



## Wayne State University Diversity Campus Climate Study Data Analysis Approach

### Introduction

The Wayne State University Diversity Campus Climate Study group (DCCS) is the group that planned and implemented the climate survey through a partnership with the Survey Research Lab (SRL) at the University of Illinois, Chicago. The SRL's report of the Faculty survey follows this introduction. The DCCS's in-depth review of the reports provided by SRL motivated the DCCS to carry out independent analyses of the survey data. This document explains the motivation for those independent analyses, explains how the DCCS approach differs from the SRL approach, and alerts readers to important considerations in interpreting the SRL reports.

### Important information on data analysis approach

The approach taken by SRL was to identify a core outcome variable for campus climate and to utilize other data from the survey to identify significant predictors of responses on the core outcome variable. The SRL constructed a "climate" variable based on empirical analyses of the survey data (see Computing the Outcome Variable: Overall Climate on page 2 of the report). The "climate" variable was composed of three items (see Table 1):

Table 1. Items contributing to the SRL "climate" variable

<b>Faculty</b>	<b>Staff</b>	<b>Students</b>
Climate at WSU	Climate at WSU	Climate at WSU
Climate in the primary department or unit	Climate in the primary department or unit	Climate in the primary department or unit
<i>Job satisfaction</i>	<i>Job satisfaction</i>	<i>Happiness as a student at WSU</i>

Conceptually, however, job satisfaction and happiness are notably different types of indicators than the other two climate variables and should be treated separately. Having them together as part of the SRL "climate" variable therefore makes it difficult to interpret results that identify important predictors of climate. Thus, we cannot assume that the items SRL identified as key predictors of their "climate" variable would be the same key predictors for a "climate" variable that separated out job satisfaction and happiness. This difference in strictly statistical versus conceptual definitions of the "climate" variable motivated the DCCS to carry out independent analyses of the survey data using only (1) *climate at WSU* and (2) *climate in the primary department or unit* as key components of overall climate.



Further, SRL did not examine the composite climate variable and the components in terms of identity group membership. Thus, the SRL report does not discuss how members of different identity groups responded on these predictive indicators. They do provide demographic analyses for each item in the survey, which are in the appendices.

### **Preliminary analysis of climate**

While climate at WSU and climate in the department/unit are likely to be related, they also reflected different aspects of climate. Thus, we also examined these two climate variables and job satisfaction separately. Further, from discussions with various groups we identified other variables (“barometers of connection”) that are important outcome indicators, specifically belongingness, happiness, respect and intent to leave. We also highlight specific experiences of hostility and unfairness as well as self-expression. We examined each indicator in terms of role (students, faculty, staff) as well as by three key identity group membership – gender identity; race/ethnicity; and disability. These have formed the basis for the preliminary findings that have been shared with the campus (<https://climatestudy.wayne.edu/report>).

### **Further information for data interpretation of this report**

There are two other features of this report that we want to highlight:

1. All analyses in this report are based on weighted samples. Tables 3a and 3b show the demographic profile for respondents in each sample. To some extent, these sample profiles differ from the population of students, faculty and staff as identified from the core demographic data the institution has. A statistical approach utilized when the desire is to generalize the results of a sample to a population is to weight the sample to match the demographic distribution of the population (see Sample Weights, pg 6 of the report for further explanation). Another approach is to use the samples as they exist (unweighted). Because the SRL utilized a weighted sample, for consistency and to prevent confusion we utilized weighted samples in our analysis as well.
2. The items having to do with hostile behaviors were originally scored with 1 indicating never and 5 indicating very often. SRL chose to reverse code these so that 5 indicates never and 1 indicates very often (see Interpretation of the Means, pg. 4-5). This is confusing as higher numbers are typically associated with “more of” something. Thus, in looking at the data provided in this report, means of 4 and 5 represent very infrequent occurrences. In our own analyses and presentations, we have maintained the original structure of the data so that higher numbers mean more frequently occurring behavior.

# Wayne State University Climate Survey: Faculty

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## Introduction and Methods

This report summarizes the results of the survey of faculty for the 2018 Wayne State University Climate Survey that was commissioned by Wayne State University and administered by the University of Illinois at Chicago Survey Research Laboratory (SRL). The study aimed to assess perceptions of the work and academic climate at Wayne State University among faculty, staff, and students.

SRL personnel assisted in questionnaire development, programmed the Web survey instruments, managed the online and paper data collection process, and conducted data analysis. Three separate questionnaires were prepared, tailored to each stratum of respondents: faculty, staff, and students. All questionnaires were designed to collect feedback about participants' perceptions of the work and academic climate at the university, including inclusiveness, friendliness, cooperation, professionalism, recognition, support, and opportunities for career advancement/academic success. Respondents also answered a few questions about themselves. The final faculty questionnaire is presented in Appendix A. Approval for the study protocol was obtained from the University at Illinois at Chicago Institutional Review Board, which approved it (under expedited protocol #2017-1003) on November 1, 2017.

Data were collected online using the SurveyGizmo platform for faculty, students, and staff with ready computer access. Paper versions of the staff questionnaire were provided to the Wayne State University climate committee for staff who did not have computer access during their typical workday. A small pilot of faculty, staff, and students was conducted in November 2017.

Prior to main data collection, the Wayne State University President sent an advance notification e-mail to the campus to notify them about the survey. On January 16, 2018, faculty, staff, and students were sent their initial survey invitation via e-mail with a unique link (see Appendix B for the text of the e-mail invitation). Three e-mails reminding non-respondents to take part in the study were sent on January 24, January 31, and February 7. Paper questionnaires were distributed by Wayne State in late January and February. Respondents mailed these questionnaires back to SRL directly using the provided business-reply envelope, and the paper questionnaire data were entered in March 2018.

All students, faculty, and staff respondents (both staff who completed online and by paper version) were entered into a drawing to win one of several prizes, such as bicycles, computers, TVs, headphones, JBL waterproof speakers, and up to \$200 OneCard dollars. Winners were drawn by SRL and provided to the Wayne State Climate committee in April 2018.

A total of 32,983 subjects were invited to participate in the climate study: 2,387 faculty; 4,054 staff; and 26,542 students. Of these, 5,521 completed the questionnaire<sup>1</sup>, broken

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

	Sample frame size	Completed interviews	Response rate
Faculty	2,387	586	24.5%
Staff	4,054	1,647	40.6%
Students	26,542	3,288	12.4%
Total	32,983	5,521	16.7%

<sup>1</sup> By completed questionnaire, we mean the respondent answered enough questions (approximately 50% of the way through the questionnaire) to be used in the analysis.

out by category as follows: 586 faculty; 1,647 staff (1,448 online and 199 paper); and 3,288 students. Table 1 presents the response rates for the three strata. Based on the number of subjects invited to participate, the overall response rate is 16.7%. The response rate varied from a low of 12.4% among students to a high of 40.6% among staff (see Table 1).

## Organization of the Reports

The Wayne State University Climate Survey gathered information from faculty, staff, and students at Wayne State. The analysis and reports are stratified by University role: (1) all faculty, (2) all staff, and (3) all students.

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

Pages 1-7 provide detail about the methodology used in the analysis. The presentation of the results begins on page 7. The reader who is interested primarily in the results can begin reading on page 7.

## Overall Approach to the Analysis of the Data

Each of the questionnaires for faculty, students and staff included over 50 questions, resulting in over 200 total variables in the data file. Presenting tables or graphs of all items in the questionnaire would result in an unwieldy amount of information from which it would be difficult to discern key findings. One of the challenges in analyzing the data was to organize the results in a way that included as much information as possible without overwhelming the reader with thousands of pages of data. Our strategy for meeting this challenge is as follows:

- construct a measure that captures the perception of faculty on the overall climate at Wayne State University;
- conduct principal components analysis to group the other questionnaire items into groups known as *principal components*;
- conduct regression analysis to understand how these components relate to or explain variation in perceptions of overall climate;
- prioritize components based on their relationship with overall climate and the mean ratings given to them by faculty; and
- assess whether there are any variations in these components based on faculty demographics.

## Computing the Outcome Variable: Overall Climate

First, we computed a measure that would capture the perception of faculty on the overall climate at Wayne State University; this is the outcome variable of interest. It was created based on our judgment about which questions best capture respondent opinion of the overall university climate. For faculty, the items that best capture overall outcome are those that ask about overall climate and job satisfaction:

- Overall, how would you rate the climate at Wayne State University?

- Overall, how would you rate the climate in your primary department/unit?
- How satisfied are you, in general, with your job at the university?

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

### Principal Components Analysis

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

### Computing Explanatory Variables

In the Wayne State Climate Survey, our approach to creating the explanatory components for these reports included five steps:

- Conducting principal components analysis for the five-point rating scale items.
- Inspecting the output to determine whether the results are substantively meaningful.
- If necessary, making adjustments to the components (based on component “loadings”—the strength of the relationship between the overall component and the individual items in that component).
- Conducting internal consistency reliability analysis on the items that load together, to identify items that detract from overall reliability or components with low alpha values.
- Once the final components and items were identified, computing a score for each component, which is the mean of all items belonging to that component.

### Regression Analysis

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

## Prioritizing Explanatory Variables

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

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

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

## Interpretation of the Means

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

Below is an example of a unipolar scale.

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

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

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

Individual items belonging to the same component are all scored in the same direction, with a high value indicating a positive outcome. Items that originally scored negative experiences with a high value were recoded. For example, the questionnaire included several items about witnessing or experiencing bullying, offensive comments, microaggressions and other hostile actions. Those items were originally coded such that 1 indicated it never happens and 5 indicated it happens extremely often. For consistency with other items, such as satisfaction with advancement opportunities, these items were reverse coded, such that a value of 5 means it never happens and a value of 1 means it happens extremely often. As a result, all items can be interpreted in the same manner—a value close to 5 indicates a positive attitude, experience, or perception, while a value of 1 indicates a negative response. Any exceptions to this are clearly identified in the reports.

## Significance Tests

This report includes several graphs and tables that display mean differences in items and components by characteristics of the respondents (e.g., mean overall climate by age group). To calculate the means by respondent characteristic, we used the Analysis of Variance procedure (ANOVA). The procedure includes options for conducting significance tests for both for the overall model and for specific categories of the explanatory variables. In our example above, one significance test tells us simply that there are statistically significant differences in overall climate by age group. If we want to know which differences between age categories (e.g., 31-40 compared to 41-50, etc.) are statistically significant, we need to look at a different significance test (referred to as a post hoc test).

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

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

Table 2 employs the same strategy. The margin of error is what we would get for a yes/no question with a 50/50 split, assuming the sample sizes are provided. The larger the sample size, the smaller the margin of error. In the faculty stratum, with 586 cases, the margin of error is 4.1%. This means that if a variable measured on a five-point scale has a mean of 3.0, the true value of that variable is  $3.0 \pm 4.1\%$ . On a five-point scale, that translates to a  $3.0 \pm 0.20$ . If two means in that stratum differ by 0.21 points or more, then those differences

are statistically significant. For example, if male faculty rated the climate as a 3.0 and women as a 3.21, that difference would be statistically significant.

Table 2 demonstrates, for each of the three strata, the statistically significant effect size detectable with the attained sample sizes. However, a difference that is statistically significant is not necessarily substantively meaningful. Table 2 shows that the sample size among Wayne State faculty is large enough to state that a difference between a mean of 3.0 and 3.2 is statistically significant, but whether this difference is substantively meaningful is subjective. In general though, if a finding presented in these results is large enough to be substantively interesting, it is also most likely statistically significant.

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

Stratum	Sample Size	Margin of Error	Equivalent Scale Point Difference	Example	
Faculty	586	4.1%	0.20	3.0	3.21
Staff	1,647	2.4%	0.12	3.0	3.13
Students	3,288	1.7%	0.09	3.0	3.10

## Small Cell Sizes

In analyzing the climate data by respondent background characteristics, we encountered some instances in which the sample sizes on a particular table were too small to present without potentially identifying the respondent. If a category of a demographic variable (e.g., nonresident citizenship status) included fewer than 15 respondents, we either suppressed the results for that group or combined it with another, if appropriate.<sup>2</sup> It is to be noted, however, that even though we will only report results for categories of a demographic which has 15 or more respondents overall, non-response to specific items might reduce this number to less than 15.

## Sample Weights

Sample weights are generally constructed for two reasons: to adjust for differential probability of selection of respondents, and to correct for minor differences in nonresponse by respondent stratum. Because all WSU faculty, staff, and students were invited to participate, there is no need to weight to adjust for probability of selection. Everyone has a probability of 1.0.

In order to use weights to adjust for nonresponse, it is necessary to have data (typically demographic) for both the population of interest and the subset who completed an interview. In their simplest form, these weights are just the ratio of the percentage of the population in a category to the percentage of the sample in that category. For example, if the population is 50% female but the sample is 60% female, the weight would be  $50/60 = .833$ . In this survey, administrative data were available on the frame of potential respondents. Thus, we could assess the degree to which response varied by background characteristic. We could also compare the demographics of respondents who completed the survey to those in the initial sample frame.

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

The administrative data included year of birth, department, school, tenure status, position title, appointment period, citizenship, academic status, gender<sup>3</sup> and race/ethnicity. Where deviations were more than a few percentage points, we computed sample weights. Only a subset of those variables differed in distribution between the dataset of completed surveys and the administrative frame. The variables for which we computed weights are: race/ethnicity, gender, academic status, tenure status, and age group.

The demographic variables in Table 3 are presented both unweighted (Table 3a) and weighted (Table 3b). All tables and figures in the remainder of the report reflect weighted data. Two sets of demographic data were used for the analysis; administrative data provided by Wayne State, and demographic variables from the survey data. Demographics from both sources are presented in Tables 3a and 3b.

## Appendices

As previously noted, Appendix A contains the questionnaire administered to faculty, and Appendix B contains the text of the e-mail invitation. Appendix C presents the mean ratings on the components that were not significantly related to overall climate. Appendix D displays the factors to which respondents attributed “not at all” or “not very” fair practices or policies. It also includes responses to questions about unfair treatment by source and follow-up regarding that treatment. Appendix E presents comparisons between the faculty survey completions and the entire faculty sample frame, by demographics.

Not included as appendices to the report due to length but provided separately are files of each closed-ended item in the questionnaire cross-tabulated by respondent demographics. The items are sorted according to the component to which they belong. Items making up the outcome variable are presented first, followed by items making up the explanatory components, in order of the component’s strength of association with the outcome variable. Also provided separately are tables of individual items of all faculty, and a full list of other-specify and open-ended text.

## Results

In addition to the 584 faculty respondents who completed the main study, this report also includes 2 pilot respondents who completed enough questions to be used in the analysis. Thus, the total n for the analysis is 586. Because some respondents skipped some questions, the valid n reported in each table may be less than 586.

## Demographic Profile of Faculty Respondents

Toward the end of the questionnaire, respondents were asked several questions about their employment and personal profile, such as the number of years employed at Wayne State University, gender identity, race/ethnicity, age group, level of education, citizenship status, number of children, disability status, and religion. Tables 3a (unweighted data) and 3b (weighted data) on pages 9 and 10 present the profile of the faculty respondents with respect to these demographic variables. As stated earlier, two sets of demographic data were

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<sup>3</sup> The administrative data provided a variable for gender, not gender identity, so references to the administrative data gender variable simply say “gender”.

## Wayne State University Climate Survey: Faculty

used for the analysis; administrative data provided by Wayne State, and demographic variables from the survey data. Demographics from both sources are presented in Tables 3a and 3b; when there is overlap and the same demographic was available from both sources, the survey data were used in these tables.

The question about religion included: Agnostic, Atheist, Buddhist, Christian, Hindu, Jewish, Mormon, Muslim, Quaker, Scientologist, Sikh, Tao, Universalist Unitarian, Wiccan, Other (PLEASE SPECIFY), and None of the above. Due to the small number of respondents in some of the categories, Buddhist, Hindu, Mormon, Quaker, Sikh, Tao, Universalist Unitarian, and Wiccan were grouped into one category called *Other, named* (because they belong to a religion named on the questionnaire). Those in the *other, specify* category adhere to a religion not named on the questionnaire. None of the respondents answered that they are serving active duty in the military. Therefore, there is no entry for that variable in Table 3.



## Wayne State University Climate Survey: Faculty

**Table 3a. Employment and Personal Profile for Faculty Respondents (unweighted)**

CHARACTERISTIC	%	Race/Ethnicity (n = 584)*	
<b>Faculty Academic Status (n = 577)</b>		Hispanic/Latino	2.2
Full-time, not in School of Medicine	59.3	Middle Eastern/North African	2.7
Part-time	21.8	Asian	9.1
School of Medicine	18.7	Black/African American	9.8
Visiting faculty	<1.0	White	62.7
<b>Tenure Status (n = 577)</b>		Multiracial/Other	5.1
Tenure track, tenured	36.6	Unknown	8.4
Tenure track, not tenured	10.1	<b>Religion (n = 584)</b>	
Not a tenure track position	53.4	Agnostic	15.4
<b>Full or Part Time Status (n = 577)</b>		Atheist	10.8
Full-time	77.6	Christian	36.5
Part-time	22.4	Jewish	6.2
<b>Appointment Period (n = 577)</b>		Muslim	4.1
12 month	34.3	Other, named	14.7
9 month	43.5	Other, specify	4.3
Other	22.2	None of the above	8.0
<b>Number of years worked at Wayne State University (n = 577)</b>		<b>Sexual Orientation (n = 535)</b>	
Fewer than 5 years	23.9	LGBQ	7.1
5 or more, but fewer than 10	18.5	Straight/Heterosexual	90.5
10 or more, but fewer than 16	18.4	Other	2.4
16 or more, but fewer than 25	18.7	<b>Citizenship Status (n = 577)</b>	
25 or more	20.5	U.S. citizen	82.0
<b>Number of years worked in current position (n = 577)</b>		Non-citizen	3.6
Fewer than 2 years	18.2	Permanent Resident	14.4
2 or more, but fewer than 6	20.5	<b>Disability Status (n = 554)</b>	
6 or more, but fewer than 11	19.6	Has some type of disability	9.2
11 or more, but fewer than 20	21.5	Does not have any type of disability	90.8
20 or more	20.3	<b>Income</b>	
<b>Highest Level of Education Completed (n = 559)</b>		Less than \$100,000	31.3
Bachelor's or below	3.0	\$100,000 or more	58.2
Master's	18.6	Prefer not to answer	10.5
Professional	11.3	<b>Political View (n = 545)</b>	
Doctoral	67.1	Very conservative	2.0
<b>Age Group (n = 577)</b>		Somewhat conservative	6.2
20 thru 38	16.8	Moderate	18.7
39 thru 46	19.4	Somewhat liberal	25.1
47 thru 55	21.7	Very liberal	37.4
56 thru 63	21.1	Undecided	2.6
64 thru 92	21.0	Prefer not to answer	7.9
<b>Gender Identity (n = 551)*</b>		<i>*Gender/gender identity and race/ethnicity were available from both sources (administrative data and survey data). (The administrative data provided gender, but the survey asked about gender identity.) The survey data for those variables are presented here.</i>	
Female	53.7		
Male	44.8		
Other	1.5		
<b>Military Veteran (n = 547)</b>			
Veteran	2.7		
Not a veteran	97.3		
<b>Caregiver for Family Member (n = 554)</b>			
Caregiver	42.8		
Not a caregiver	57.2		
<b>CHARACTERISTIC</b>	<b>%</b>		

## Wayne State University Climate Survey: Faculty

**Table 3b. Employment and Personal Profile for Faculty Respondents (weighted)**

CHARACTERISTIC	%	CHARACTERISTIC	%
<b>Faculty Academic Status (n = 577)</b>		<b>Race/Ethnicity (n = 584)*</b>	
Full-time, not in School of Medicine	40.1	Hispanic/Latino	2.2
Part-time	32.9	Middle Eastern/North African	2.7
School of Medicine	26.8	Asian	9.1
Visiting faculty	<1.0	Black/African American	9.8
<b>Tenure Status (n = 577)</b>		White	62.7
Tenure track, tenured	27.7	Multiracial/Other	5.1
Tenure track, not tenured	8.8	Unknown	8.4
Not a tenure track position	63.4	<b>Religion (n = 584)</b>	
<b>Full or Part Time Status (n = 577)</b>		Agnostic	15.4
Full-time	66.3	Atheist	10.8
Part-time	33.7	Christian	36.5
<b>Appointment Period (n = 577)</b>		Jewish	6.2
12 month	36.9	Muslim	4.1
9 month	29.7	Other, named	14.7
Other	33.4	Other, specify	4.3
<b>Number of years worked at Wayne State University (n = 577)</b>		None of the above	8.0
Fewer than 5 years	26.8	<b>Sexual Orientation (n = 535)</b>	
5 or more, but fewer than 10	19.8	LGBQ	7.1
10 or more, but fewer than 16	18.1	Straight/Heterosexual	90.5
16 or more, but fewer than 25	17.3	Other	2.4
25 or more	17.9	<b>Citizenship Status (n = 577)</b>	
<b>Number of years worked in current position (n = 577)</b>		U.S. citizen	82.0
Fewer than 2 years	21.5	Non-citizen	3.6
2 or more, but fewer than 6	22.8	Permanent Resident	14.4
6 or more, but fewer than 11	19.5	<b>Disability Status (n = 555)</b>	
11 or more, but fewer than 20	19.8	Has some type of disability	7.6
20 or more	16.1	Does not have any type of disability	92.4
<b>Highest Level of Education Completed (n = 559)</b>		<b>Income</b>	
Bachelor's or below	4.3	Less than \$100,000	33.6
Master's	21.7	\$100,000 or more	53.9
Professional	14.2	Prefer not to answer	12.5
Doctoral	59.7	<b>Political View (n = 545)</b>	
<b>Age Group (n = 577)</b>		Very conservative	2.1
20 thru 38	20.8	Somewhat conservative	7.3
39 thru 46	19.6	Moderate	19.3
47 thru 55	20.1	Somewhat liberal	24.7
56 thru 63	18.8	Very liberal	35.4
64 thru 92	20.7	Undecided	3.1
<b>Gender Identity (n = 551)*</b>		Prefer not to answer	8.2
Female	47.8	<p><i>*Gender/gender identity and race/ethnicity were available from both sources (administrative data and survey data). (The administrative data provided gender, but the survey asked about gender identity.) The survey data for those variables are presented here.</i></p>	
Male	50.8		
Other	1.4		
<b>Military Veteran (n = 546)</b>			
Veteran	3.2		
Not a veteran	96.8		
<b>Caregiver for Family Member (n = 554)</b>			
Caregiver	42.6		
Not a caregiver	57.4		

## Outcome Variable Index and Items

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

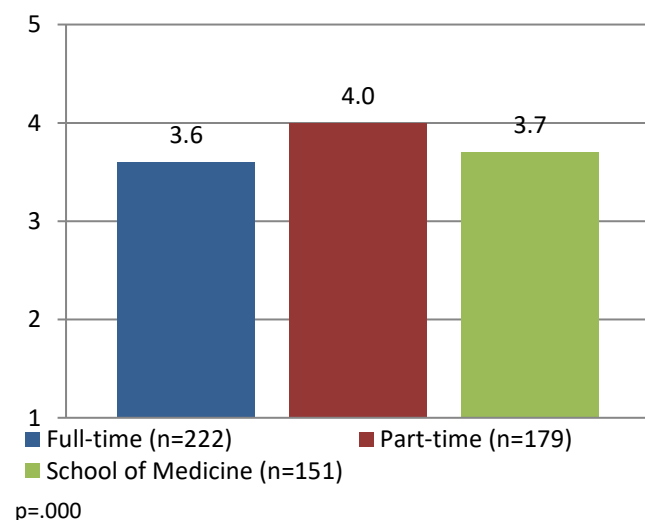
The mean overall climate rating is 3.7, indicating that faculty rating of the climate falls between fair and good (Table 4). There is no variance in the means of these three items; they are all 3.7.

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

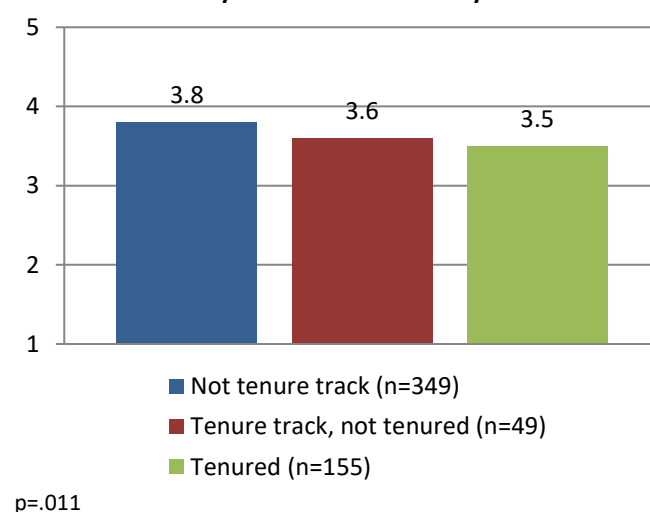
	Mean	SD	n
<b>Overall Climate</b>	<b>3.7</b>	<b>.88</b>	<b>560</b>
Overall, how would you rate the climate at Wayne State University?	3.7	.94	580
Overall, how would you rate the climate in your primary department/unit?	3.7	1.17	576
How satisfied are you, in general, with your job at Wayne State University?	3.7	.99	565

Figures 1 through 9 show the mean values of overall climate by several respondent demographic characteristics. Only statistically significant differences are shown. The largest difference in overall climate is by religious affiliation (Figure 7). Muslim respondents rate the climate the highest, with a mean of 4.3; respondents who selected "none of the above" have the lowest rating, with a mean of 3.3. The rating among many of the remaining religion categories is 3.7.

**Figure 1. Mean Scores on Overall Climate, by Academic Status: Faculty**



**Figure 2. Mean Scores on Overall Climate, by Tenure Status: Faculty**



Other noteworthy differences are by appointment period (Figure 4), citizenship (Figure 8), and political view (Figure 9). While the differences between respondents who place themselves along the very conservative to

## Wayne State University Climate Survey: Faculty

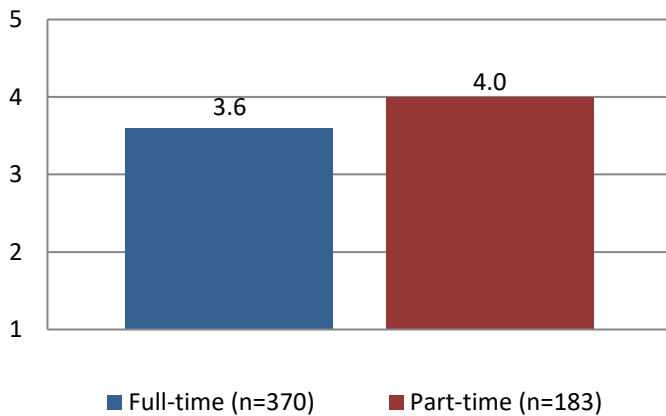
very liberal continuum are fairly small (ranging from 3.6 to 3.9), undecided respondents have a sizably lower rating (3.1).

Respondents who are not citizens rate the overall climate highest (mean=4.1), followed by citizens (3.7), and permanent residents (3.4).

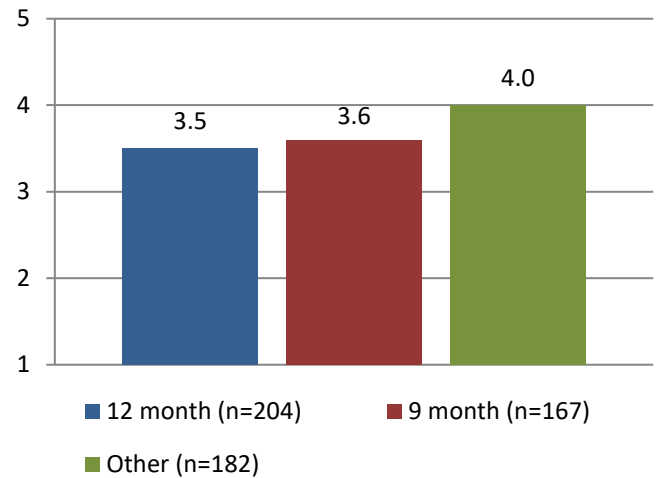
Considering appointment period, respondents on a 12-month appointment have the lowest rating (3.5); respondents with some other appointment period have the highest rating (4.0).

All of the remaining differences are smaller than .5.

**Figure 3. Mean Scores on Overall Climate, by Full or Part-Time Status: Faculty**

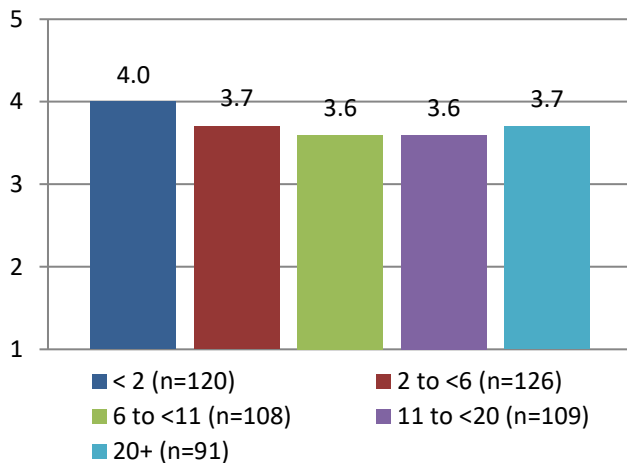


**Figure 4. Mean Scores on Overall Climate, by Appointment Period: Faculty**



p=.000

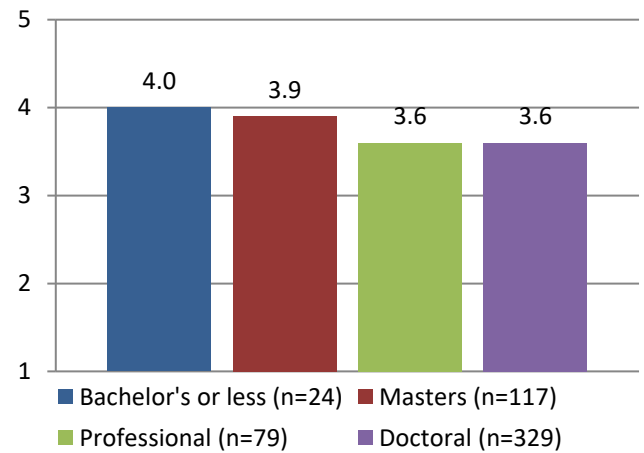
**Figure 5. Mean Scores on Overall Climate, by Years in Position: Faculty**



p=.003

p=.000

**Figure 6. Mean Scores on Overall Climate, by Education: Faculty**



p=.025

Figure 7. Mean Scores on Overall Climate, by Religion: Faculty

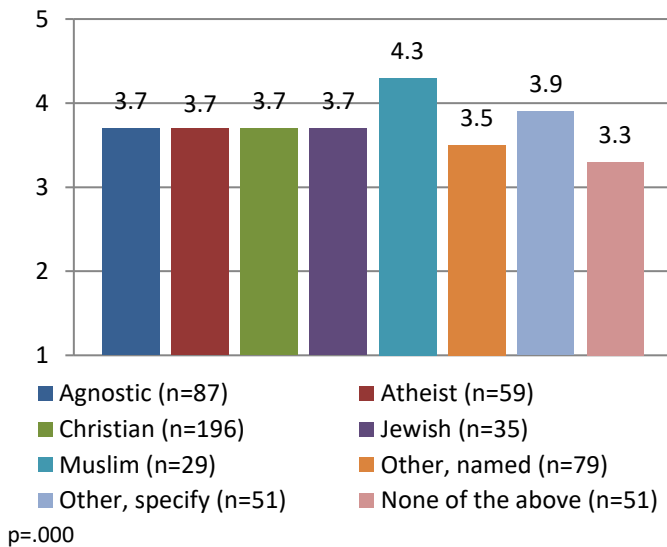


Figure 8. Mean Scores on Overall Climate, by Citizenship Status: Faculty

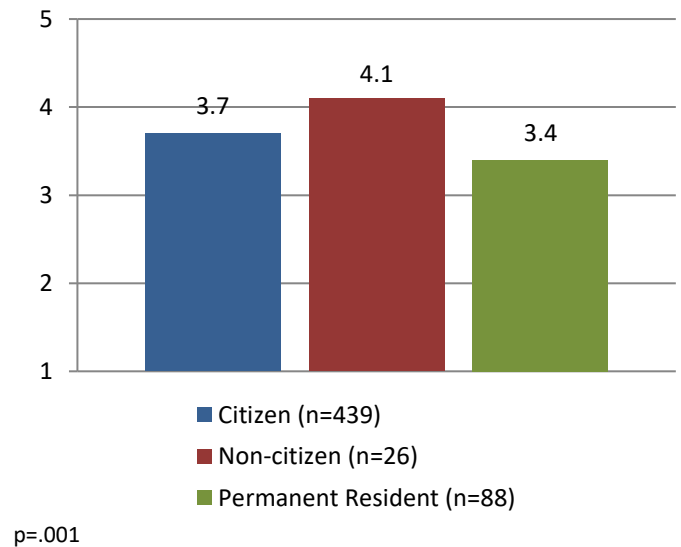
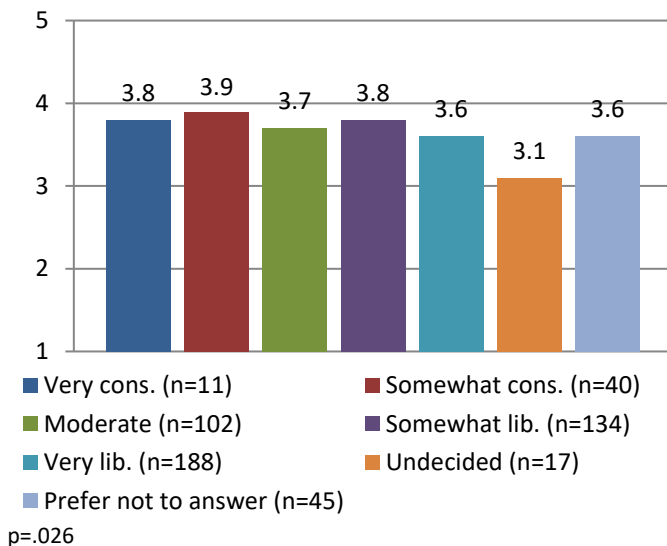


Figure 9. Mean Scores on Overall Climate, by Political View: Faculty



## Explanatory Variables and Items

As described in the introduction to this report, the explanatory components (or themes) were constructed using principal components analysis. Table 5 shows the eleven components, the individual items that belong to each and the means for all components and items. The component means were computed if approximately 70% of the items in the component had valid data. For example, if a component has eight items, the mean was computed if five or more items have valid data. Thus, the N for the component can be higher than the N for an individual item.

The first component includes eight individual items, all of which ask about **bullying, microaggression, and offensive comments**. A component score was constructed by averaging the responses to all items that comprise it. The mean on this component is 4.5 (the higher the value, the less frequently the respondent experiences harassment, microaggressions, etc.). Faculty ratings on this component indicate that they experience or witness these behaviors infrequently.

Of the individual items comprising this component, all have means above 4, which maps to “not very often.” The lowest mean is 4.2, for the item asking about witnessing microaggressions. The highest mean is 4.8, for the item asking about witnessing offensive written comments. Together, these results suggest that witnessing microaggressions happens most frequently, while experiencing offensive written comments happens least frequently. However, none of these occurs often.

The second component is **diversity in recruitment and retention**, and includes seven items. These questions all ask about effectiveness in recruiting and retaining a diverse faculty, staff, and student body. The overall mean is 3.5, which falls midway between moderately effective and very effective. The item with the highest mean is effectiveness in recruiting a diverse staff (3.7). The item with the lowest mean is effectiveness in retaining a diverse faculty (3.3). Thus, there is little variation across these items—effectiveness in recruiting and maintaining diversity is similar across all campus populations.

The third component is **fairness**. It includes five items—questions on fairness with regard to promotion, salary, and allocation of resources and responsibilities. The overall mean on the component is 3.3, which maps most closely to moderately fair. The item with the lowest mean (3.1) asks about fairness in salary decisions. The items with the highest mean (3.5) ask about fairness in promotion decisions and fairness in the allocation of resources.

The next component is **violence** and includes five items, all of which ask about experiencing or witnessing offensive gestures, threats of violence, and actual violence. The overall mean on this component is 4.9, which indicates very few respondents have experienced these behaviors. Of all the items in this component, respondents are most likely to witness offensive gestures (mean=4.7) and least likely to experience threats of physical violence or actual physical violence (mean=4.96).

The fifth component is **belonging**. These five items ask about belonging, being treated with respect, and being themselves. The overall mean is 3.8. Individual items range from a low of 3.1 for satisfaction with opportunities for career advancement, to a high of 4.0 for feeling comfortable being oneself in the immediate work environment.

The sixth component is **diverse body** and includes three items. These three ask how important it is to the respondent that Wayne State be committed to building a diverse faculty, staff, and student body. The overall mean is 4.2—it is very important to faculty that Wayne State commit to building diversity. The means of the three items vary little, from 4.1 to 4.3. Thus, faculty believe it is equally important for all campus populations to be diverse.

The seventh component is **worldview** and includes four items regarding how often the respondent tries to get to know others, challenge and educate others, and assess one’s own worldview. The overall mean is 3.3, translating most closely to moderately often. Individual item means range from 2.8 to 3.7. The item with the

lowest mean is how often the respondent challenges others on issues of discrimination. The item with the highest mean is how often the respondent makes an effort to get to know others.

The eighth component is **safety**. The three questions in this component ask about physical safety of the university, the area around the university, and of the respondents' immediate work environment. The overall mean is 3.8, indicating that respondents feel very safe on and around the campus area. They feel safer in their immediate work environment (4.3) and on campus (4.0) than they do in the area around the university (3.2).

Component 9, **offensive images**, includes only two questions—how often the respondent has witnessed offensive images and how often the respondent has experienced offensive images. The overall mean of 4.9 indicates almost never. The means on the two items are 4.8 for witnessing images and 4.9 for experiencing images.

The tenth component is **freedom of speech** and includes two items. Both ask how strongly the respondent believes that freedom of speech is important, but one question includes the phrase “even when it appears to be directed at certain groups of people.” The overall mean is 4.1. The mean on the item with the more general phrasing is 4.6, while the mean for the question about free speech being directed at certain groups is 3.7.

The final component is **accessibility**. It includes three questions asking about accessibility of educational materials, technology, and physical spaces. The overall mean is 2.4 on a 3 point scale. This value falls between accessible with support and easy to access<sup>4</sup>.

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<sup>4</sup> Accessibility questions were reverse coded from the original so that: 1=not easy to access, 2=accessible with support, 3=easy to access.

Table 5. Explanatory Components and Constituent Items with Mean Ratings: Faculty<sup>5</sup>

	Mean	SD	n
<b>BULLYING, MICROAGGRESSION, OFFENSIVE COMMENTS</b>	<b>4.5</b>	<b>.63</b>	<b>574</b>
How often witnessed: bullying, exclusion, intimidation, and/or hostility	4.3	.94	574
How often experienced: bullying, exclusion, intimidation, and/or hostility	4.6	.81	563
How often witnessed: microaggressions	4.2	.99	573
How often experienced: microaggressions	4.5	.85	568
How often experienced: offensive verbal comments	4.7	.67	566
How often witnessed: offensive verbal comments	4.3	.86	575
How often experienced: offensive written comments	4.8	.58	564
How often witnessed: offensive written comments	4.6	.68	573
<b>DIVERSITY IN RECRUITMENT &amp; RETENTION</b>	<b>3.5</b>	<b>.83</b>	<b>490</b>
Effectiveness in recruiting a diverse student body?	3.6	.99	506
Effectiveness in retaining a diverse staff body?	3.6	.94	446
Effectiveness in retaining a diverse student body?	3.6	.91	454
Effectiveness in recruiting a diverse staff body?	3.7	.91	492
Effectiveness in recruiting a diverse faculty body	3.3	1.06	512
Effectiveness in retaining a diverse faculty body?	3.3	1.12	479
How well does your department/unit address issues of unfair treatment to employees related to their diversity?	3.5	1.23	288
<b>FAIRNESS</b>	<b>3.3</b>	<b>.93</b>	<b>451</b>
Fairness in promotion decisions	3.5	1.13	407
Fairness in salary decisions	3.1	1.13	423
Fairness in access to special projects/important committees	3.4	1.05	399
Fairness in allocation of space/equipment or other resources	3.5	1.06	480
Fairness in distribution of work responsibilities	3.4	1.15	507
<b>VIOLENCE</b>	<b>4.9</b>	<b>.30</b>	<b>580</b>
How often witnessed: actual physical violence	5.0	.23	564
How often witnessed: threats of physical violence	4.9	.40	574
How often experienced: offensive gestures	4.9	.43	571
How often experienced: threats of physical violence	5.0	.26	571
How often witnessed: offensive gestures	4.7	.62	574
<b>BELONGING</b>	<b>3.8</b>	<b>.82</b>	<b>570</b>
To what extent do you feel like you belong at Wayne State University?	3.8	1.05	567
How happy are you to be a faculty member at Wayne State University?	3.7	1.07	564
How satisfied are you, in general, with your opportunities for career advancement within the University?	3.1	1.15	561
To what extent do you feel your colleagues/coworkers treat you with respect?	4.1	.90	567
How comfortable do you feel being yourself in your immediate work environment?	4.0	.94	572
<b>DIVERSE BODY</b>	<b>4.2</b>	<b>.87</b>	<b>578</b>
How important is it to you that WSU be committed to building a diverse staff body?	4.1	.94	573
How important is it to you that WSU be committed to building a diverse faculty body?	4.2	.91	575
How important is it to you that WSU be committed to building a diverse student body?	4.3	.88	578

<sup>5</sup> The components in Table 5 are ordered by factor loading, not the mean values or questionnaire order. Those at the top have the highest effect. Within each section, the items at the top have the highest correlation with the component.



Table 5, continued

	Mean	SD	<i>n</i>
<b>WORLDVIEW/OUTREACH</b>	<b>3.3</b>	<b>.93</b>	<b>560</b>
In past 12 months, how often have you made an effort to get to know people different from you?	3.7	.96	557
In past 12 months, how often have you challenged others on issues of discrimination?	2.8	1.23	557
In past 12 months, how often have you made an effort to educate others on diversity-related topics?	3.3	1.23	560
In past 12 months, how often have you become aware of how your worldview affects your own thinking about diversity and inclusion?	3.5	1.12	559
<b>SAFETY</b>	<b>3.8</b>	<b>.67</b>	<b>564</b>
Physical safety of the university	3.9	.78	561
Physical safety of the area around the university	3.2	.89	565
Physical safety of your immediate work environment	4.3	.73	560
<b>OFFENSIVE IMAGES</b>	<b>4.9</b>	<b>.30</b>	<b>580</b>
How often witnessed: offensive visual images	4.8	.43	573
How often experienced: offensive visual images	4.9	.26	567
<b>FREEDOM OF SPEECH</b>	<b>4.1</b>	<b>.78</b>	<b>564</b>
How strongly do you believe that freedom of speech is important, even when it appears to be directed at certain groups of people?	3.7	1.15	552
How strongly do you believe that freedom of speech is important?	4.6	.64	559
<b>ACCESSIBILITY</b>	<b>2.4</b>	<b>.53</b>	<b>562</b>
Accessibility: physical spaces	2.4	.72	527
Accessibility: educational materials	2.5	.57	525
Accessibility: technology	2.3	.64	551

After computing the components, we conducted a multiple regression analysis in which the outcome variable—overall climate—was regressed on the eleven explanatory components. All eleven components were included in the initial regression model; insignificant predictors were systematically removed using backward elimination until only significant predictors remained. Table 6 presents the standardized regression coefficients for each statistically significant explanatory variable. Coefficients can range from  $-1.0$  to  $1.0$ . The sign of the coefficient indicates the direction of the relationship: a negative coefficient indicates that the outcome variable and the explanatory variable are inversely related—as one increases, the other decreases; a positive coefficient means that as one variable increases so does the other. The size of the coefficient indicates the strength of the relationship: the closer the coefficient is to  $-1.0$  or  $1.0$ , the stronger the relationship. In Table 6, the explanatory variables are presented in order of the strength of their relationship with the outcome variable.

To assess the degree to which collinearity among the components and the outcome variable might be present, we computed Variance Inflation Factors (VIFs) for all of the components in the regression. The largest VIF in the regression model was 3.12, well below the threshold of 10 recommended by Hair, Anderson, Tatham, & Black, 1995 or the more conservative value of 4 recommended by Pan & Jackson, 2008<sup>6</sup>.

<sup>6</sup> Hair, J. F. Jr., Anderson, R. E., Tatham, R. L. & Black, W. C. (1995). *Multivariate Data Analysis* (3rd ed). New York: Macmillan; Pan, Y, & Jackson, R. T. (2008). Ethnic difference in the relationship between acute inflammation and serum ferritin in US adult males. *Epidemiology and Infection*, 136, 421-431.

## Wayne State University Climate Survey: Faculty

The component labeled **belonging** has the highest coefficient with overall climate—0.61. This indicates that the more positively faculty rate this component, the higher they rated the overall climate<sup>7</sup>.

The next explanatory component—**fairness**—has a standardized coefficient of .20. The more positively faculty rate this component, the more highly they rated the overall climate.

The final independent variable—**diversity in recruitment and retention**—has a coefficient of .14.

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

	b coefficient	Std.Error	Standardized Regression Coefficient
Belonging	.667	.039	0.61***
Fairness	.197	.036	0.20***
Diversity in recruitment & retention	.153	.036	0.14***
Intercept	-.061	.125	
Adjusted R <sup>2</sup>			.71
n			397

**Note:** \* significant at  $p < .05$  level; \*\* significant at the  $p < .01$  level; \*\*\* significant at the  $p < .000$  level.

The other components were not significant predictors of overall climate and are excluded from Table 6. In Table 6, the adjusted R-square is .71, indicating that these three components explain 71% of the variance in overall climate.

### Prioritizing Areas for Action

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

#### Primary versus Secondary Areas of Focus

The results of the regression analysis can be used to define which issues can be tagged as primary or secondary. The component that has the strongest relationship with overall climate—**belonging**—can be tagged as a primary area because affecting scores on this component will greatly affect scores on overall climate. **Fairness** and **diversity in recruitment and retention** are tagged as secondary areas because while they are significantly related to overall climate, changes in the scores on these two components will have a relatively smaller effect on overall climate scores.

#### Strengths versus Areas for Action

The mean ratings of the components and the individual items can be used to define which issues can be tagged as strengths and which ones can be tagged as areas for action. Components or items for which the mean

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<sup>7</sup> In statistical terms, a standardized regression coefficient of .61 means that a change of 1 standard deviation unit of the independent variable leads to a change of .61 standard deviation units in the dependent variable.

rating is more than half a scale point above the mean of 3 on a 5-point scale or higher—that is, above 3.5—can be considered as areas of strength; components or items on which the mean rating is at or below 3.5 can be considered as areas on which action needs to be taken. Please note that this cut-off point has been arbitrarily chosen for the reasons outlined above; the bar can be set higher or lower as desired.

**Identifying Strengths and Prioritizing Areas for Action**

Table 7 below presents the explanatory components/items delineated as primary or secondary and as strengths or areas for action. The cells in the top half represent primary areas, and the cells in the bottom half of the table represent secondary areas. The cells on the left represent areas of strength, and the cells on the right represent areas for action. Thus, components in the top left cell include those that have a strong relationship with overall climate and that faculty rated highly/positively. These are strength areas for Wayne State University with respect to faculty. There are no components in the top right cell; if there were, they would indicate components having a strong relationship with overall climate and that faculty rated relatively low/negatively. These would be areas on which Wayne State University could consider taking action with respect to faculty.

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

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

	High Ratings (mean rating > 3.5)	Low Ratings (mean rating <= 3.5)
Primary	<ul style="list-style-type: none"> <li>• Belonging (3.8)</li> </ul>	
Secondary		<ul style="list-style-type: none"> <li>• Fairness (3.3)</li> <li>• Diversity in recruitment and retention (3.5)</li> </ul>

Tables 8-10 provide the same type of analysis, but this time for individual items within each of the components presented in Table 6. Areas of strength and weakness are identified in the same way as for the explanatory components. To classify an item as primary or secondary, we use the correlation of that item with the overall component to which it belongs (these correlations are output during the principal components analysis). We used the median correlation as the split point for classifying items as primary or secondary. Items above the median correlation are primary; those below the median are secondary. An item right at the median is considered primary if it is closer in value to the next higher item than the next lower item. Conversely, an item at the median is considered secondary if it is closer to the next lowest item than the next highest item.

## Areas of Strength and Action by Component

### Belonging

This component has the strongest relationship with overall climate (standardized regression coefficient = .61 in Table 6). The average rating of all individual items in this component is 3.8 which makes it an area of strength for Wayne State. Table 8 provides the priority-performance grid, but this time for individual items within this component. Areas of strength and weakness are identified in the same way as for the overall component.

**Table 8. Individual Items on “Belonging” Component Classified as Primary or Secondary, as Areas of Strength or Action**

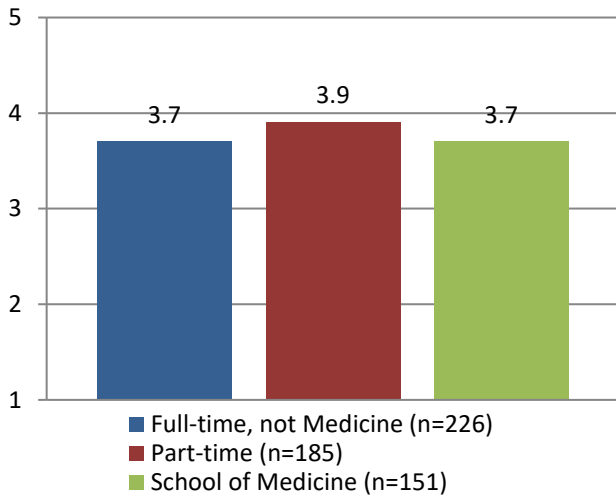
	High Ratings (mean rating > 3.5)	Low Ratings (mean rating <= 3.5)
Primary	<ul style="list-style-type: none"> <li>To what extent do you feel like you belong at Wayne State University? (3.8)</li> <li>How happy are you to be a faculty member at Wayne State University? (3.7)</li> </ul>	
Secondary	<ul style="list-style-type: none"> <li>To what extent do you feel your colleagues/coworkers treat you with respect? (4.1)</li> <li>How comfortable do you feel being yourself in your immediate work environment? (4.0)</li> </ul>	<ul style="list-style-type: none"> <li>How satisfied are you, in general, with your opportunities for career advancement within the University? (3.1)</li> </ul>

All but one of the items comprising the belonging component are strengths for Wayne State. Faculty members feel like they belong at Wayne State, they are happy to be faculty there, they feel that their colleagues treat them with respect, and they are comfortable in their immediate work environment. The single weakness in this set of items is opportunity for career advancement. A score of 3.1 means they are only moderately satisfied with this aspect of their career at Wayne State.

Figures 10 through 17 show the statistically significant differences in mean scores on belonging by demographic characteristics. While many of the differences are statistically significant, most of them are small (< 0.5). The two exceptions are religion and political view. The highest ratings on belonging are among respondents who identify with an “other” religion, one not specified on the questionnaire (4.1), followed by those who identify as Muslim (4.0). The lowest rating is among those who do not identify with any religion (3.5).

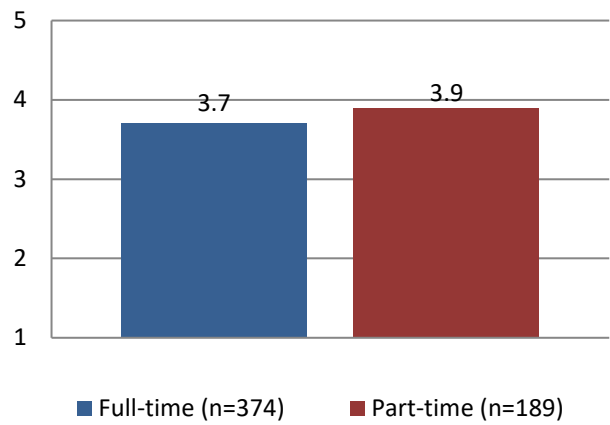
With respect to political views, respondents who are very conservative have the highest rating on belonging (4.0), followed by those who are somewhat liberal (3.9). Those who are undecided or who did not answer the question have the lowest ratings (3.4 and 3.5, respectively).

Figure 10. Mean Scores on Belonging, by Academic Status: Faculty



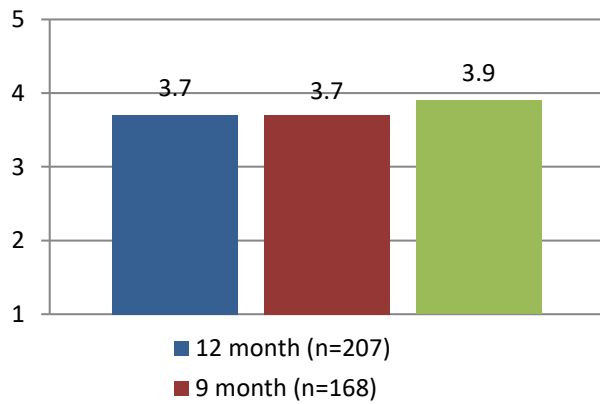
p=.03

Figure 11. Mean Scores on Belonging, by Full or Part-Time Status: Faculty



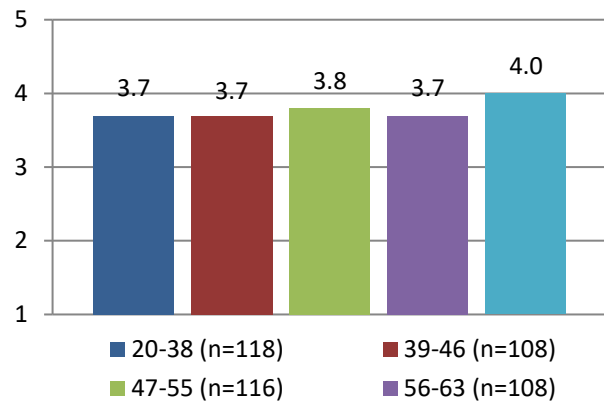
p=.005

Figure 12. Mean Scores on Belonging, by Appointment Period: Faculty



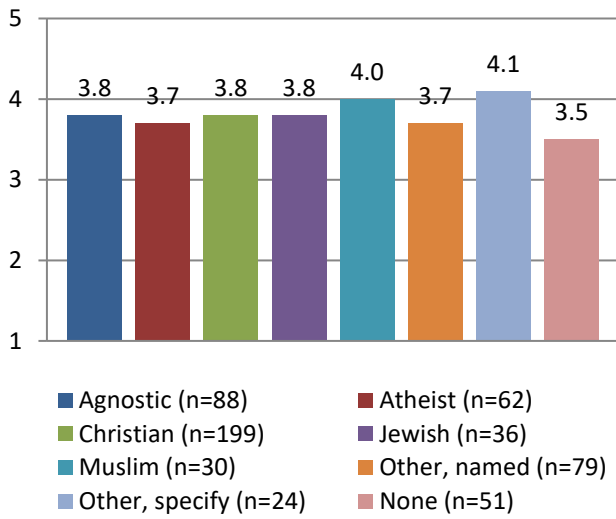
p=.024

Figure 13. Mean Scores on Belonging, by Age Group: Faculty



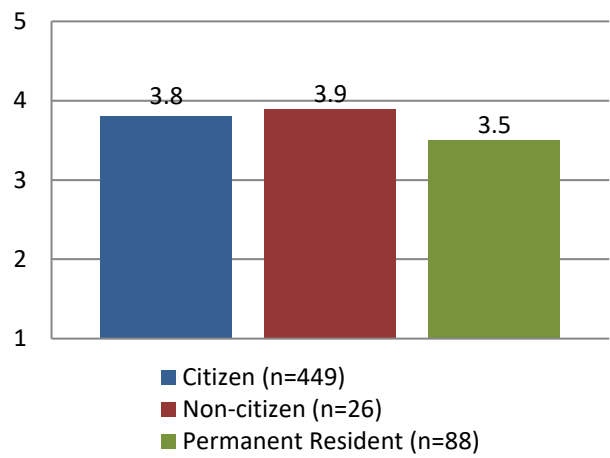
p=.03

Figure 14. Mean Scores on Belonging, by Religion: Faculty



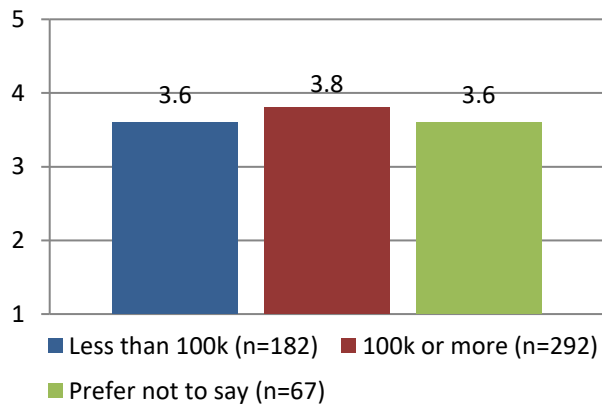
p=.018

Figure 15. Mean Scores on Belonging, by Citizenship Status: Faculty



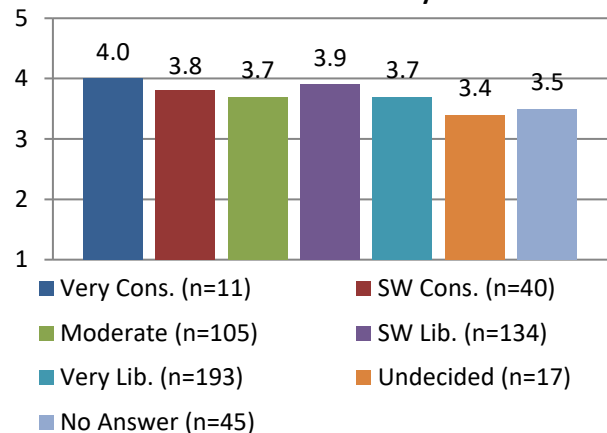
p=.011

Figure 16. Mean Scores on Belonging, by Income: Faculty



p=.006

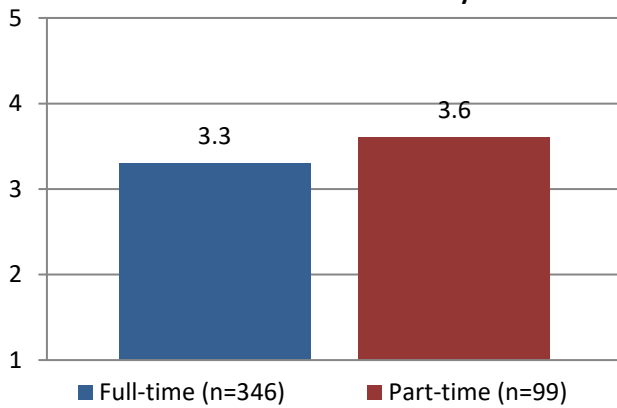
Figure 17. Mean Scores on Belonging, by Political View: Faculty



p=.018

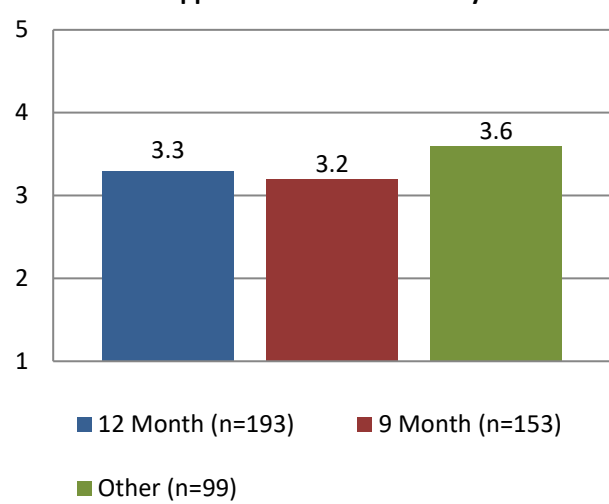


Figure 18. Mean Scores on Fairness, by Full or Part-Time Status: Faculty



p=.009

Figure 19. Mean Scores on Fairness, by Appointment Period: Faculty

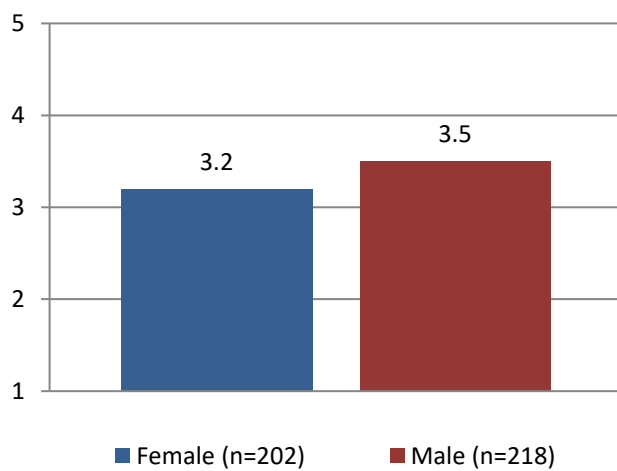


p=.016

Ratings of fairness and resource allocation vary significantly by three characteristics—gender identity, age, and years employed (Figures 9, 10, and 11). Male faculty rate this component slightly higher than female faculty (3.9 compared to 3.6). Ratings are highest among the youngest age groups (4.0) and lowest among those aged 41-60 (3.7). Faculty who have been at Wayne State the least amount of time rate fairness and resource allocation higher than those who have been employed longer (4.1 compared to 3.7 or 3.8 among the other groups).

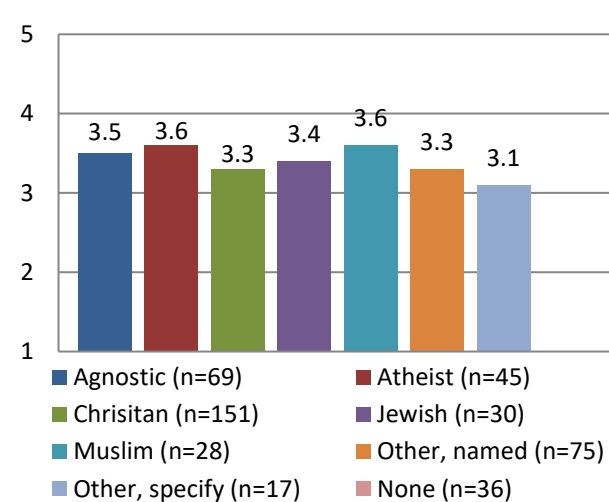
Note that Appendix D contains a table describing the factors to which respondents attribute any less than fair treatment they may have received.

Figure 20. Mean Scores on Fairness, by Gender Identity: Faculty



p=.018

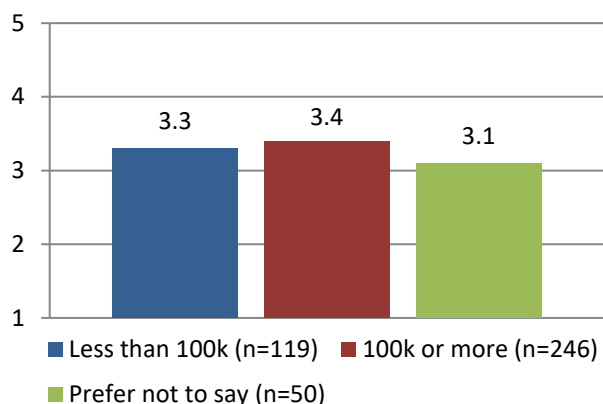
Figure 21. Mean Scores on Fairness by Religion: Faculty



p=.048

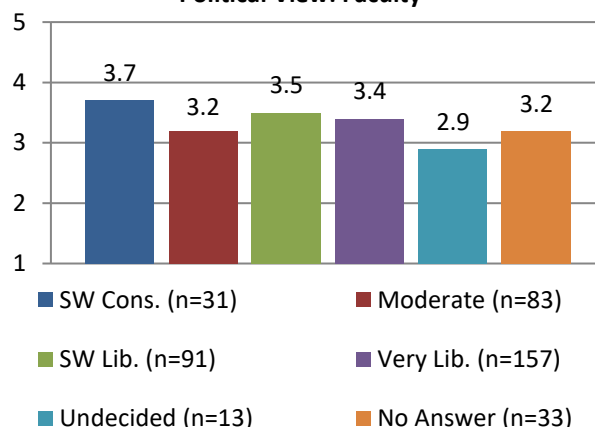


Figure 22. Mean Scores on Fairness, by Income: Faculty



p=.048

Figure 23. Mean Scores on Fairness, by Political View: Faculty



p=.038

### Diversity in Recruitment and Retention

Diversity in recruitment and retention has a small, but significant effect on overall climate and has the weakest relationship with overall climate among the three significant factors. It is classified as a secondary area in terms of priority. The average rating of all individual items in this component is 3.5, which makes it an area of action for Wayne State University.

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

Table 10. Individual Items on “Diversity in Recruitment and Retention” Component Classified as Primary or Secondary, as Areas of Strength or Action

	High Ratings (mean rating > 3.5)	Low Ratings (mean rating <= 3.5)
Primary	Effectiveness in recruiting a diverse student body? (3.6) Effectiveness in retaining a diverse staff body? (3.6) Effectiveness in retaining a diverse student body? (3.6) Effectiveness in recruiting a diverse staff body? (3.7)	
Secondary		Effectiveness in recruiting a diverse faculty body (3.3) Effectiveness in retaining a diverse faculty body? (3.3) How well does your department/unit address issues of unfair treatment to employees related to their diversity? (3.5)

Ratings on effectiveness of recruiting and retaining a diverse staff and student body suggest they are areas of strength for Wayne State, although the ratings are just above the cutoff of 3.5. Ratings of effectiveness in recruiting and retaining a diverse faculty suggest room for improvement. In addition, addressing issues of unfair treatment are areas for improvement.

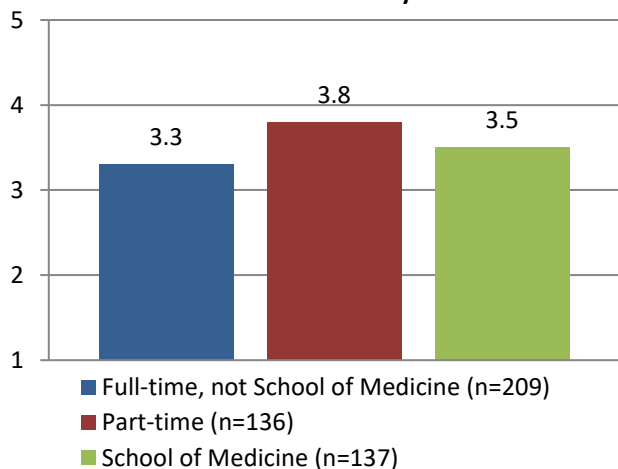
## Wayne State University Climate Survey: Faculty

Figures 24 to 30 show the mean scores on this component by various demographic variables. Noteworthy differences are evident with respect to academic status (Figure 24), appointment period (Figure 27), and religion (Figure 29). Full time respondents who are not in the school of medicine have the lowest rating on diversity in recruitment and retention, with a mean score of 3.3. Part time faculty have the highest rating (3.8).

Respondents with a 9-month appointment period have the lowest ratings on this component, with a mean of 3.3. Those with an appointment period other than 12 months or 9 months have the highest rating (3.8).

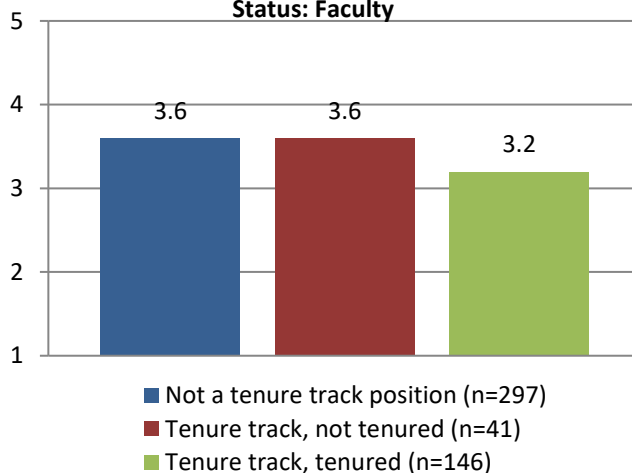
By religion, Muslims rate diversity the highest, with a mean of 4.1. This score is at least .5 scale points above all of the other religion categories. The lowest ratings are among Jewish respondents (3.2) and respondents who don't identify with any religion (3.3).

**Figure 24. Mean Scores on Diversity in Recruitment and Retention, by Academic Status: Faculty**



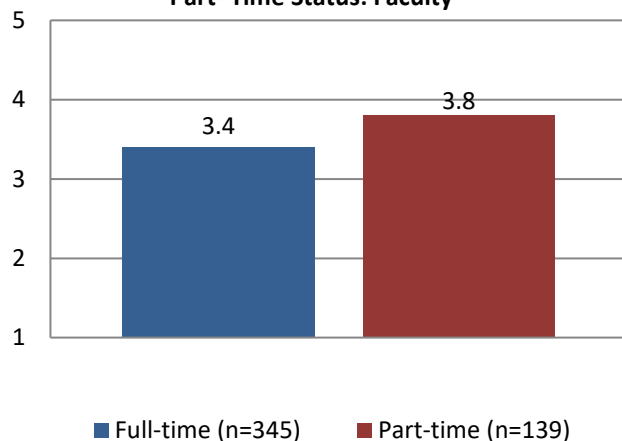
p=.000

**Figure 25. Mean Scores on Diversity in Recruitment and Retention, by Tenure Status: Faculty**



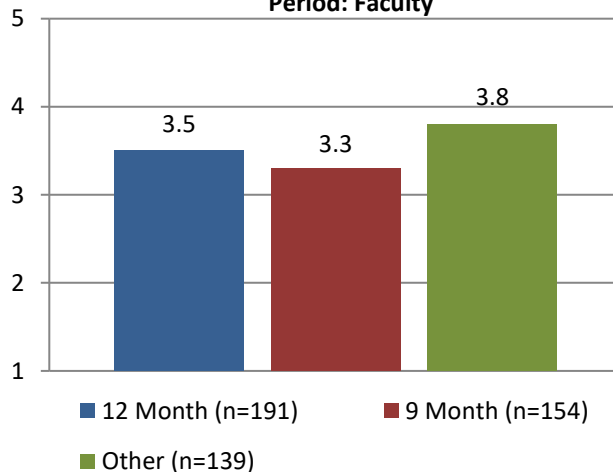
p=.000

**Figure 26. Mean Scores on Diversity in Recruitment and Retention, by Full or Part-Time Status: Faculty**



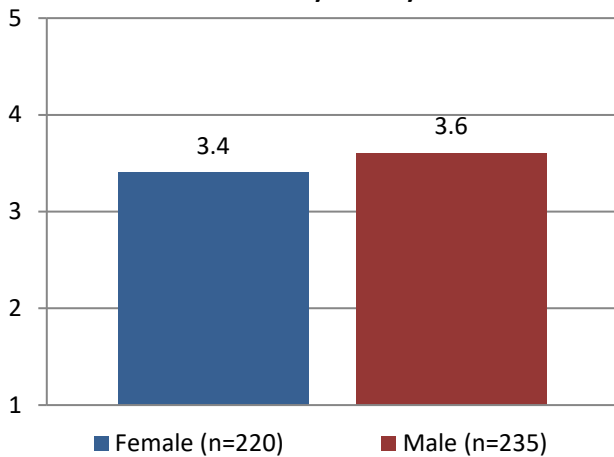
p=.000

**Figure 27. Mean Scores on Diversity in Recruitment and Retention, by Appointment Period: Faculty**



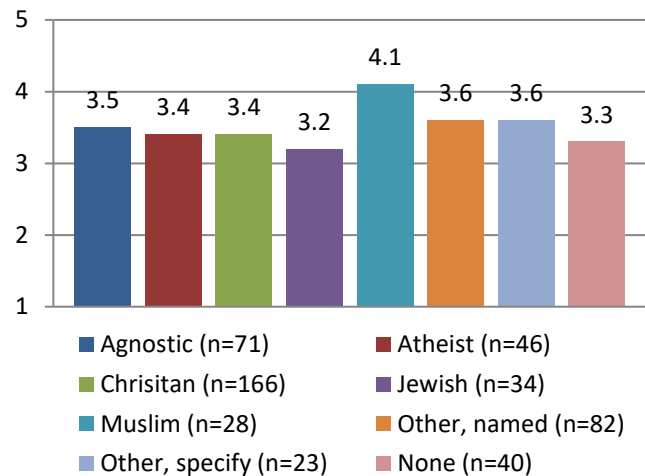
p=.000

**Figure 28. Mean Scores on Diversity in Recruitment and Retention, by Gender Identity: Faculty**



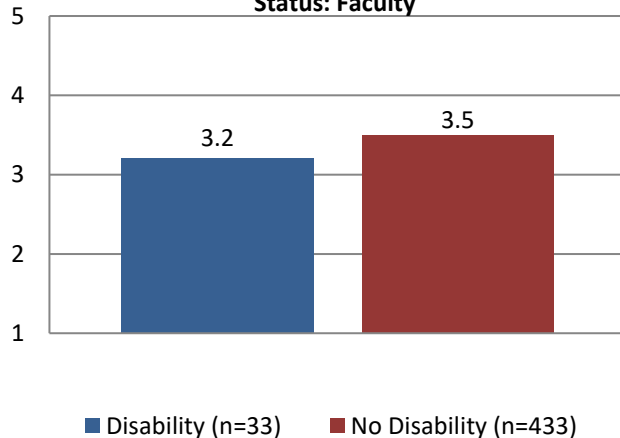
p=.001

**Figure 29. Mean Scores on Diversity in Recruitment and Retention, by Religion: Faculty**



p=.002

**Figure 30. Mean Scores on Diversity in Recruitment and Retention, by Disability Status: Faculty**



p=.036

## Responses to Open-ended Questions

The questionnaire included several questions inviting open-ended comments from respondents. In this section, we present the results for two such questions: (i) *Please provide your suggestions for how the climate at this university could be improved.* (ii) *What specific action(s) would you like Wayne State University to take to address some of the issues you raised in this survey?*

For both questions, we categorized the responses into commonly occurring themes in the responses provided. Each respondent's comments could be classified into a single theme if it mentioned only one or

multiple themes if the comment touched upon more than one. Therefore, when the number of mentions listed for each theme are summed up across themes, it will total to more than the number of respondents answering the question.

There were 415 faculty who provided suggestions for improving the climate. Table 11 summarizes these themes and the number of mentions for each.

**Table 11. Suggestions for Improving Climate**

Themes	Number of Cases Mentioning Theme
Diversity related issues	73
Administration, Leadership	45
Communication	33
Safety	32
Valuing faculty	18
Intimidation, Fear, Harassment	16
Resources (financial and other)	15
Space, Physical facilities	15
Part-time faculty, Non-tenure track faculty issues	12
Student support	11
Research support	10
Faculty-administration relationship	10
Promotion/hiring process	10
Activities/workshops	10
Salaries and pay	8
Parking	8
Accessibility, Accommodation	7
Inclusion, belongingness	7
Workload, staff levels, balance	6
Tenure, Tenure process	6
Collegiality, Collaboration	4
Teaching	4
Other	36
None, N/A	23

369 faculty respondents provided a response to the question about how issues raised in the survey could be addressed. Table 12 summarizes the themes evident in these responses and the number of mentions for each.

**Table 12. Specific Actions for Addressing Issues Raised in the Survey**

Themes	Number of Cases Mentioning Theme
Diversity related issues, tolerance	60
Administration, leadership	43
Communication	26
Resources (financial and other)	21
Promotion/hiring decisions	20
Safety	20
Part-time faculty, Non-tenure track faculty issues	16
Faculty issues	16
Intimidation, Fear, Harassment	16
Research support	13
Salaries and pay	12
Accessibility, Accommodation	12
Activities/workshops	11
Space, Physical facilities	9
Teaching	9
Student support	8
Inclusion, belongingness	5
Parking	5
Collegiality, Collaboration	3
None	29
Other	19

## Summary of Results

Overall, faculty at Wayne State University consider the climate good. Both the score on the overall component as well as the means of the three items comprising it are closest to good on a five point scale. However, there is room for improvement on this score. A rating of 4.0 or greater would translate unequivocally to a rating of good, rather than just being close to good. Variations in this rating are largest by religion, political view, and citizenship.

The component with the strongest relationship with overall climate is belonging. The rating on this component is 3.8, which translates to good, but like overall climate, shows room for improvement. The component varies most by political view and religion. However, the differences are smaller than on overall climate.

Fairness is also related to overall climate, although the association is smaller than the component above. Overall, this component is rated low enough to be an area of concern for Wayne State. While it varies by full/part time status, appointment period, gender identity, religion, income, and political view, the differences by these groups are fairly small, with the exception of religion and political view.

Diversity in recruitment and retention is the final component related to overall climate, although the effect is small. Items in this component show room for improvement in recruitment and retention of diverse faculty, and addressing unfair treatment.

# Appendix A

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## Faculty Questionnaire

### 2018 WSU Climate Survey - Faculty -Main

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#### *Consent*

#### **Welcome to the Wayne State University 2018 Climate Survey!**

Wayne State University invites its students, staff, and faculty, to participate in the 2017 Climate Survey. The study will measure perceptions of climate including inclusiveness, diversity, respect, accessibility, support and opportunities for advancement. The Survey Research Laboratory (SRL) of the University of Illinois at Chicago (UIC) will be conducting this web and paper survey of the WSU faculty, staff, and students.

#### **Who is sponsoring this study?**

Wayne State University is funding the study and the UIC SRL is responsible for implementation and data analysis.

#### **Where is this study being done?**

The study will be conducted on-line and in paper version to all Wayne State University students, faculty, and staff.

#### **Who is administering the survey?**

The Survey Research Laboratory (SRL) of UIC is administering this survey. The survey is being hosted on [surveygizmo.com](http://www.surveygizmo.com), a popular web-survey hosting site that has a well-defined privacy policy that clearly states that they will not share information with any third-party. Please refer to [surveygizmo.com's privacy policy at http://www.surveygizmo.com/the-fine-print/](http://www.surveygizmo.com/the-fine-print/) to learn how it collects and uses information.

#### **How long will it take to answer the on-line questionnaire?**

You should allow approximately 20 minutes for the survey.

#### **What will be done to keep my information confidential?**

To protect the confidentiality of your responses, SRL is administering this survey and will not disclose your survey information to anyone. All of your responses will be kept strictly confidential. Your data will be linked to key WSU demographic data points, in order to make sure that our results are representative; that we are hearing from all groups on campus. However, no individuals will ever be identified in the analysis or written results of the survey. Wayne State University administration will receive the raw data files from SRL but direct identifiers (such as name, department, and e-mail address) will be stripped from those files.

SRL's report will never present responses broken out by more than one demographic variable. For example, the report will not analyze responses for staff by gender identity within race/ethnicity, or for students by gender identity within student status. Only large group comparisons will be made (male vs. female, for example).

### **What are the risk and benefits of participating in this study?**

Potential risks include a possible breach of privacy and confidentiality. However, we are taking every precaution to minimize these risks. To protect the confidentiality of your responses, SRL is administering this survey and will not disclose your survey information to anyone. No individuals will ever be identified in the analysis or written results of the survey.

There are no direct benefits to you for completing the survey. Your input will be very valuable in helping Wayne State students, staff, faculty, and administrators understand the current climate at the University and help develop action plans to address issues of concern, which benefit the Wayne State University community.

### **Are there any incentives for taking part in this study?**

All students, faculty, and staff (both staff who complete online and by paper version) will be entered into a drawing to win one of several prizes, such as bicycles, computers, TVs, headphones, JBL waterproof speakers, and up to \$200 OneCard dollars. There will be approximately 50 prizes. The estimated odds of winning one of the prizes is approximately 1%. Only one prize will be awarded to a person. The raffle winners will be selected at random by SRL after the survey is closed, and you will be notified if you are a winner in March 2018.

### **What are my rights if I participate in this study?**

Your decision to participate in this study is voluntary. You may choose to leave the study at any time, or refuse to answer any questions you do not wish to answer. You will not lose any benefits to which you are otherwise entitled and your decision will not affect your present or future relationship with Wayne State University. If you are a student or employee at Wayne State University, your decision about participation will not affect your grades or employment status.

### **How will the results of the study be disseminated?**

SRL will prepare a formal report of study results. This report will be shared with the Wayne State community in [MONTH 2018].

### **What if I have questions about the study?**

For questions about the study you may contact the SRL study coordinator, Isabel Farrar, at [isabelf@uic.edu](mailto:isabelf@uic.edu) or 312.996.2414.

If you have any questions about your rights as a participant in this study or any concerns or complaints, you may contact the University of Illinois Office for the Protection of Research Subjects at 1-866-789-6215 (toll free) or email at [uicirb@uic.edu](mailto:uicirb@uic.edu).

If you would like to be removed from the study, you may contact the SRL study coordinator, Isabel Farrar, at [isabelf@uic.edu](mailto:isabelf@uic.edu) or 312.996.2414, or contact SRL representative Marina Stavrakantonaki at [mstavr3@uic.edu](mailto:mstavr3@uic.edu).

Thank you for your participation!

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Click the **\*print\*** button on the browser if you would like to print this document for your records.

If you have read and understood this document and voluntarily consent to participate, please click on **\*next page\*** below to begin the survey.

---

### *Navigation*

#### **Some notes on navigating the survey . . .**

- This questionnaire is intended for faculty at Wayne State University.
  - Questions will be presented to you on each screen.
  - After you have answered all the questions on a screen, click "Next Page" to save your answers and move to the next screen.
  - If you would like to return to a previous screen, click "Previous Page."
  - If you change any of your previous answers on a screen, remember to click "Next Page" before proceeding to the next screen.
  - If you need to exit the survey before completing, simply close your browser. The next time you click the survey link in the email invitation, you will see that your previous responses have been saved. You can change your previous responses and/or continue from where you left off.
  - When you reach the end of the questionnaire, please click the "Submit" button so that your responses can be saved in the database.
  - The survey login is unique to you; please do not forward it or share it with anyone else.
- 

### *Overall campus climate*

**The first two questions ask specifically about climate, first at the overall university level and then at the department / unit level.**

**“Climate” may be considered as the atmosphere of a university as perceived by its members. A university’s climate is reflected in its structures, policies, and practices; the demographics of its**



members; the attitudes and values of its members and leaders; and the quality of personal interactions. It includes perceptions of [diversity](#), inclusion, respect, accessibility, support and opportunities for advancement.

Overall, how would you rate the [climate](#) at Wayne State University?

*\*Click on the terms to see a definition.*

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

### **Overall department climate - Faculty**

Overall, how would you rate the [climate](#) in your primary [department/unit](#)?

**If you are affiliated with more than one department/unit, please answer this question with reference to the department/unit you consider to be your primary one.**

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

### **Fairness**

**The following questions ask about university-level fairness, diversity, and accessibility.**

**Fairness:**

**At this university, have you ever felt like you have been treated unfairly by any of the following groups?**

Administrators

*\*Click on the term to see a definition.*

Have treated you unfairly    Have not treated you unfairly    No contact

*Faculty*

Have treated you unfairly    Have not treated you unfairly    No contact

*Staff*

Have treated you unfairly    Have not treated you unfairly    No contact

*Students*

Have treated you unfairly    Have not treated you unfairly    No contact

*WSU police*

Have treated you unfairly    Have not treated you unfairly    No contact

---

***Units or Office to Assist with Unfair Treatment***

*As far as you know, are there university-level units or offices to assist faculty if they experience any unfair treatment?*

There are such units/offices at WSU

There are no such units/offices at WSU

*Unsure*

***Specify offices***

Please tell us which university-level units/offices you think can assist faculty if they experience unfair treatment:

---

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***Experience reporting to these offices***

*Have you ever brought an issue of unfair treatment to the attention of one or more of these units or offices?*

- Yes (Which units / offices?): \_\_\_\_\_
- No

*How effective are/were these units or offices in addressing the issues of unfair treatment you brought to their attention?*

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

---

***Why didn't bring issue to these units***

*Why haven't you brought an issue of unfair treatment to the attention of these units or offices?*

**Select all that apply.**

- Was not sure where to go
  - Did not think anything would come from it
  - Afraid to tell anyone
  - Thought it was a minor issue
  - Never witnessed/experienced any unfair treatment
  - Other -- Please Specify: \_\_\_\_\_
- 

### ***Confidence in Filing a Complaint***

*How confident are you that if you experience unfair treatment you can file a complaint or grievance without fear of negative consequences to you?*

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

### ***Importance of Diversity***

**Diversity:**

**How important is it to you that Wayne State University be committed to building ....**

*A diverse faculty body?*

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

**A diverse staff body?**

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

**A diverse student body?**

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

---

*Accessibility*

**Accessibility:**

**How would you rate Wayne State University in terms of how easy it is to access the following?**

**Physical spaces**

- Easy to access       Accessible with support       Not easy to access       *Not enough information to say*

**Educational materials**

- Easy to access       Accessible with support       Not easy to access       *Not enough information to say*

**Technology**

- Easy to access       Accessible with support       Not easy to access       *Not enough information to say*
- 

### ***Department/unit Fairness***

**The following questions ask about fairness and diversity specifically in your department or unit.**

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

#### **Recruitment policies and practices**

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

#### **Distribution of work responsibilities**

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

#### **Promotion decisions**

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

#### **Salary decisions**

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

*Allocation of space/equipment or other resources*

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

*Access to special projects/important committees*

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

---

***Factors Causing Unfair Treatment\_Recruitment policies and practices***

**You indicated that recruitment policies and practices were [question('value'), id='545'] in the past 12 months. Which of the following personal characteristics do you think motivated the unfair policy or practice?**

*Please select all that apply.*

- Ability / disability status
- Age
- Citizenship status
- Gender identity / gender expression
- Height
- Marital or family status
- Military or veteran status
- National origin
- Political beliefs
- Race/ethnicity
- Religious/spiritual beliefs
- Sexual orientation
- Socioeconomic status
- Weight
- Behavior was motivated by something other than personal characteristics*
- Other -- Please Specify: \_\_\_\_\_

### *Factors Causing Unfair Treatment\_Distribution of work*

You indicated that distribution of work responsibilities was [question('value'), id='548'] in the past 12 months. Which of the following personal characteristics do you think motivated the unfair policy or practice?

*Please select all that apply.*

- Ability / disability status
  - Age
  - Citizenship status
  - Gender identity / gender expression
  - Height
  - Marital or family status
  - Military or veteran status
  - National origin
  - Political beliefs
  - Race/ethnicity
  - Religious/spiritual beliefs
  - Sexual orientation
  - Socioeconomic status
  - Weight
  - Behavior was motivated by something other than personal characteristics
  - Other -- Please Specify: \_\_\_\_\_
- 

### *Factors Causing Unfair Treatment\_Promotion Decisions*

You indicated that promotion decisions were [question('value'), id='549'] in the past 12 months. Which of the following personal characteristics do you think motivated the unfair policy or practice?

*Please select all that apply.*



- Ability / disability status
  - Age
  - Citizenship status
  - Gender identity / gender expression
  - Height
  - Marital or family status
  - Military or veteran status
  - National origin
  - Political beliefs
  - Race/ethnicity
  - Religious/spiritual beliefs
  - Sexual orientation
  - Socioeconomic status
  - Weight
  - Behavior was motivated by something other than personal characteristics*
  - Other -- Please Specify: \_\_\_\_\_
- 

### ***Factors Causing Unfair Treatment\_Salary Decisions***

**You indicated that salary decisions were [question('value'), id='550'] in the past 12 months. Which of the following personal characteristics do you think motivated the unfair policy or practice?**

*Please select all that apply.*

- Ability / disability status
- Age
- Citizenship status
- Gender identity / gender expression
- Height
- Marital or family status
- Military or veteran status
- National origin

- Political beliefs
  - Race/ethnicity
  - Religious/spiritual beliefs
  - Sexual orientation
  - Socioeconomic status
  - Weight
  - Behavior was motivated by something other than personal characteristics*
  - Other -- Please Specify: \_\_\_\_\_
- 

### ***Factors Causing Unfair Treatment\_Allocation of Space/Equipment***

**You indicated that allocation of space/equipment or other resources was [question('value'), id='551'] in the past 12 months. Which of the following personal characteristics do you think motivated the unfair policy or practice?**

*Please select all that apply.*

- Ability / disability status
- Age
- Citizenship status
- Gender identity / gender expression
- Height
- Marital or family status
- Military or veteran status
- National origin
- Political beliefs
- Race/ethnicity
- Religious/spiritual beliefs
- Sexual orientation
- Socioeconomic status
- Weight
- Behavior was motivated by something other than personal characteristics*
- Other -- Please Specify: \_\_\_\_\_

### *Factors Causing Unfair Treatment\_Access to Special Projects*

You indicated that access to special projects/important committees was [question('value'), id='552'] in the past 12 months. Which of the following personal characteristics do you think motivated the unfair policy or practice?

*Please select all that apply.*

- Ability / disability status
- Age
- Citizenship status
- Gender identity / gender expression
- Height
- Marital or family status
- Military or veteran status
- National origin
- Political beliefs
- Race/ethnicity
- Religious/spiritual beliefs
- Sexual orientation
- Socioeconomic status
- Weight
- Behavior was motivated by something other than personal characteristics
- Other -- Please Specify: \_\_\_\_\_

---

### *How well issues addressed*

*How well does your department/unit address issues of unfair treatment to employees related to their diversity? \*Click on the terms to see a definition.*

- Extremely well

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

## Recruitment

How effective is your department or unit in recruiting ....

A diverse faculty body?

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

A diverse staff body?

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

A diverse student body?

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

## Retention

How effective is your department or unit in retaining ....

A diverse faculty body?

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

**A diverse staff body?**

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

**A diverse student body?**

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

---

***Witnessed Behaviors***

**The next questions ask about behaviors that you may have witnessed or directly experienced at Wayne State University, and your experience in reporting such behaviors if you did so.**

**In the past 12 months, how often have you witnessed any of the following happening to others at this University?**

**Threats of physical violence**

- Never       Not very often       Moderately often       Very often       Extremely often

**Actual physical violence**

- Never       Not very often       Moderately often       Very often       Extremely often

**Offensive gestures** *\*Click on the terms to see a definition.*

- Never       Not very often       Moderately often       Very often       Extremely often

Offensive verbal comments \*Click on the terms to see a definition.

- Never       Not very often       Moderately often       Very often       Extremely often

Offensive written comments \*Click on the terms to see a definition.

- Never       Not very often       Moderately often       Very often       Extremely often

Offensive visual images \*Click on the terms to see a definition.

- Never       Not very often       Moderately often       Very often       Extremely often

*Bullying, exclusion, intimidation, and/or hostility*

- Never       Not very often       Moderately often       Very often       Extremely often

Microaggressions \*Click on the terms to see a definition.

- Never       Not very often       Moderately often       Very often       Extremely often

---

**Source of Behavior**

*The last time this happened, who was the source of these behaviors that you witnessed? Select all that apply.*

Administrators \*Click on the term to see a definition

Faculty member

Human resources consultant

Immediate supervisor

Staff member

Student

Wayne State University police

Don't know (unidentified individual)

Other - Please Specify: \_\_\_\_\_

*Prefer not to answer*

---

### ***Motivations for Offensive Conduct***

*Which personal characteristics do you believe motivated the offensive conduct that you witnessed? **Select all that apply.***

Ability / disability status

Age

Citizenship status

Gender identity / gender expression

Height

Marital or family status

Military or veteran status

National origin

Political beliefs

Race/ethnicity

Religious/spiritual beliefs

Sexual orientation

Socioeconomic status

Weight

*Behavior was motivated by something other than personal characteristics*

Other - Please Specify: \_\_\_\_\_

---

### ***Experienced Behaviors***

**In the past 12 months, how often have you personally experienced any of the following at this University?**

#### **Threats of physical violence**

Never       Not very often       Moderately often       Very often       Extremely often

**Actual physical violence**

Never       Not very often       Moderately often       Very often       Extremely often

Offensive gestures \*Click on the terms to see a definition.

Never       Not very often       Moderately often       Very often       Extremely often

Offensive verbal comments \*Click on the terms to see a definition.

Never       Not very often       Moderately often       Very often       Extremely often

Offensive written comments \*Click on the terms to see a definition.

Never       Not very often       Moderately often       Very often       Extremely often

Offensive visual images \*Click on the terms to see a definition.

Never       Not very often       Moderately often       Very often       Extremely often

*Bullying, exclusion, intimidation, and/or hostility*

Never       Not very often       Moderately often       Very often       Extremely often

Microaggressions \*Click on the terms to see a definition.

Never       Not very often       Moderately often       Very often       Extremely often

---

**Source of Behavior**



*The last time this happened, who was the source of these behaviors that you experienced?* **Select all that apply.**

[Administrators](#) \*Click on the term to see a definition

Faculty member

Human resources consultant

Immediate supervisor

Staff member

Student

Wayne State University police

Don't know (unidentified individual)

Other - Please Specify: \_\_\_\_\_

*Prefer not to answer*

---

### ***Motivations for Offensive Conduct***

*Which personal characteristics do you believe motivated the offensive conduct that you experienced?* **Select all that apply.**

Ability / disability status

Age

Citizenship status

Gender identity / gender expression

Height

Marital or family status

Military or veteran status

National origin

Political beliefs

Race/ethnicity

Religious/spiritual beliefs

Sexual orientation

Socioeconomic status

Weight

*Behavior was motivated by something other than personal characteristics*

Other - Please Specify: \_\_\_\_\_

---

### **Reporting**

*In the past 12 months, have you reported any of the incidents you witnessed or experienced?*

Yes

No

---

### **Why Haven't Reported**

*Why haven't you reported any of the incidents? Select all that apply.*

Was not sure where to go

Did not think anything would come from it

Afraid to tell anyone

Thought it was a minor issue

Never witnessed/experienced any unfair treatment

Felt it was not my place

Did not happen to me

Other - Please Specify: \_\_\_\_\_

---

### **Reporting 2**

*To whom did you report the treatment?*

Chief Diversity Officer

- College office / Dean
- Department / unit head
- General Counsel
- Human Resources (HR)
- Office of Equal Opportunity
- Ombudsperson
- President's office
- Provost's office
- Union representative
- Wayne State University police
- Other— Please Specify: \_\_\_\_\_

**How easy was it for you to report the treatment to this person or office? Please focus on the ease of knowing where to go and how to give your report.**

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

---

### ***Responses to the Report***

*There are a number of responses that can be taken after a report. For each of these below, please indicate whether it did happen or did not happen in response to your report.*

*Someone listened to me*

- Did happen
- Did not happen

*A report was filed*

- Did happen

Did not happen

*Someone followed up with me at a later time*

Did happen

Did not happen

*I felt like I was not taken seriously*

Did happen

Did not happen

*Were there any other responses?*

Did happen -- Please Specify: \_\_\_\_\_

Did not happen

---

### ***Actions Taken***

*To the best of your knowledge, were any actions taken as a result of reporting your concern to this person or office, or were no actions taken?*

Actions were taken

No actions were taken

*Don't know*

**In your opinion, how effective were these actions in addressing your concern?**

Extremely effective

Very effective

Moderately effective

Not very effective

Not at all effective

*Don't know*

### *Belonging*

**The next questions are about your sense of belonging and happiness at Wayne State University, your satisfaction with your immediate work environment and job, and your interaction with others.**

**To what extent do you feel like you belong at Wayne State University?**

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

### *Happy*

**How happy are you to be a faculty member at Wayne State University?**

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

### *Comfortable*

**How comfortable do you feel being yourself in your immediate work environment?**

- Extremely comfortable
- Very comfortable

- Moderately comfortable
  - Not very comfortable
  - Not at all comfortable
- 

### ***Respect***

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

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

### ***Satisfaction***

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

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

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

- Extremely satisfied
- Very satisfied
- Moderately satisfied
- Not very satisfied

Not at all satisfied

---

### *Considered leaving*

*In the past 12 months, have you seriously considered leaving Wayne State University, or have you not?*

Seriously considered leaving

Have not seriously considered leaving

*Why did you seriously consider leaving Wayne State University? Select all that apply.*

Dissatisfied with salary

Lack of training / professional development

Concerns over job cuts / job security

Unrealistic workload expectations

Dissatisfied with job responsibilities / duties

Too much conflict with co-workers or supervisor

Mismatch between my personal values and the institution's values

Found a better opportunity outside of WSU

Other – Please Specify: \_\_\_\_\_

---

### *How often*

**In the past 12 months, how often have you ....**

**Become aware of how your worldview affects your own thinking about diversity and inclusion?**

Never       Not very often       Moderately often       Very often       Extremely often

*Made an effort to get to know people different from you?*

Never       Not very often       Moderately often       Very often       Extremely often

*Made an effort to educate others on diversity-related topics?*

- Never       Not very often       Moderately often       Very often       Extremely often

*Challenged others on issues of discrimination?*

- Never       Not very often       Moderately often       Very often       Extremely often

---

### ***Point of View***

*How often do you feel that others at this university expect you to represent "the point of view" of your identity (e.g., ability, ethnicity, gender, race, religion, sexual orientation, etc.)?*

- Never  
 Not very often  
 Moderately often  
 Very often  
 Extremely often

*Please specify which aspect(s) of your identity you have most often been expected to represent.*

- Ability/disability status  
 Age  
 Citizenship status  
 Political beliefs  
 Race/ethnicity  
 Religious/spiritual beliefs  
 Gender identity/gender expression  
 Sexual orientation  
 Socioeconomic status  
 National origin  
 Marital or family status  
 Military or veteran status  
 Height



Weight

Other—Please Specify:: \_\_\_\_\_

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### *Point of View Expectations*

How do you feel about these expectations for you to represent the point of view of your identity? Please describe the positives and negatives associated with this expectation.

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### *Freedom of Speech*

How strongly do you believe that [freedom of speech](#) is important?

*\*Click on the term to see a definition.*

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

---

### *Comfort Expressing Personal Beliefs*

**How comfortable do you feel expressing your personal beliefs or thoughts at Wayne State University?**

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

**How comfortable do you feel expressing your personal beliefs or thoughts, even if those beliefs or thoughts may not be consistent with what others believe or think?**

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

*Why do you not feel comfortable expressing your personal beliefs or thoughts? Select all that apply.*

- May be shut down or dismissed
- May result in conflict
- Avoid engaging with others who may have a closed mindset
- Think personal beliefs should be kept private
- Feel my opinion doesn't matter
- Feel that my opinions aren't the prevailing ones
- Other – Please Specify: \_\_\_\_\_

---

## ***Freedom of Speech2***

*How strongly do you believe that **freedom of speech** is important, even when it appears to be directed at certain groups of people?*

*\*Click on the term to see a definition.*

- Extremely strongly
- Very strongly
- Moderately strongly

- Not very strongly
- Not at all strongly

---

*Safety*

**The next several questions ask about the physical safety of your work environment, the physical safety of Wayne State University, and the physical safety of the area around the university.**

**How would you rate the physical safety of ...**

**Your immediate work environment?**

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

**The university?**

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

**The area around the university?**

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

---

*Additional Comments1*

**The next few questions ask for your additional comments about the climate at this University.**

**Please provide your suggestions for how the climate at this university could be improved.**

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*Additional Comments2*

**What specific action(s) would you like Wayne State University to take to address some of the issues you raised in this survey?**

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*Additional Comments3*

**What other issues about the Wayne State University climate have had a positive or negative impact on you?**

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*Education*

**So that we can assess the representativeness of those who participate in the survey compared to the Wayne State University population, this final section of the survey includes some demographic items.**

**What is the highest level of education you have completed?**

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

***Gender, Sexual Orientation***

*Please indicate your gender identity:*

- Female
- Male
- Transgender
- Other - Please Specify: \_\_\_\_\_

*Which of the following best describes you?*

- Bisexual
  - Gay
  - Lesbian
  - Queer
  - Straight or heterosexual
  - Other - Please Specify: \_\_\_\_\_
- 

***Military status***

**Are you currently serving active duty in the US military, or are you not?**

- Currently serving active duty
- Not currently serving active duty

*Are you a US military veteran, or are you not a veteran?*

- US military veteran
  - Not a veteran
- 

### **Caregiving**

*Are you a caregiver for a family member, or are you not a caregiver? Please include children, parents, or other relatives.*

- I am a caregiver
  - I am not a caregiver
- 

### **Disability**

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

- Have
- Do not have

*Which of the following types of disability do you have? Select all that apply.*

- Acquired Brain Injury
- ADHD
- Developmental Delay
- Hearing impairment
- Mobility
- Psychological
- Specific Learning Disability

- Speech/Language Impairment
- Systemic/Chronic Health
- Visual impairment
- Other - Please Specify: \_\_\_\_\_

*Have you requested an accommodation through Human Resources (HR), or have you not done that?*

- Have requested
  - Have not requested
- 

## ***Religion***

*Which of the following best describes you?*

- Agnostic
  - Atheist
  - Buddhist
  - Christian
  - Hindu
  - Jewish
  - Mormon
  - Muslim
  - Quaker
  - Scientologist
  - Sikh
  - Tao
  - Universalist Unitarian
  - Wiccan
  - Other - Please Specify: \_\_\_\_\_
  - None of the above
-

## ***Political View***

*Which of the following best describes your political view?*

- Very conservative
  - Somewhat conservative
  - Moderate
  - Somewhat liberal
  - Very liberal
  - Undecided*
  - Prefer not to answer*
- 

## ***Race***

*Which of the following racial groups best describe you? **Select all that apply.***

**\*Click on the terms to see a definition.**

- [Native American/American Indian or Alaskan Native](#)
  - [Hispanic / Latino](#)
  - [Middle Eastern or North African](#)
  - [Asian](#)
  - [Black or African American](#)
  - [Native Hawaiian or Other Pacific Islander](#)
  - [White](#)
- 

## ***Household income***

*In 2017, what was your combined household income from all sources, before taxes?*

- Less than \$10,000
- \$10,000 to \$19,999
- \$20,000 to \$29,999



- \$30,000 to \$39,999
  - \$40,000 to \$49,999
  - \$50,000 to \$59,999
  - \$60,000 to \$69,999
  - \$70,000 to \$79,999
  - \$80,000 to \$89,999
  - \$90,000 to \$99,999
  - Greater than \$100,000
  - Prefer not to answer*
- 

***Thank you!***

Thank you for participating in the survey. We're building inclusive community at Wayne State, and your voice matters. If you want more information about equity, inclusion, and accessibility initiatives at Wayne State, or would like to help, please contact Dr. Marquita Chamblee, Associate Provost for Diversity & Inclusion/Chief Diversity Officer, at [diversity@wayne.edu](mailto:diversity@wayne.edu).

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# Appendix B

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## Text of E-mail Invitation

**EMAIL SUBJECT HEADING: Wayne State University 2018 Climate Survey**

Yesterday, you received an e-mail from [person, title] encouraging your participation in Wayne State University's 2017 Climate Survey. All students, faculty and staff are invited to participate in this important study. Below is your confidential link to the survey.

To allow for confidential participation, the University of Illinois at Chicago Survey Research Laboratory (SRL) has been contracted to administer the survey. SRL will manage all aspects of this study, including administration, data analysis, and report writing.

Participation in this survey is voluntary, and you are free to stop completing the questionnaire at any point or skip any questions you do not wish to answer. We estimate that the questionnaire will take approximately 20 minutes to complete. Your feedback is extremely important and will help WSU impact the experiences of faculty, staff and students.

All students, faculty, and staff (both staff who complete online and by paper version) will be entered into a drawing to win one of several prizes, such as bicycles, computers, TVs, headphones, JBL waterproof speakers, and up to \$200 OneCard dollars. There will be approximately 50 prizes. Only one prize will be awarded to a person. The raffle winners will be selected at random by SRL after the survey is closed, and you will be notified if you are a winner in March 2018.

Clicking on the URL link below, or pasting it into your browser, will take you to the questionnaire.

{Unique survey link here}

If you have any questions about how to access your questionnaire, please contact SRL representative Marina Stavrakantonaki at [mstavr3@uic.edu](mailto:mstavr3@uic.edu). Your confidential participation is important. Many thanks for your willingness to participate!

Sincerely,

Isabel Farrar  
SRL Research Programs Specialist

# Appendix C

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

The figures on the following pages present the mean ratings on the components that were not significantly related to overall climate. Only mean ratings that vary significantly by demographic characteristic are shown.

Figure C1. Mean Scores on Bullying, Worldview, Offensive Images, and Accessibility, by Academic Status:  
Faculty

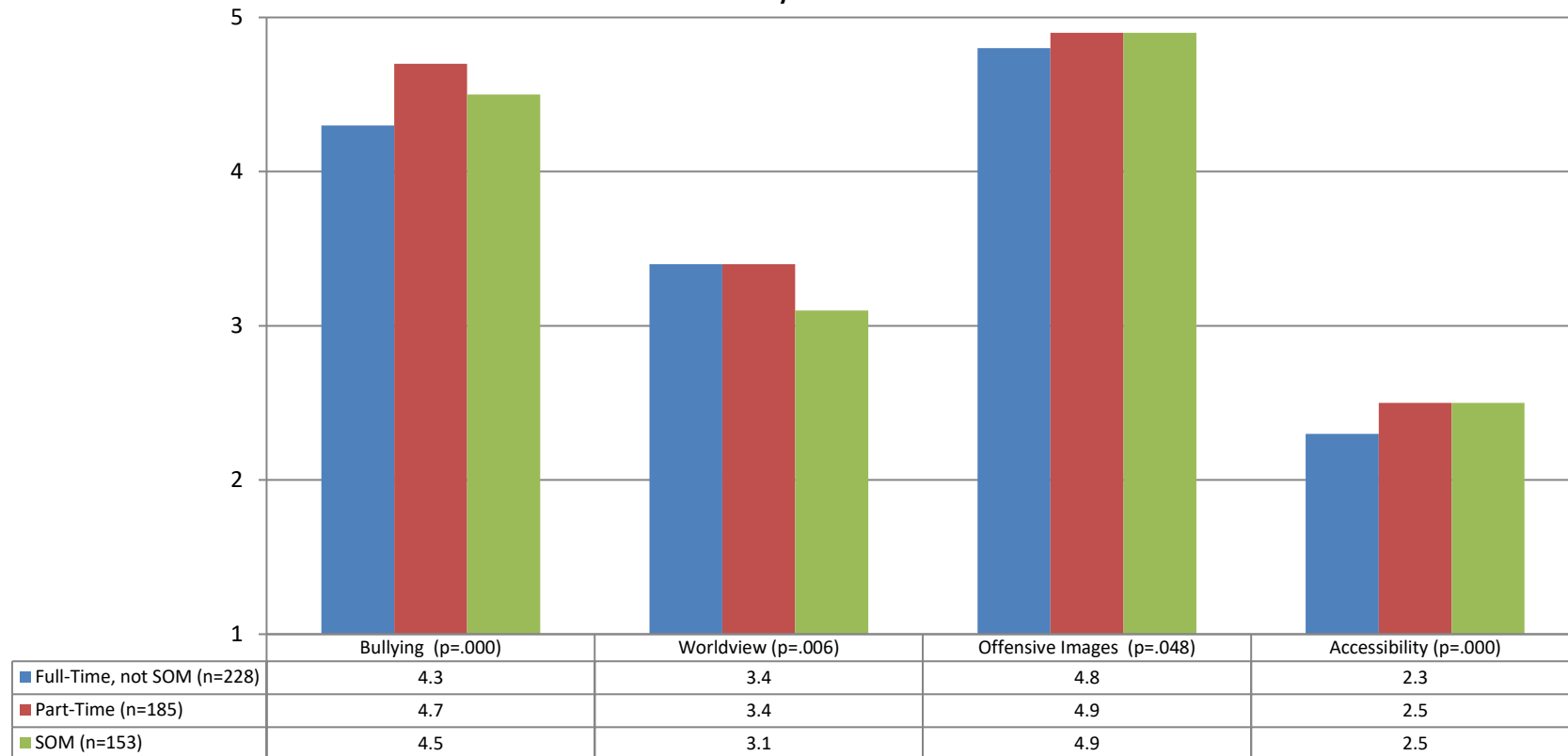


Figure C2. Mean Scores on Bullying and Accessibility, by Tenure Status:  
Faculty

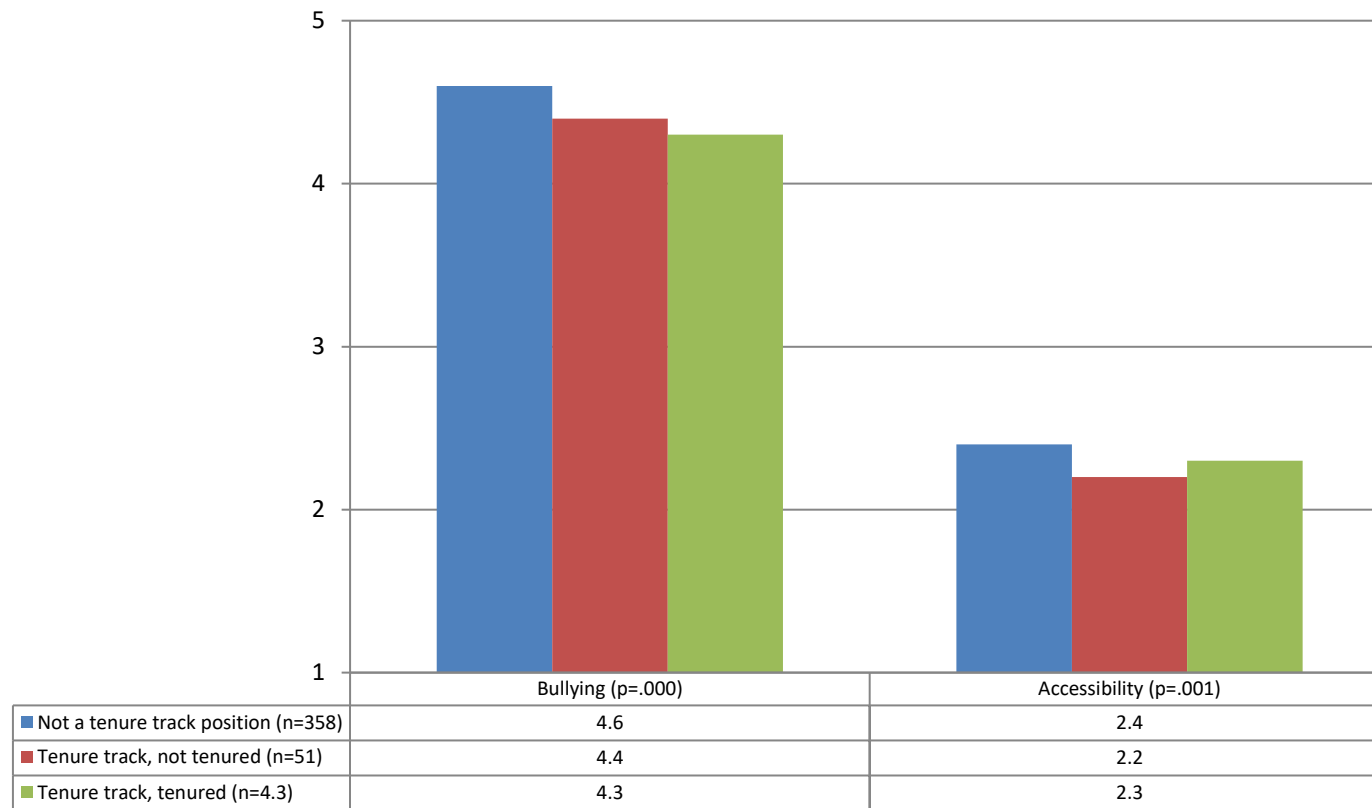


Figure C3. Mean Scores on Bullying and Accessibility, by Full or Part Time Status:  
Faculty

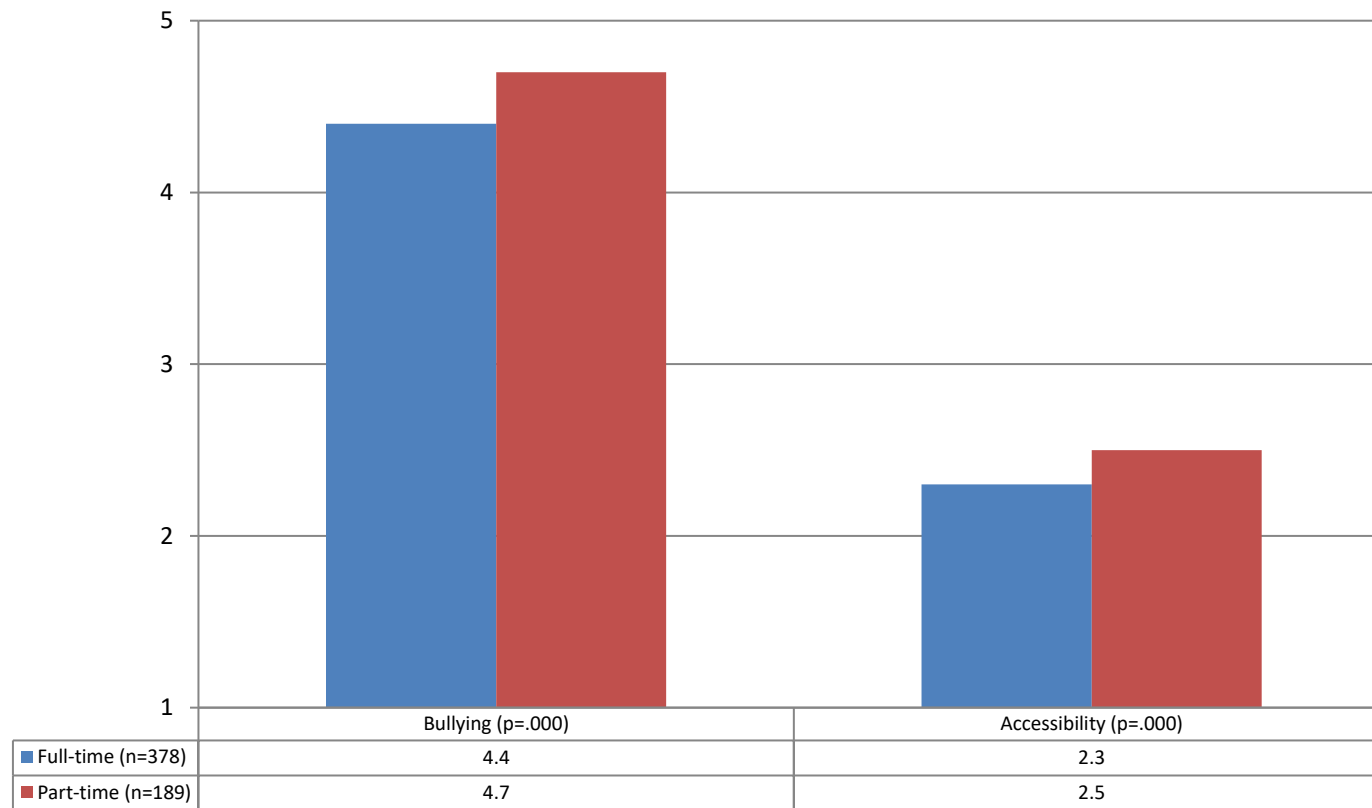


Figure C4. Mean Scores on Bullying, Worldview, Offensive Images, and Accessibility, by Appointment Period: Faculty

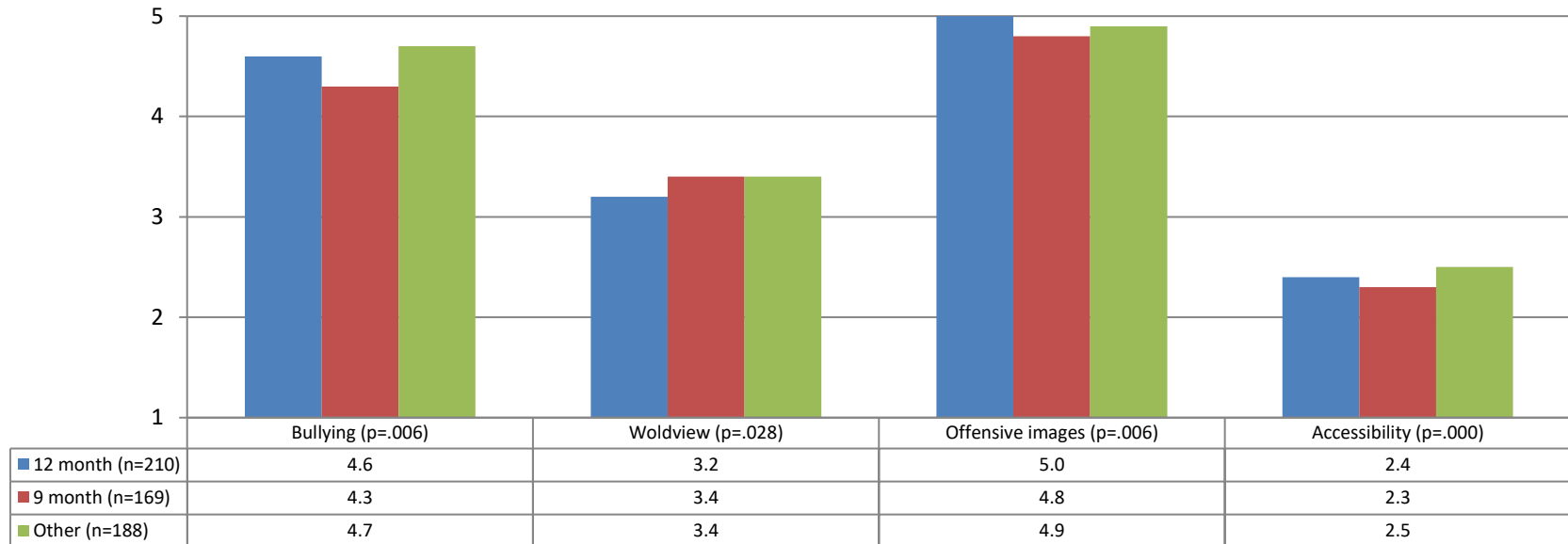
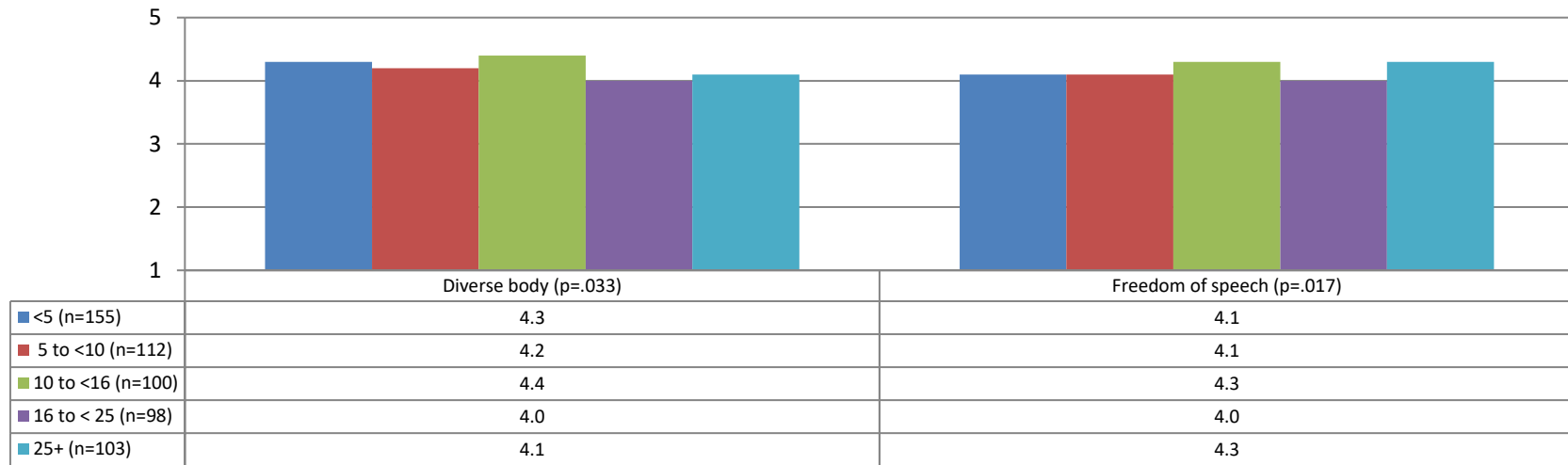
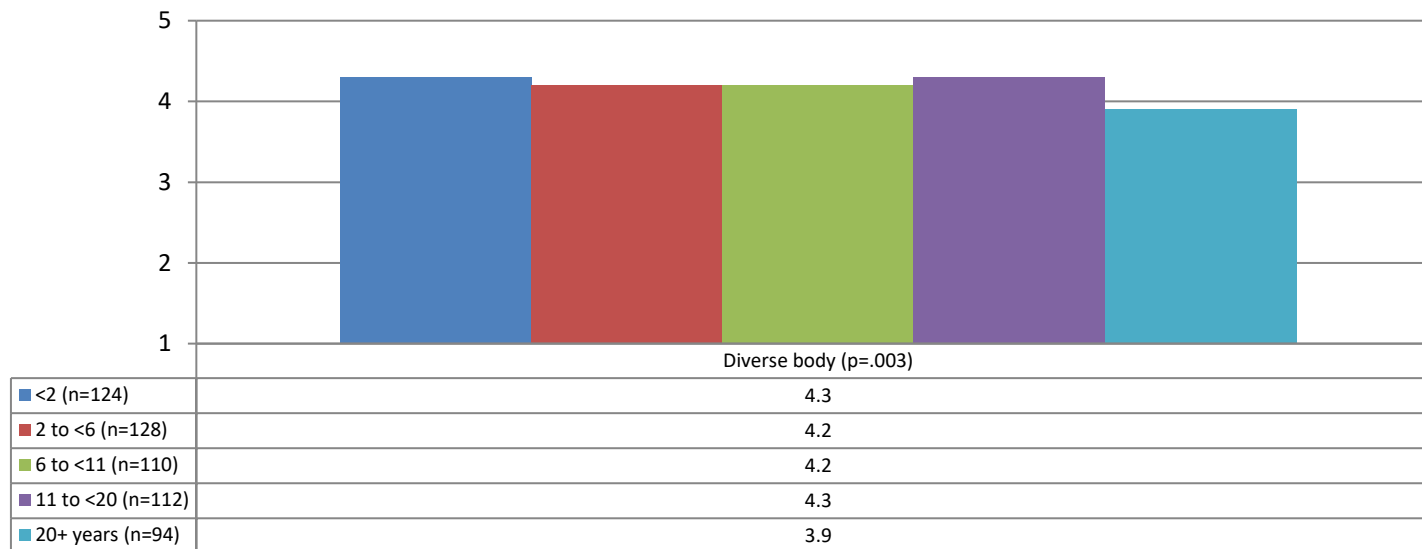




Figure C5. Mean Scores on Diverse Body and Freedom of Speech, by Years Worked at Wayne State: Faculty



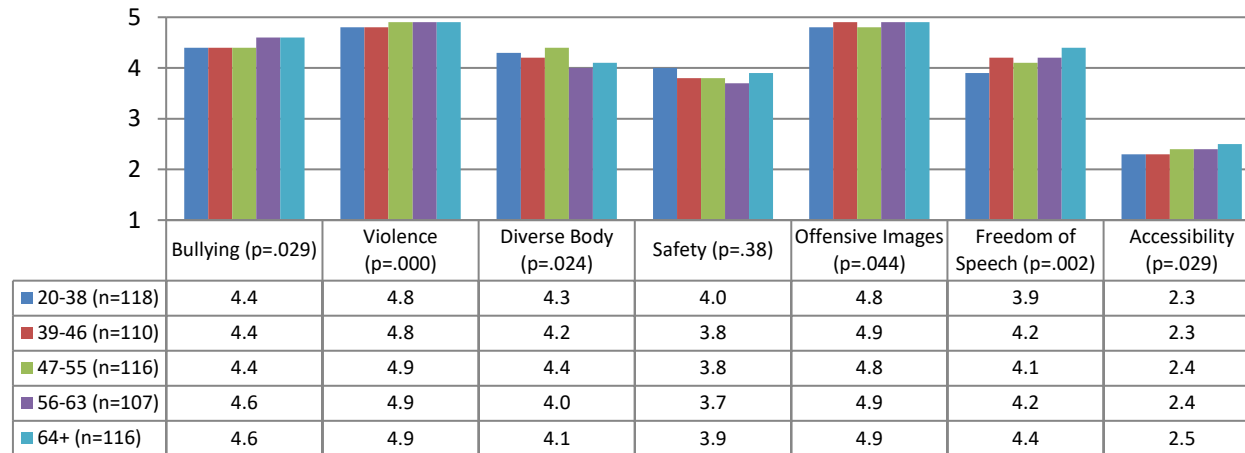
**Figure C6. Mean Scores on Diverse Body, by Years in Current Position: Faculty**



**Figure C7. Mean Scores on Bullying and Safety, by Education: Faculty**



**Figure C8. Mean Scores on Bullying, Violence, Diverse Body, Safety, Offensive Images, Freedom of Speech, and Accessibility by Age Group: Faculty**



**Figure C9. Mean Scores on Bullying, Diverse Body, Worldview, Safety, Freedom of Speech, and Accessibility by Gender Identity: Faculty**

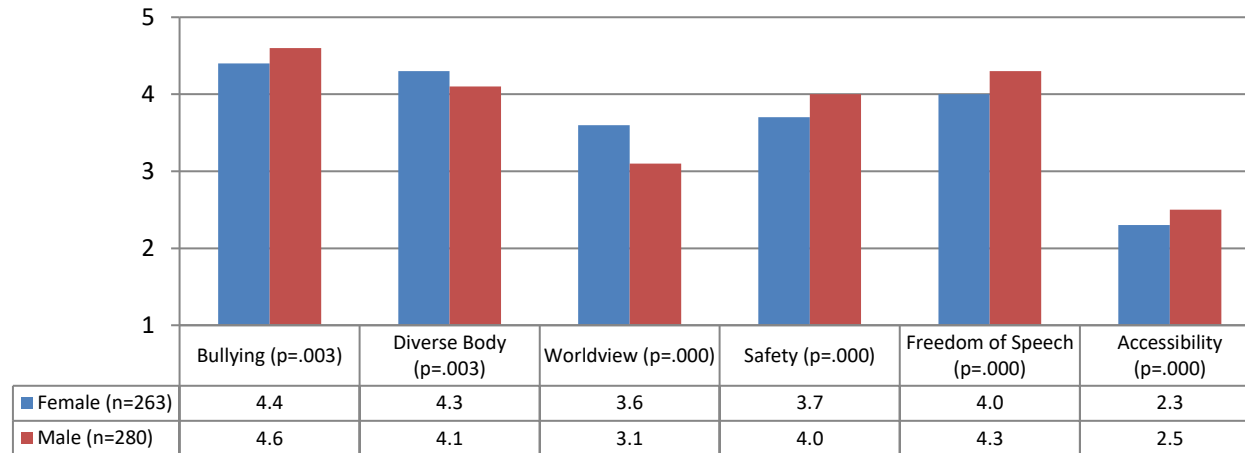
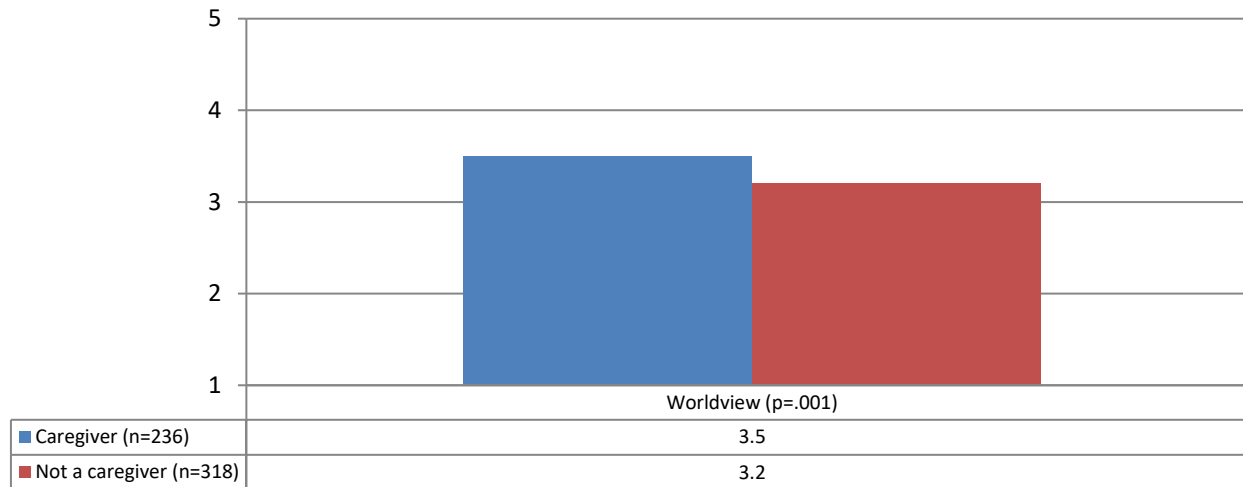
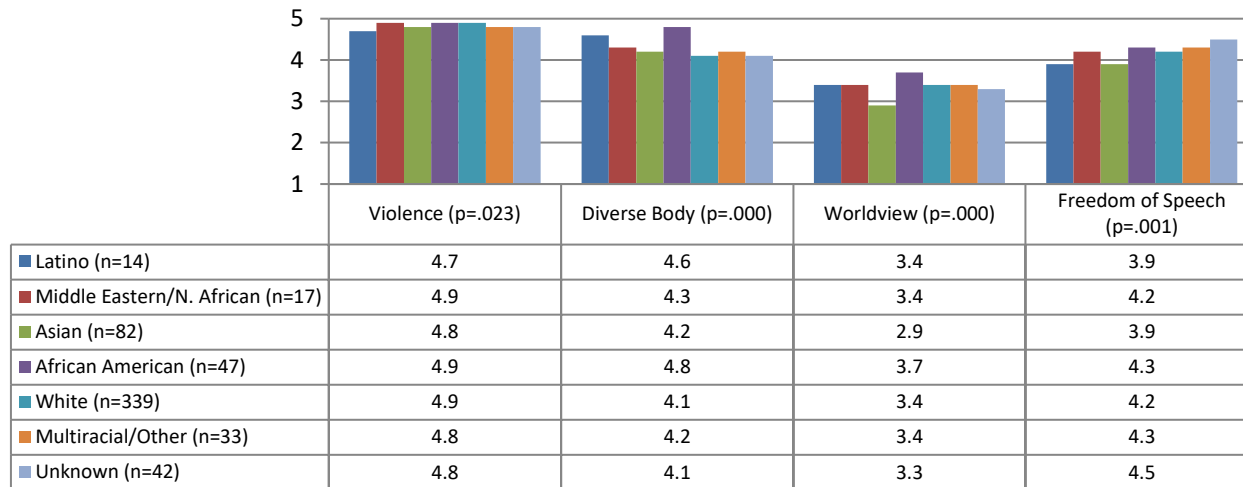


Figure C10. Mean Scores on Worldview  
by Caregiver Status: Faculty



**Figure C11. Mean Scores on Violence, Diverse Body, Worldview, and Freedom of Speech by Race/Ethnicity: Faculty**



**Figure C12. Mean Scores on Diverse Body and Accessibility  
by Religion: Faculty**

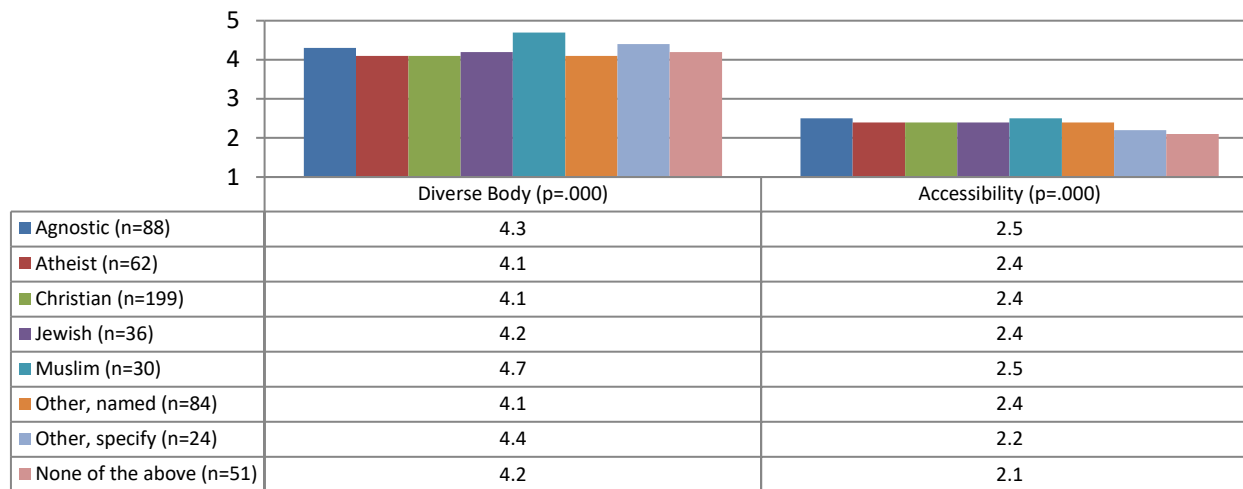
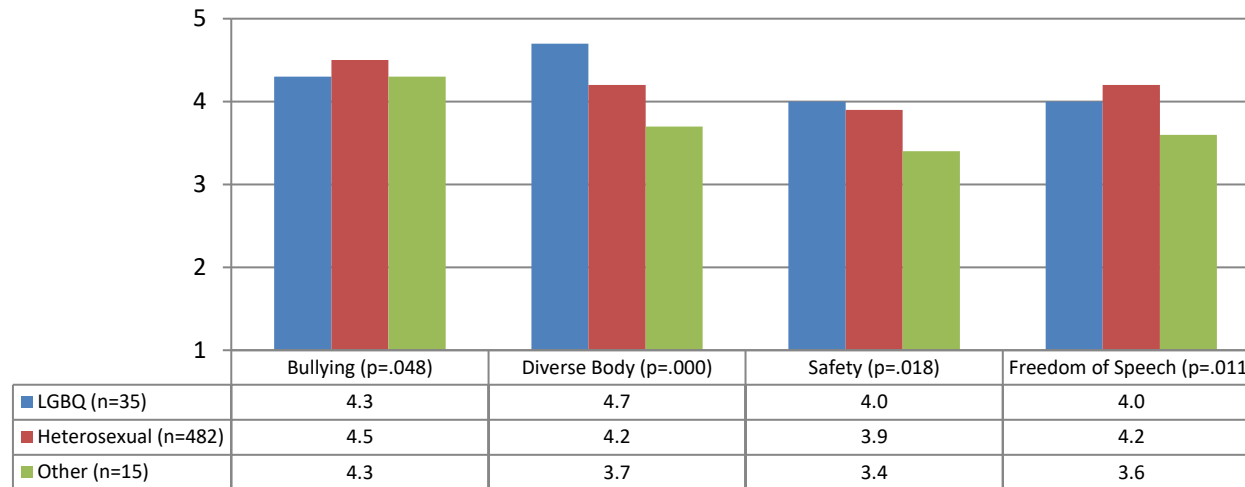




Figure C13. Mean Scores on Bullying, Diverse Body, Safety, and Freedom of Speech by Sexual Orientation: Faculty



**Figure C14. Mean Scores on Violence, Worldview, Safety, and Freedom of Speech by Citizenship Status: Faculty**

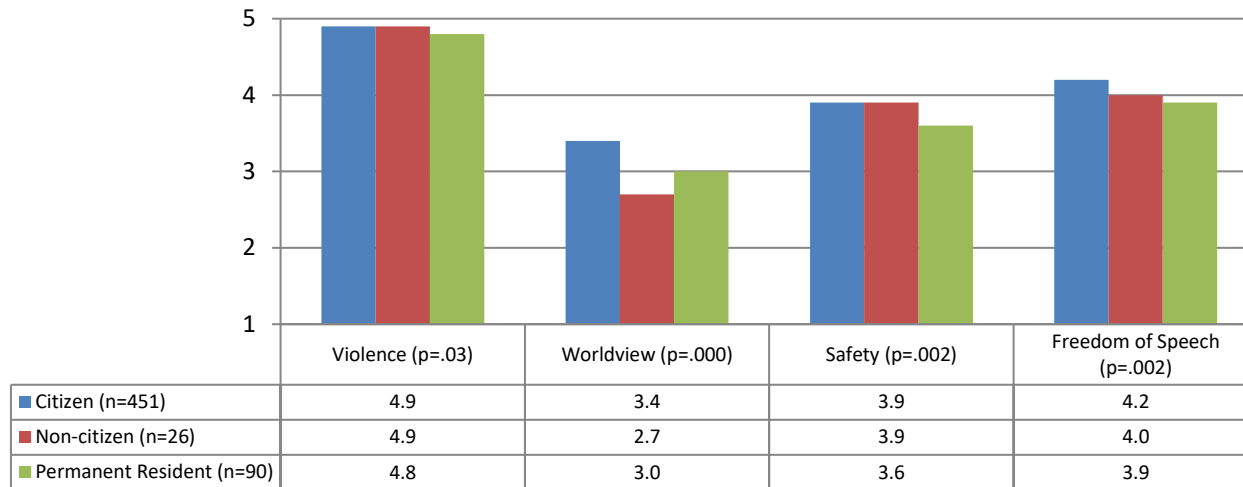


Figure C15. Mean Scores on Bullying, Worldview, and Accessibility by Disability Status: Faculty

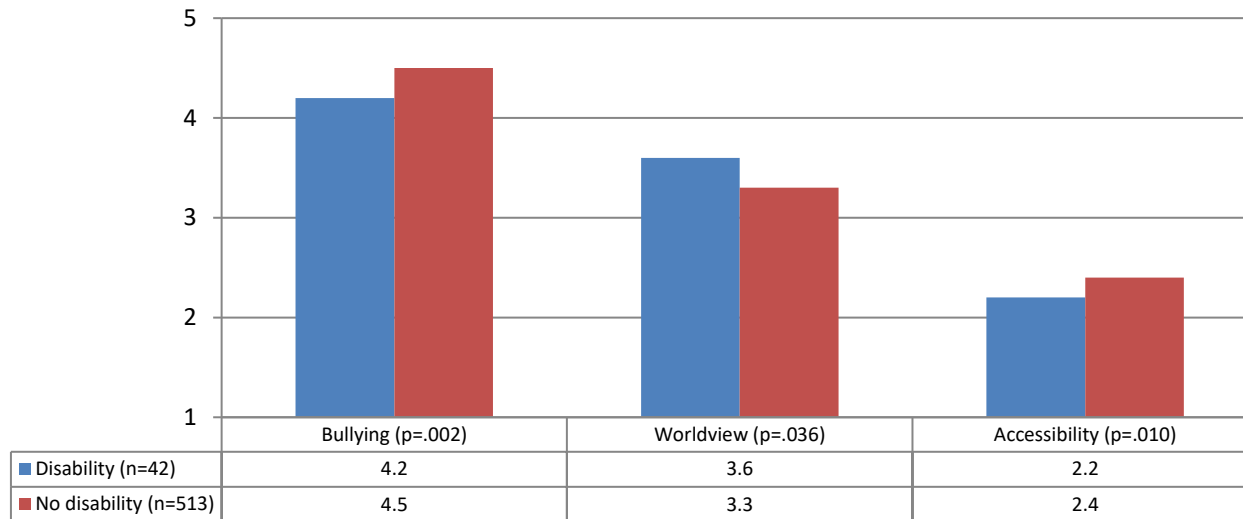


Figure C16. Mean Scores on Freedom of Speech by Income: Faculty

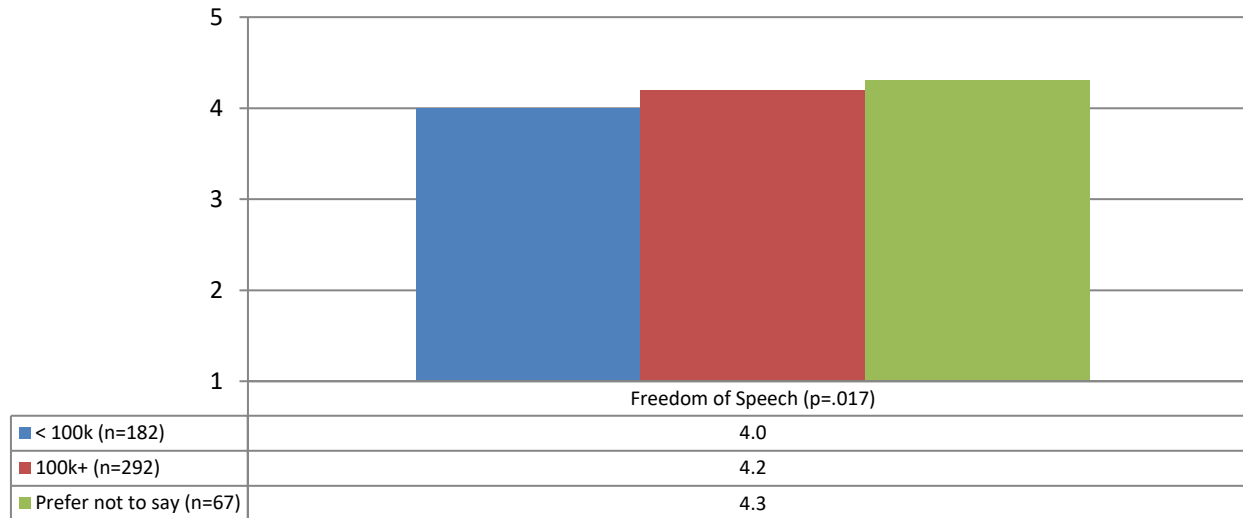
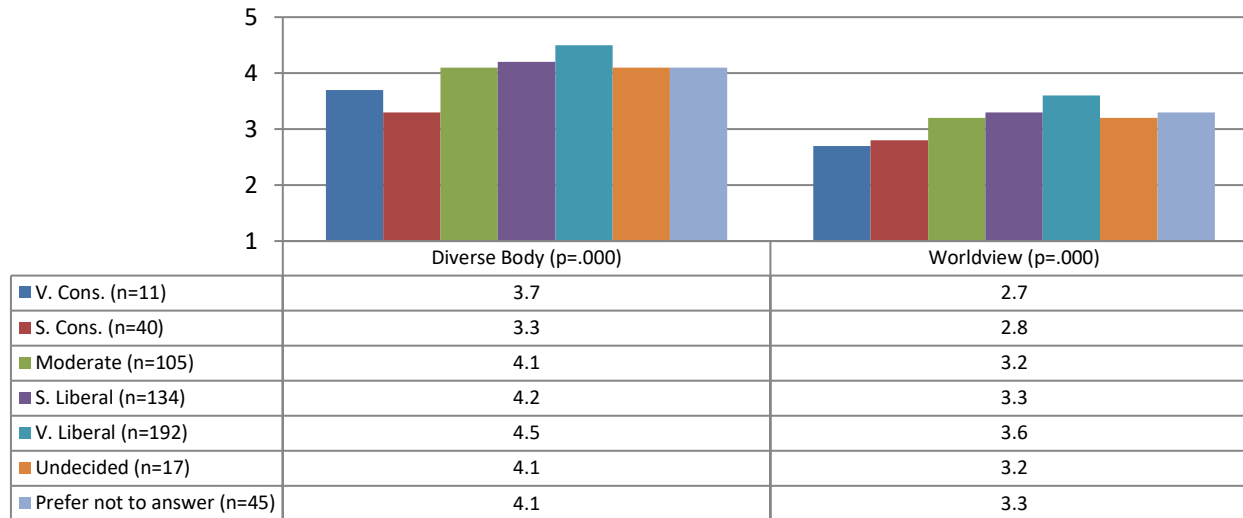


Figure C12. Mean Scores on Diverse Body and Worldview by Political Perspective: Faculty



# Appendix D

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## **Factors to Which Respondents Attribute “Not at All” or “Not Very” Fair Practices or Policies**

**Table D1. Fairness in Practices and Policies**

	Not at all fair		Not very fair		Moderately fair		Very fair		Extremely fair	
	n	%	n	%	n	%	n	%	n	%
Fairness in recruitment policies and practices	31	7.0	34	7.7	109	24.3	164	36.7	109	24.4
Fairness in distribution of work responsibilities	40	7.9	72	14.1	147	29.0	167	32.9	82	16.1
Fairness in promotion decisions	27	6.6	45	11.2	119	29.3	136	33.3	80	19.6
Fairness in salary decisions	42	9.9	75	17.7	153	36.2	104	24.6	49	11.6
Fairness in allocation of space/equipment or other resources	23	4.8	57	11.9	148	30.7	171	35.6	82	17.0
Fairness in access to special projects/important committees	23	5.8	46	11.5	120	30.1	154	38.5	56	14.1

Table D2. Factors to Which Respondents Attribute “Not At All” or “Not Very” Fair Practices or Policies

	<u>Practice or policy</u>					
	<u>Recruitment policies &amp; practices (n=65)</u>	<u>Distribution of work responsibilities (n=112)</u>	<u>Promotion decisions (n=72)</u>	<u>Salary decisions (n=117)</u>	<u>Allocation of space or resources (n=80)</u>	<u>Access to special projects or committees (n=69)</u>
	<u>% of Respondents Attributing to Factor</u>					
Ability/disability status	0.0%	5.6%	3.0%	3.8%	4.1%	4.6%
Age	25.2%	19.2%	23.2%	15.8%	9.7%	17.2%
Citizenship status	8.2%	3.9%	5.9%	6.8%	3.3%	4.8%
Gender identity	19.2%	20.2%	19.6%	19.2%	6.1%	14.9%
Height	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Marital or family status	5.2%	6.7%	4.3%	4.2%	2.0%	4.3%
Military or veteran status	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
National origin	12.4%	5.2%	6.7%	6.1%	1.3%	5.1%
Political beliefs	6.5%	2.3%	1.7%	0.8%	1.4%	6.4%
Race/ethnicity	32.1%	11.4%	13.1%	12.8%	4.5%	14.0%
Religious/spiritual beliefs	3.8%	3.6%	4.5%	0.9%	2.0%	5.4%
Sexual orientation	2.5%	3.4%	2.3%	2.6%	2.6%	4.8%
Socioeconomic status	4.5%	3.1%	0.0%	3.0%	2.0%	2.4%
Weight	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Something other than personal characteristics	35.5%	48.1%	38.8%	34.9%	57.0%	48.1%
Some other factor	40.8%	39.8%	45.9%	45.6%	35.2%	39.9%



**Table D3. Unfair Treatment, by Source of Treatment**

	Have treated you unfairly	Have not treated you unfairly	No contact
Administrators (n=564)	31.9	61.8	6.3
Faculty (n=573)	24.0	75.3	0.6
Staff (n=573)	12.6	86.5	0.9
Students (n=573)	17.7	81.3	1.0
WSU police (n=572)	1.8	71.2	27.0

Knowledge of units to assist with experiences of unfair treatment (n=336)

- There are such units—86.4%
- There are no such units—13.6%

Ever brought an issue of unfair treatment to the attention of one of these offices/units? (n=289)

- Yes—18.2%
- No—81.8%

**Table D4. Effectiveness of units in addressing issues of unfair treatment (n=47)**

Not at all effective	16.2%
Not very effective	22.3%
Moderately effective	31.6%
Very effective	17.3%
Extremely effective	12.6%

**Table D5. Reason for not following-up on unfair treatment (n=236)**

	<b>Not selected</b>	<b>Selected</b>
Was not sure where to go	97.3%	2.7%
Did not think anything would come from it	80.7%	19.3%
Afraid to tell anyone	97.4%	2.6%
Thought it was a minor issue	82.9%	17.1%
Never witnessed/experienced any unfair treatment	39.6%	60.4%
Other	84.3%	15.7%

# Appendix E

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## Faculty Demographics, Completes Compared to Entire Sample Frame

Table E. Faculty Demographics, Completes Compared to Entire Sample Frame

Completes		Entire Sample Frame	
CHARACTERISTIC	%	CHARACTERISTIC	%
<b>Race (n = 577)</b>		<b>Race (n = 2,377)</b>	
Asian	10.9	Asian	17.1
Black or African-American	11.4	Black or African-American	9.2
Hispanic or Latino	2.8	Hispanic or Latino	2.4
White	73.3	White	69.4
Other/Unknown	1.6	Other/Unknown	1.9
<b>Tenure Status (n = 577)</b>		<b>Tenure Status (n = 2,377)</b>	
Not a tenure track position	53.4	Not a tenure track position	63.1
Tenure track, not tenured	10.1	Tenure track, not tenured	8.0
Tenure track, tenured	36.6	Tenure track, tenured	28.9
<b>Age Group (n=577)</b>		<b>Age Group (n=2,377)</b>	
20 – 38	16.8	20 – 38	20.8
39 – 46	19.4	39 – 46	19.7
47 – 55	21.7	47 – 55	20.2
56 – 63	21.1	56 – 63	18.7
64 – 92	21.0	64 – 92	20.6
<b>Years Worked at WSU (n=577)</b>		<b>Years Worked at WSU (n=2,334)</b>	
Less than 5 years	23.9	Less than 5 years	25.7
5 – 10 years	18.5	5 – 10 years	18.7
10 – 16 years	18.4	10 – 16 years	18.5
16 – 25 years	18.7	16 – 25 years	18.0
25 or more years	20.5	25 or more years	19.2
<b>Years Worked in Current Position (n = 577)</b>		<b>Years Worked in Current Position (n = 2,355)</b>	
Less than 2 years	18.2	Less than 2 years	20.9
2 – 6 years	20.5	2 – 6 years	21.5
6 – 11 years	19.6	6 – 11 years	18.5
11 – 20 years	21.5	11 – 20 years	19.4
20 or more years	20.3	20 or more years	19.7
<b>Gender (n = 577)</b>		<b>Gender (n = 2,337)</b>	
Female	53.2	Female	46.6
Male	46.8	Male	53.4

\* Demographics from the administrative data are used in Table E.