Special Education
- ❑ Studio Art
- ❑ Theatre Arts

65. **Graduate/Professional Students only:** What is your academic program? **(Mark all that apply.)**

Doctoral

- ❑ Biology
- ❑ Business Administration
- ❑ Chemistry
- ❑ Criminology & Criminal Justice
- ❑ Education
- ❑ Mathematics & Computational Science
- ❑ Nursing
- ❑ Physics
- ❑ Political Science
- ❑ Psychology

Masters

- ❑ Accounting
- ❑ Adult & Higher Education
- ❑ Biochemistry and Biotechnology
- ❑ Biology
- ❑ Business Administration
- ❑ Chemistry
- ❑ Communication
- ❑ Computer Science
- ❑ Counseling
- ❑ Creative Writing
- ❑ Criminology & Criminal Justice
- ❑ Economics
- ❑ Educational Administration
- ❑ Educational Psychology
- ❑ Elementary Education
- ❑ English
- ❑ Gerontology
- ❑ History
- ❑ Information Systems
- ❑ Mathematics
- ❑ Music Education
- ❑ Nursing

- ❏ Philosophy
- ❏ Physics
- ❏ Political Science
- ❏ Psychology
- ❏ Public Policy Administration
- ❏ Secondary Education
- ❏ Social Work
- ❏ Special Education

Professional
- ❏ Optometry

Education Specialist
- ❏ Educational Administration Specialist
- ❏ School Psychology

Certificate
- ❏ Advanced Credit Program Instructional Communication
- ❏ Applied Behavior Analysis
- ❏ Autism Studies
- ❏ Biotechnology
- ❏ Business Administration
- ❏ Business Intelligence
- ❏ Community College Leadership
- ❏ Cybersecurity
- ❏ Digital & Social Media Marketing
- ❏ Early Childhood Teaching
- ❏ Elementary & Special Education Teaching
- ❏ Elementary School Teaching
- ❏ Gender Studies
- ❏ Gerontology
- ❏ History Education
- ❏ Human Resource Management
- ❏ Institutional Research
- ❏ International Studies
- ❏ Local Government Management
- ❏ Logistics & Supply Chain Management
- ❏ Marketing Management
- ❏ Museum Studies
- ❏ Nonprofit Organization Management & Leadership
- ❏ Policy & Program Evaluation
- ❏ Post Graduate Adult-Geriatric Nurse Practitioner
- ❏ Post Graduate Family Nurse Practitioner
- ❏ Post Graduate Nurse Educator
- ❏ Post Graduate Pediatric Nurse Practitioner
- ❏ Post Graduate Psychiatric-Mental Health Nurse Practitioner
- ❏ Post Graduate Women's Health Nurse Practitioner
- ❏ Program Evaluation and Assessment
- ❏ Psychology - Clinical Re-specialization
- ❏ Public History and Cultural Heritage
- ❏ Secondary School Teaching
- ❏ Social Justice in Education
- ❏ Student Affairs Administration and Leadership
- ❏ Teaching English to Speakers of Other Languages
- ❏ Teaching of Writing
- ❏ Trauma Studies
- ❏ Tropical Biology and Conservation

Non-Degree seeking
- ❏ Non-Degree seeking

66. Do you have a condition/disability that influences your learning, working or living activities?
- ○ No **[Skip to Question #68]**
- ○ Yes

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

68. **Students only:** Are you registered with the Disability Access Services?
- ○ No
- ○ Yes

69. **Faculty/Staff:** Are you receiving accommodations for your disability?
- ○ No
- ○ Yes

70. Is English your primary language?
- ○ No
- ○ Yes

71. 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)
    - ❑ Disciples of Christ
    - ❑ Episcopalian
    - ❑ Evangelical
    - ❑ Greek Orthodox
    - ❑ Lutheran
    - ❑ Mennonite
    - ❑ Moravian
    - ❑ Nazarene
    - ❑ 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 above (please specify): _____
- ❑ Confucianist
- ❑ Druid
- ❑ Hindu
- ❑ Jain
- ❑ Jehovah's Witness
- ❑ Jewish
    - ❑ Conservative
    - ❑ Orthodox
    - ❑ Reform
    - ❑ A Jewish affiliation not listed here (please specify): _____
- ❑ Muslim
    - ❑ Ahmadi
    - ❑ Nation of Islam
    - ❑ Shi'ite
    - ❑ Sufi
    - ❑ Sunni
    - ❑ A Muslim affiliation not listed here (please specify): _____
- ❑ Native American Traditional Practitioner or Ceremonial
- ❑ Pagan
- ❑ 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): _____

72. **Students only:** Do you receive financial support from a family member or guardian to assist with your living/educational expenses?
    - ○ I receive no support for living/educational expenses from family/guardian.
    - ○ I receive support for living/educational expenses from family/guardian.

73. **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

74. **Students only:** Where do you live?
   - ○ Campus housing
     - ○ Oak Hall
     - ○ Mansion Hill Apartments
     - ○ University Meadows Apartments
     - ○ Villa Hall
   - ○ Non-campus housing
     - ○ University affiliated apartment/house
     - ○ Non-University affiliated apartment/house
     - ○ Living with family member/guardian
   - ○ Housing Insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)

75. **Students only:** Since having been a student at UMSL, have you been a member or participated in any of the following? **(Mark all that apply.)**
   - ❑ I do not participate in any clubs or organizations at UMSL
   - ❑ Academic and academic honorary organizations
   - ❑ Culture-specific organization
   - ❑ Faith or spirituality-based organization
   - ❑ Governance organization (e.g., SGA, SFC, Councils)
   - ❑ Greek letter organization
   - ❑ Health and wellness organization
   - ❑ Intercollegiate athletic team
   - ❑ 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): _____

76. **Students only:** At the end of your last semester, what was your cumulative grade point average?
   - ○ 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
   - ○ 1.99 and below

77. Have you experienced financial hardship while at UMSL?
   - ○ No **[Skip to Question #80]**
   - ○ Yes

78. **Students only:** How have you experienced the financial hardship? **(Mark all that apply.)**
   - ❑ Difficulty affording tuition
   - ❑ Difficulty purchasing my books/course materials
   - ❑ Difficulty participating in social events
   - ❑ Difficulty affording food
   - ❑ Difficulty affording co-curricular events or activities
   - ❑ Difficulty affording academic related activities (e.g., study abroad, service learning)
   - ❑ Difficulty in affording unpaid internships/research opportunities
   - ❑ Difficulty in affording alternative spring breaks
   - ❑ Difficulty affording travel to and from UMSL
   - ❑ Difficulty affording commuting to campus (e.g., transportation, parking)
   - ❑ Difficulty in affording housing
   - ❑ Difficulty in affording health care
   - ❑ Difficulty in affording childcare
   - ❑ Difficulty in affording other campus fees
   - ❑ Difficulty finding employment
   - ❑ A financial hardship not listed here (please specify): _____

79. **Faculty/Staff only:** How have you experienced the financial hardship? **(Mark all that apply.)**
    - ❏ Difficulty affording food
    - ❏ Difficulty affording travel to and from UMSL
    - ❏ Difficulty in affording benefits
    - ❏ Difficulty in affording housing
    - ❏ Difficulty in affording health care
    - ❏ Difficulty in affording childcare
    - ❏ Difficulty in affording professional development (e.g., travel, training, research)
    - ❏ Difficulty in affording other campus fees (e.g., parking)
    - ❏ A financial hardship not listed here (please specify): _____

80. **Students only:** How are you currently paying for your education at UMSL? **(Mark all that apply.)**
    - ❏ On Campus employment
    - ❏ Off Campus employment
    - ❏ Money from home country
    - ❏ Credit card
    - ❏ Family contribution
    - ❏ GI Bill/Veterans benefits
    - ❏ Graduate/Research assistantship
    - ❏ Graduate fellowship
    - ❏ Loans
    - ❏ Need-based scholarship (e.g., Access Missouri)
    - ❏ Non-need based scholarship (e.g., Curators, Chancellor's Scholar Award)
    - ❏ Grant (e.g., Pell)
    - ❏ Personal contribution
    - ❏ Dependent tuition (e.g., family member works at UMSL)
    - ❏ Resident assistant
    - ❏ A method of payment not listed here (please specify): _____

81. **Students only:** Are you employed either on campus or off campus during the academic year?
    - ❍ No
    - ❍ 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

Part 4: Perceptions of Campus Climate

82. **Within the past year, have you OBSERVED** any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at UMSL?
    - ○ No **[Skip to Question #91]**
    - ○ Yes

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

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

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

- ❑ Academic Performance
- ❑ Age
- ❑ Educational credentials (e.g., BS, MS, PhD)
- ❑ English language proficiency/accent
- ❑ Ethnicity
- ❑ Gender/gender identity
- ❑ Gender expression
- ❑ Immigrant/citizen status
- ❑ International status/national origin
- ❑ Learning disability/condition
- ❑ Length of service at UMSL
- ❑ Major field of study
- ❑ Marital status (e.g., single, married, partnered)
- ❑ Mental Health/Psychological disability/condition
- ❑ Medical disability/condition
- ❑ Military/veteran status
- ❑ Parental status (e.g., having children)
- ❑ Participation in an organization/team (please specify): _____
- ❑ Physical characteristics
- ❑ Physical disability/condition
- ❑ Philosophical views
- ❑ Political views
- ❑ Position (staff, faculty, student)
- ❑ Pregnancy
- ❑ Racial identity
- ❑ Religious/spiritual views
- ❑ Sexual identity
- ❑ Socioeconomic status
- ❑ Don't know
- ❑ A reason not listed above (please specify): _____

86. 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/e-mail
   ❑ Derogatory/unsolicited messages on-line (e.g., Facebook, Twitter, Yik-Yak)
   ❑ Derogatory written comments
   ❑ Derogatory phone calls
   ❑ Graffiti/vandalism
   ❑ Person intimidated/bullied
   ❑ Person ignored or excluded
   ❑ Person isolated or left out
   ❑ Person experiences a hostile classroom environment
   ❑ Person experienced a hostile work environment
   ❑ Person was the target of workplace incivility
   ❑ Person being 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): _____

87. Where did this conduct occur? **(Mark all that apply.)**
   ❑ At a UMSL event/program
   ❑ In a class/lab/clinical setting
   ❑ In a faculty office
   ❑ In a staff 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(n) UMSL administrative office
   ❑ In a(n) UMSL dining facility
   ❑ In a(n) UMSL library
   ❑ In an experiential learning environment (e.g., retreat, externship, internship, study abroad)
   ❑ In athletic facilities
   ❑ In other public spaces at UMSL
   ❑ In a campus residence hall/apartment
   ❑ In Counseling Services
   ❑ In off-campus housing
   ❑ In the Health Center
   ❑ In an on-line learning environment
   ❑ In the Student Success Center/Student Union
   ❑ Off-campus
   ❑ On a campus shuttle
   ❑ On phone calls/text messages/e-mail
   ❑ On social media (Facebook/Twitter/ Yik-Yak)
   ❑ While walking on campus
   ❑ While working at a UMSL job
   ❑ A venue not listed above (please specify): _____

88. What was your response to observing this 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 who to go to
- ❑ I sought information online
- ❑ I sought support from off-campus hot-line/advocacy services
- ❑ I contacted a(n) UMSL resource
  - ❑ Campus Mediation Services
  - ❑ UMSL Hotline
  - ❑ Faculty member
  - ❑ Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
  - ❑ UMSL Police Department
  - ❑ Counseling Services
  - ❑ Community Psychological Services
  - ❑ Center for Trauma Recovery
  - ❑ Employee Assistance Program
  - ❑ Title IX Coordinator/Clery Act Compliance Officer
  - ❑ Office of Equal Opportunity and Diversity
  - ❑ Faculty or staff ombudsperson
  - ❑ Human Resources
  - ❑ Multicultural Student Services
  - ❑ Student teaching assistant (e.g., tutor, graduate teaching assistant)
  - ❑ Student staff (e.g., Resident Assistants, student ambassadors)
  - ❑ Staff person (e.g., Residential Life staff, program director)
  - ❑ Supervisor
- ❑ 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): _____

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

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

91. **Faculty/Staff only:** Have you observed <u>hiring</u> practices at UMSL (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust or that would inhibit diversifying the community?
    - ○ No **[Skip to Question #94]**
    - ○ Yes

92. **Faculty/Staff only:** I believe that the unjust <u>hiring</u> 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/national origin
    - ❑ Learning disability/condition
    - ❑ Length of service at UMSL
    - ❑ 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 disability/condition
    - ❑ Philosophical views
    - ❑ Political views
    - ❑ Position (staff, faculty, student)
    - ❑ Pregnancy
    - ❑ Racial identity
    - ❑ Religious/spiritual views
    - ❑ Sexual identity
    - ❑ Socioeconomic status
    - ❑ Don't know
    - ❑ A reason not listed above (please specify): _____

93. **Faculty/Staff only:** 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.

94. **Faculty/ Staff only:** Have you observed <u>**employment-related discipline or action, up to and including dismissal,**</u> at UMSL that you perceive to be unjust or would inhibit diversifying the community?
    - ○ No **[Skip to Question #97]**
    - ○ Yes

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

96. **Faculty/Staff only:** 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.

97. **Faculty/Staff only:** Have you observed **promotion/tenure/reappointment/reclassification** practices at UMSL that you perceive to be unjust?
    - ○ No **[Skip to Question #100]**
    - ○ Yes

98. **Faculty/Staff only:** I believe the unjust behavior, procedures, or employment practices related to **promotion/tenure/reappointment/reclassification** were based upon… **(Mark all that apply.)**
    - ❑ Age
    - ❑ Educational credentials (e.g., MS, PhD)
    - ❑ English language proficiency/accent
    - ❑ Ethnicity
    - ❑ Gender/gender identity
    - ❑ Gender expression
    - ❑ Immigrant/citizen status
    - ❑ International status/national origin
    - ❑ Learning disability/condition
    - ❑ Length of service at UMSL
    - ❑ 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 (staff, faculty, student)
    - ❑ Pregnancy
    - ❑ Racial identity
    - ❑ Religious/spiritual views
    - ❑ Sexual identity
    - ❑ Socioeconomic status
    - ❑ Don't know
    - ❑ A reason not listed above (please specify): _____

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

100. Using a scale of 1–5, please rate the overall campus climate at UMSL on the following dimensions:

(Note: As an example, for the first item, "friendly—hostile," 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)

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

101. Using a scale of 1–5, please rate the overall campus climate on the following dimensions:

(Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism)

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

102. **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 UMSL faculty.	○	○	○	○	○
I feel valued by UMSL staff.	○	○	○	○	○
I feel valued by UMSL senior administrators (e.g., chancellor, vice chancellor, dean, provost).	○	○	○	○	○
I feel valued by faculty in the classroom.	○	○	○	○	○
I feel valued by other students in the classroom.	○	○	○	○	○
I feel valued by other students outside of the classroom.	○	○	○	○	○
I think that faculty pre-judge my abilities based on their perception of my identity/background.	○	○	○	○	○
I think that staff pre-judge my abilities based on their perception of my identity/background.	○	○	○	○	○
I believe that the campus climate encourages free and open discussion of difficult topics.	○	○	○	○	○
I have faculty whom I perceive as role models.	○	○	○	○	○
I have staff whom I perceive as role models.	○	○	○	○	○
I have students whom I perceive as role models.	○	○	○	○	○
Senior administrators have taken direct actions to address the needs of at-risk/underserved students.	○	○	○	○	○
Faculty have taken direct actions to address the needs of at-risk/underserved students.	○	○	○	○	○
Students have taken direct actions to address the needs of at-risk/underserved students.	○	○	○	○	○

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

104. **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.	○	○	○	○	○
I feel valued by my department/program chair.	○	○	○	○	○
I feel valued by other faculty at UMSL.	○	○	○	○	○
I feel valued by students in the classroom.	○	○	○	○	○
I feel valued by UMSL senior administrators (e.g., chancellor, vice chancellor, provost).	○	○	○	○	○
I feel valued by UMSL administrators (e.g., dean, department chair).	○	○	○	○	○
I think that faculty in my department/program pre-judge my abilities based on their perception of my identity/background.	○	○	○	○	○
I think that my department/ program chair pre-judges my abilities based on their perception of my identity/background.	○	○	○	○	○
I believe that UMSL encourages free and open discussion of difficult topics.	○	○	○	○	○
I feel that my research/scholarship is valued.	○	○	○	○	○
I feel that my teaching is valued.	○	○	○	○	○
I feel that my service contributions are valued.	○	○	○	○	○
Senior administrators have taken direct actions to address the needs of at-risk/underserved students	○	○	○	○	○
Faculty have taken direct actions to address the needs of at-risk/underserved students	○	○	○	○	○
Students have taken direct actions to address the needs of at-risk/underserved students	○	○	○	○	○

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

106. **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 co-workers in my department.	○	○	○	○	○
I feel valued by co-workers outside my department.	○	○	○	○	○
I feel valued by my supervisor/manager.	○	○	○	○	○
I feel valued by UMSL students.	○	○	○	○	○
I feel valued by UMSL faculty.	○	○	○	○	○
I feel valued by UMSL senior administrators (e.g., chancellor, vice chancellor, provost).	○	○	○	○	○
I feel valued by UMSL administrators (e.g., dean, department chair).	○	○	○	○	○
I think that co-workers in my work unit pre-judge my abilities based on their perception of my identity/background.	○	○	○	○	○
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	○	○	○	○	○
I think that faculty pre-judges 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.	○	○	○	○	○
Senior administrators have taken direct actions to address the needs of at-risk/underserved students	○	○	○	○	○
Faculty have taken direct actions to address the needs of at-risk/underserved students	○	○	○	○	○
Students have taken direct actions to address the needs of at-risk/underserved students	○	○	○	○	○

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

108. As a person with a self-identified disability, have you experienced a barrier in any of the following areas at UMSL within the past year?

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

109. We are interested in knowing more about your experiences. If you would like to elaborate on your responses

regarding accessibility, please do so here.

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

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	○	○	○
Changing rooms/locker rooms	○	○	○
University housing (e.g., Residence halls)	○	○	○
Dining facilities	○	○	○
Counseling Center	○	○	○
Student Health Center	○	○	○
Testing Services	○	○	○
Disability Center	○	○	○
Campus transportation/parking	○	○	○
Other campus buildings	○	○	○
Restrooms	○	○	○
Studios/performing arts spaces	○	○	○
Identity Accuracy			
Moodle/Blackboard	○	○	○
[Insert campus] College ID Card	○	○	○
Electronic databases (e.g., PeopleSoft, myLearn, myPerformance. Pathway)	○	○	○
Email account	○	○	○
Intake forms (e.g., Student Health)	○	○	○
Learning technology	○	○	○
Surveys	○	○	○
Instructional/Campus Materials			
Forms	○	○	○
Syllabi	○	○	○

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

Part 5: Institutional Actions Relative to Climate Issues

112. **Faculty only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at UMSL.

	If This Initiative IS Available at UMSL			If This Initiative NOT Available at UMSL		
	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**.	O	O	O	O	O	O
Providing recognition and rewards for including diversity issues in courses across the curriculum.	O	O	O	O	O	O
Providing diversity and inclusion training for faculty.	O	O	O	O	O	O
Providing faculty with tool-kits to create an inclusive classroom environment.	O	O	O	O	O	O
Providing faculty with supervisory training.	O	O	O	O	O	O
Providing access to counseling for people who have experienced harassment.	O	O	O	O	O	O
Providing mentorship for new faculty.	O	O	O	O	O	O
Providing a clear process to resolve conflicts.	O	O	O	O	O	O
Providing a fair process to resolve conflicts.	O	O	O	O	O	O
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty.	O	O	O	O	O	O
Providing diversity and inclusion training to search, promotion and tenure committees.	O	O	O	O	O	O
Providing career span development opportunities for faculty at all ranks.	O	O	O	O	O	O
Providing affordable childcare.	O	O	O	O	O	O
Providing support/resources for spouse/partner employment.	O	O	O	O	O	O
Providing support via constituent-based support groups (e.g., Faculty of Color, Women Faculty, Junior Faculty).	O	O	O	O	O	O
Providing faculty a location for informal networking (e.g., University Club).	O	O	O	O	O	O

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

114. **Staff only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at UMSL.

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

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

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 UMSL.

	If This Initiative IS Available at UMSL			If This Initiative NOT Available at UMSL		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity and inclusion training for students.	○	○	○	○	○	○
Providing diversity and inclusion training for staff.	○	○	○	○	○	○
Providing diversity and inclusion training for faculty.	○	○	○	○	○	○
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g. classrooms, labs).	○	○	○	○	○	○
Providing a person to address student complaints of bias by other students in learning environments (e.g. classrooms, labs).	○	○	○	○	○	○
Increasing opportunities for cross-cultural dialogue among students.	○	○	○	○	○	○
Increasing opportunities for cross-cultural dialogue between faculty, staff and students.	○	○	○	○	○	○
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum.	○	○	○	○	○	○
Providing effective faculty mentorship of students.	○	○	○	○	○	○
Providing effective academic advising.	○	○	○	○	○	○
Providing diversity and inclusion training for student staff (e.g., student union, resident assistants).	○	○	○	○	○	○
Providing affordable childcare.	○	○	○	○	○	○
Providing adequate childcare resources.	○	○	○	○	○	○
Providing support/resources for spouse/partner employment.	○	○	○	○	○	○
Providing adequate social space.	○	○	○	○	○	○

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

Part 6: Your Additional Comments

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 for living, learning, and working at UMSL?

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

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

To thank all members of the University Missouri – St. Louis 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, please follow the instructions written below. A random drawing will be held for the following survey awards:

Undergraduate, Graduate, & Professional Students
$5 Subway gift card
$5 Sodexo gift card (may be redeemed in the Nosh, Einstein's, Café TJ, Jamba Juice in the Rec Center, Triton Treats and Southside Cafe)
$10 UMSL University Bookstore Gift Card

Staff
1 free annual individual membership to the UMSL Wellness & Recreation Center.
$5 Subway gift card
$5 Sodexo gift card (may be redeemed in the Nosh, Einstein's, Café TJ, Jamba Juice in the Rec Center, Triton Treats and Southside Cafe)
$10 UMSL University Bookstore Gift Card

Faculty
1 free annual individual membership to the UMSL Wellness & Recreation Center.
$5 Subway gift card
$5 Sodexo gift card (may be redeemed in the Nosh, Einstein's, Café TJ, Jamba Juice in the Rec Center, Triton Treats and Southside Cafe)
$10 UMSL University Bookstore Gift Card

By providing your information below, your information will be entered for an opportunity to win an aforementioned award. Please know that in providing your information 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.

- ○ Faculty
- ○ Staff
- ○ Student

Name: _____

E-mail address: _____

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 navigate to the link below and contact the appropriate resource:

http://www.umsl.edu/~safetyinitiatives/