Wayne State University Diversity Campus Climate Study
Data Analysis Approach

Introduction

The 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. The SRL's report of the Staff 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 statistically identify a composite variable for overall climate and to utilize other data from the survey to identify significant predictors of responses on the composite variable. The SRL constructed an overall climate variable based on empirical analyses of the survey data (see Computing the Outcome Variable: Overall Climate on page 2 of the report). The overall climate variable was composed of three items (see Table 1):

Table 1. Items contributing to SRL's overall climate variable

Faculty	Staff	Students
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
Job satisfaction	*Job satisfaction*	*Happiness as a student at WSU*

Conceptually, however, job satisfaction and happiness are notably different types of indicators than the other two climate variables and should be treated separately. Their inclusion as components of the SRL "climate" variable makes it difficult to interpret SRL results that identify important predictors of climate because the items SRL identified as key predictors of their overall climate variable may not be the same key predictors for an overall climate variable that excludes job satisfaction and happiness. This difference in SRL's strictly statistical versus the DCCS's conceptual definitions of the overall climate variable motivated the DCCS to

carry out independent analyses of the survey data using only (1) climate at WSU item and (2) climate in the primary department or unit items as key components of overall climate.

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

Preliminary analysis of climate by DCCS

While climate at WSU and climate in the department/unit are likely to be related, they also reflect different aspects of overall climate. Thus, we also examined these two climate variables and job satisfaction/happiness 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 highlighted 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 memberships – gender identity; race/ethnicity; and disability status. These have formed the basis for the preliminary findings that have been shared with the campus (https://climatestudy.wayne.edu/report).

Further information for interpretation of this report

There are two other features of the SRL report that are important to interpreting it:

1. All analyses in the SRL 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: Staff

Prepared by

Linda Owens
Isabel Farrar

January 2019

SRL Study #1216

Survey Research Laboratory

Contents

Tables

Figures

Introduction and Methods

This report summarizes the results of the survey of staff 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 staff 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 to staff 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[1], broken 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

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%

---

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

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 staff 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 staff; and
- assess whether there are any variations in these components based on staff demographics.

Computing the Outcome Variable: Overall Climate

First, we computed a measure that would capture the perception of staff on the overall 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 staff, 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 staff 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 staff, 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

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

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

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

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

Individual items belonging to the same component are all scored in the same direction, 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 +/− 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 staff stratum, with 1,647 cases, the margin of error is 2.4%. 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 +/− 2.4%. On a five-point scale, that translates to a 3.0 +/− 0.12. If two means in that stratum differ by 0.13 points or more, then those differences

are statistically significant. For example, if male staff rated the climate as a 3.0 and women as a 3.13, that difference would be statistically significant.

Table 2 demonstrates, for each of the three strata, the statistically significant effect size detectable with the attained sample sizes. However, a difference that is statistically significant is not necessarily substantively meaningful. Table 2 shows that the sample size among Wayne State staff is large enough to say that a difference between a mean of 3.0 and 3.13 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.[2] The reader should note, 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

---

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

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.

The administrative data included year of birth, department/unit, college, type of staff position, position title, years worked at WSU, years in current position, citizenship, full-time/part-time status, gender[3] 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, age group, full-time/part-time status, years worked at WSU and years in current position.

The demographic variables in Table 3 are presented both unweighted (Table 3a) and weighted (Table 3b). Table 3c presents unweighted and weighted data for type of staff position. 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. Table 3 is based on administrative data.

Appendices

As previously noted, Appendix A contains the questionnaire administered to staff, and Appendix B contains the texts of the e-mail invitation. Appendix C presents the mean ratings on the components that were not significantly related to overall climate. Appendix D contains 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 staff survey completions and the entire staff 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 staff, and a full list of other-specify and open-ended text.

Results

In addition to the 1,640 staff respondents who completed the main study, this report also includes 7 pilot respondents who completed enough questions to be used in the analysis. Thus, the total *n* for the analysis is 1,647. Because some respondents skipped some questions, the valid n reported in each table may be less than 1,647.

---

[3] The administrative data provided a variable for gender, not gender identity, so references to the administrative data gender variable simply say "gender".

Demographic Profile of Staff 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), 3b (weighted data), and 3c (unweighted and weighted) on pages 9-11 present the profile of the staff respondents with respect to these demographic variables. As stated earlier, 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; when there is overlap and the same demographic was available from both sources, the survey data were used in these tables. Table 3c contains administrative data only.

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.

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

CHARACTERISTIC	%	CHARACTERISTIC	%
Full or Part Time Status (*n* = 1547)		**Religion (*n* = 1638)**	
Full-time	90.2	Agnostic	10.0
Part-time	9.8	Atheist	6.7
Number of years worked at Wayne State		Christian	54.2
University (*n* = 1547)		Jewish	1.8
<=2.5 years	20.1	Muslim	2.0
>2.5 years, <=7.5 years	20.1	Other, named	9.6
>7.5 years, <=15 years	19.5	Other, specify	6.3
>15 years, <=24 years	21.3	None of the above	9.5
> 24 years	19.0	**Sexual Orientation (*n* = 1526)**	
Number of years worked in		Bisexual	2.7
current position (*n* = 1493)		Gay	1.8
<= 1 Years	25.5	Lesbian	1.2
>1 years, <=2 years	24.1	Straight/Heterosexual	91.6
>2.5 years, <=3 years	11.9	Other	2.6
>4 years, <=8.5 years	17.7	**Citizenship Status (*n* = 1547)**	
> 8.5 years	20.8	U.S. citizen	92.6
Highest Level of Education Completed		Non-citizen	3.5
(*n* = 1559)		Permanent Resident	3.9
Bachelor's or below	53.2	**Disability Status (*n* = 1556)**	
Master's	33.8	Has some type of disability	8.8
Professional	3.4	Does not have any type of disability	91.2
Doctoral	9.6	**Income (*n* = 1546)**	
Age Group (*n* = 1434)		Less than $40,000	16.8
18 thru 34	22.1	$40,000 to $59,999	18.3
35 through 43	19.2	$60,000 to $79,999	13.0
44 through 51	20.6	$80,000 to $99,999	12.7
52 through 58	19.4	$100,000 or more	27.8
59 through 77	18.8	Prefer not to answer	11.4
Gender Identity (*n* = 1547)*		**Political View (*n* = 1544)**	
Female	67.4	Very conservative	4.4
Male	32.6	Somewhat conservative	9.5
Military Veteran (*n* = 1535)		Moderate	21.8
Veteran	2.8	Somewhat liberal	23.2
Not a veteran	97.2	Very liberal	23.4
Caregiver for Family Member (*n* = 1560)		Undecided	4.5
Caregiver	41.7	Prefer not to answer	13.2
Not a caregiver	58.3		
Race/Ethnicity (*n* = 1638)*			
Asian	5.2		
Black or African American	27.2	**Gender/gender identity and race/ethnicity were*	
Hispanic or Latino	1.7	*available from both sources (administrative data and*	
White	50.9	*survey data). (The administrative data provided*	
Multiracial/Other	7.4	*gender, but the survey asked about gender identity.)*	
Unknown	7.6	*The survey data for those variables are presented*	
		here.	

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

CHARACTERISTIC	%	CHARACTERISTIC	%
Full or Part Time Status (*n* = 1545)		**Religion (*n* = 1638)**	
Full-time	90.2	Agnostic	10.8
Part-time	9.8	Atheist	8.0
Number of years worked at Wayne		Christian	54.9
State University (*n* = 1547)		Jewish	2.2
<=2.5 years	20.1	Muslim	2.0
>2.5 years, <=7.5 years	20.1	Other, named	6.0
>7.5 years, <=15 years	19.5	Other, specify	5.4
>15 years, <=24 years	21.3	None of the above	10.8
> 24 years	19.0	**Sexual Orientation (*n* = 1591)**	
Number of years worked in		Bisexual	2.9
current position (*n* = 1491)		Gay	2.0
<= 1 Years	31.6	Lesbian	1.2
>1 year, <=2 years	22.7	Straight/Heterosexual	91.4
>2.5 years, <=3 years	10.5	Other	2.4
>4 years, <=8.5 years	16.0	**Citizenship Status (*n* = 1545)**	
> 8.5 years	19.2	U.S. citizen	89.6
Highest Level of Education Completed		Non-citizen	6.1
(*n* = 1617)		Permanent Resident	4.3
Bachelor's or below	53.8	**Disability Status (*n* = 1617)**	
Master's	31.7	Has some type of disability	8.3
Professional	3.7	Does not have any type of disability	91.7
Doctoral	10.8	**Income (*n* = 1617)**	
Age Group (*n* = 1423)		Less than $40,000	20.7
18 thru 34	29.9	$40,000 to $59,999	18.4
35 through 43	17.9	$60,000 to $79,999	12.7
44 through 51	17.1	$80,000 to $99,999	11.7
52 through 58	17.3	$100,000 or more	25.5
59 through 77	17.7	Prefer not to answer	11.0
Gender Identity (*n* = 1545)*		**Political View (*n* = 1616)**	
Female	60.9		
Male	39.1	Very conservative	4.4
Military Veteran (*n* = 1592)		Somewhat conservative	9.5
Veteran	3.3	Moderate	22.9
Not a veteran	96.7	Somewhat liberal	23.6
Caregiver for Family Member (*n* = 1623)		Very liberal	22.7
Caregiver	40.2	Undecided	5.2
Not a caregiver	59.8	Prefer not to answer	11.7
Race/Ethnicity (*n* = 1638)*			
Asian	9.8		
Black or African American	32.2		
Hispanic or Latino	2.7	*Gender/gender identity and race/ethnicity were	
White	52.8	available from both sources (administrative data	
Multiracial/Other	1.8	and survey data). (The administrative data	
Unknown	0.7	provided gender, but the survey asked about	

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.

Table 3c. Employment Status, Unweighted and Weighted (*n* = 1546)

	Unweighted %	Weighted %
Academic Non-Represented	16.6	20.0
Academic Represented	12.5	11.0
Clerical and secretarial	11.4	10.8
Custodial	3.6	3.9
Executive – Administrative	1.9	1.6
Executive- Academic (Deans, Academic Directors)	3.7	3.2
Management (Director, SR Director)	6.0	4.9
Management Lower	10.3	8.9
Non-Academic Non-Represented	12.0	10.4
Non-Academic Represented	10.5	9.7
Other professionals- Temporary	3.9	8.2
Service/Maintenance	3.0	2.8
Skilled crafts	2.7	2.6
Technical and paraprofessional	2.0	2.1
Total	100.0	100.0

Outcome Variable Index and Items

Among staff 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 staff 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: Staff

	Mean	SD	*n*
Overall Climate	**3.7**	**.80**	**1607**
Overall, how would you rate the climate at Wayne State University?	3.7	.87	1630
Overall, how would you rate the climate in your primary department/unit?	3.7	1.10	1625
How satisfied are you, in general, with your job at Wayne State University?	3.7	.95	1627

Figures 1 through 10 show the mean values of overall climate by several respondent demographic characteristics. Only statistically significant differences are shown. Statistical significance is, in part, a function of sample size. The number of responses to the staff survey is large enough that many of the differences by demographics are statistically significant, while being substantively small. For example, Figure 1 shows a difference of 0.3 between part-time and full-time employees. Full-time employees rate the overall climate as midway between fair and good (3.6), while part-time staff rate it closer to good (3.9). Whether a difference of this magnitude is substantively interesting is up to the reader. However, for the remainder of the report, the text description of the figures showing mean differences by demographics will highlight only differences of 0.5 or greater. To that end, only the differences shown in Figure 5 are of that magnitude. The evaluation of overall climate varies by race/ethnicity; the highest score (3.9) is among Asian respondents, while the lowest (3.4) is among Latinos.

Figure 1. Mean Scores on Overall Climate, by Full- or Part-Time Status: Staff
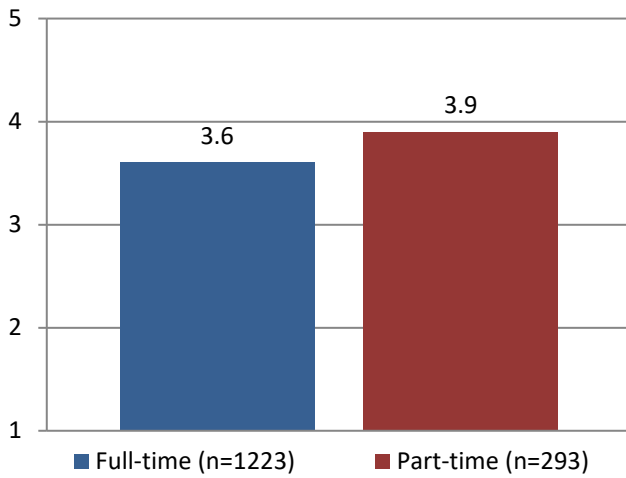
p=.000

Figure 2. Mean Scores on Overall Climate, by Years Worked at WSU: Staff
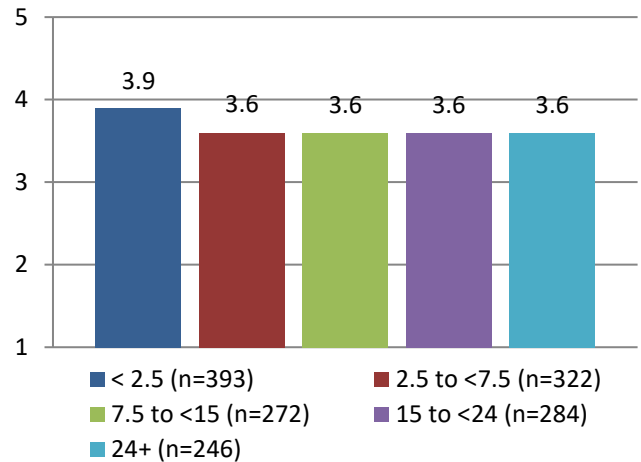
p=.000

Figure 3. Mean Scores on Overall Climate, by Years in Current Position: Staff
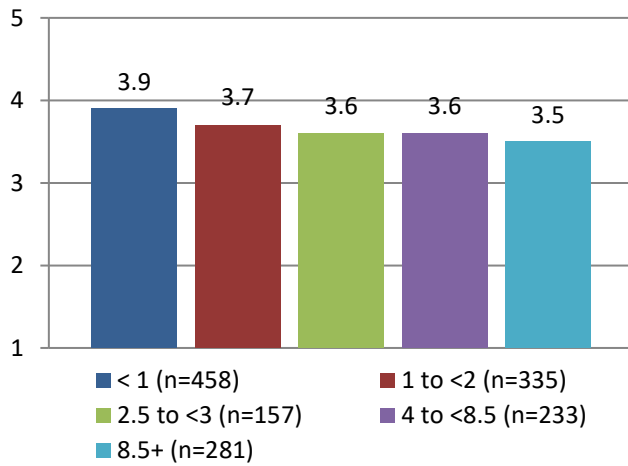
p=.000

Figure 4. Mean Scores on Overall Climate, by Education: Staff
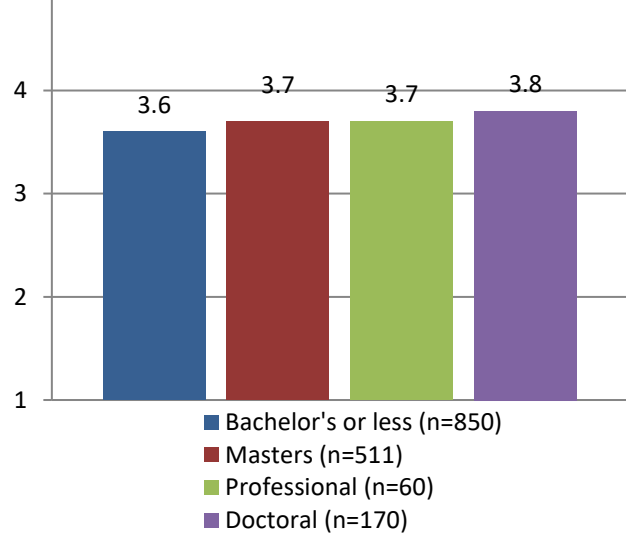
p=.03

Figure 5. Mean Scores on Overall Climate, by Race/Ethnicity: Staff

- Asian (n=160)
- Black or AA (n=518)
- Hispanic or Latino (n=44)
- White (n=847)
- Other/multiple (n=29)
- Unknown (n=9)

p=.000
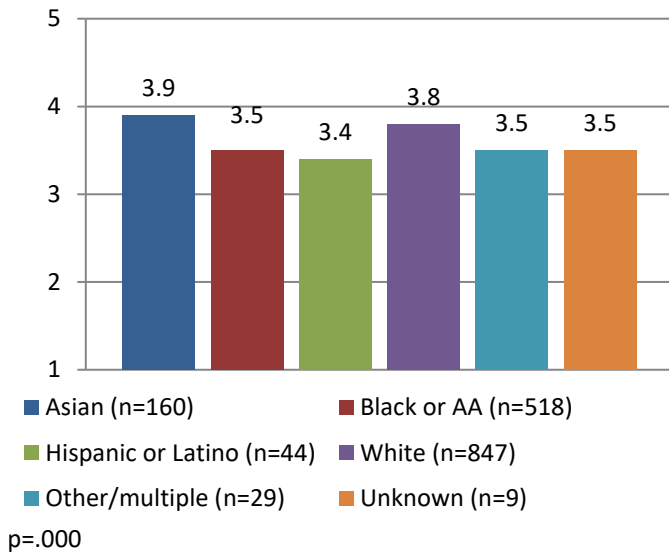
Figure 6. Mean Scores on Overall Climate, by Age Group: Staff

- 18-34 (n=417)
- 35-43 (n=246)
- 44-51 (n=242)
- 52-58 (n=247)
- 59-77 (n=248)

p=.003
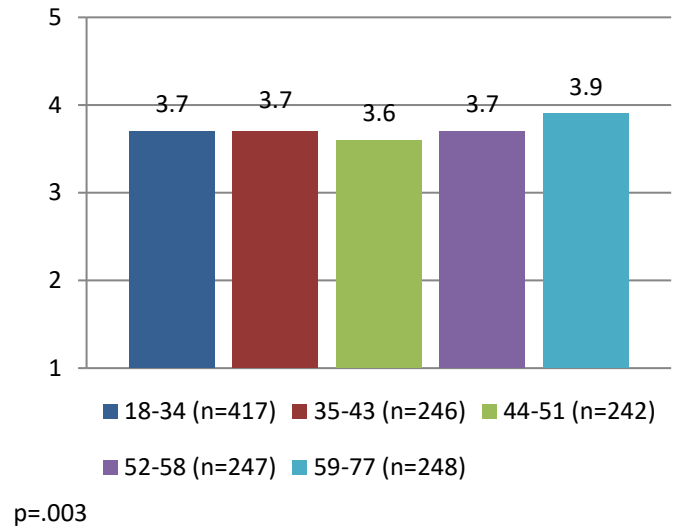
Figure 7. Mean Scores on Overall Climate, by Religion: Staff

- Agnostic (n=175)
- Atheist (n=131)
- Christian (n=883)
- Jewish (n=29)
- Muslim (n=33)
- Other, named (n=96)
- Other, specify (n=89)
- None of the above (n=173)
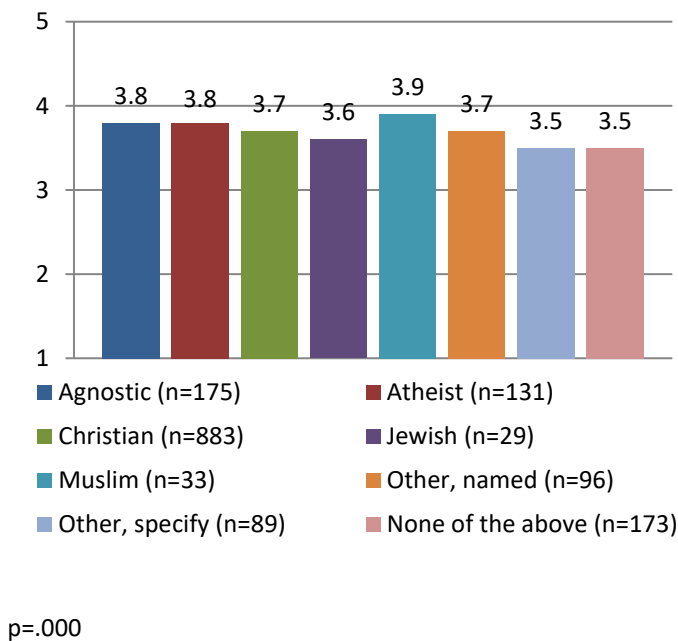
p=.000

Figure 8. Mean Scores on Overall Climate, by Income: Staff

- < $40,000 (n=324)
- $40,000-$59,999 (n=297)
- $60,000-$79,999 (n=196)
- $80,000-$99,999 (n=190)
- > $100,000 (n=413)
- Prefer not to answer (n=171)

p=.001
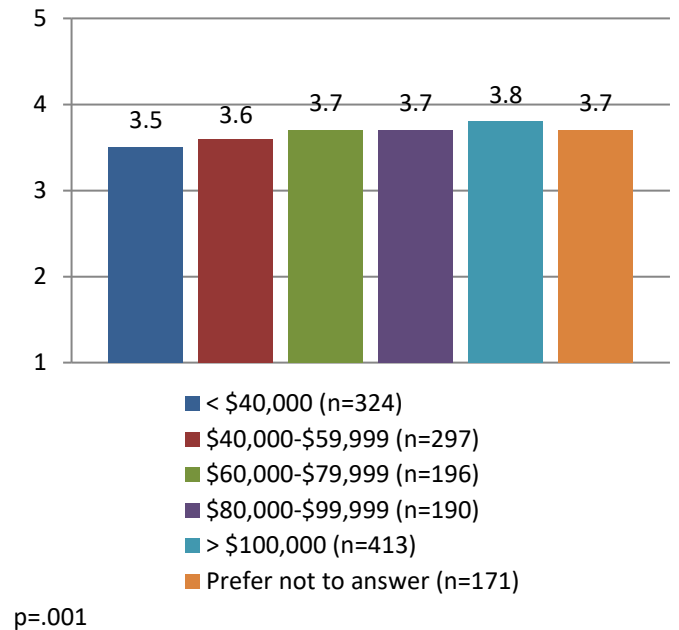
Figure 9. Mean Scores on Overall Climate, by Citizenship Status: Staff

■ Citizen (n=1358)
■ Non-citizen (n=93)
■ Permanent Resident (n=66)
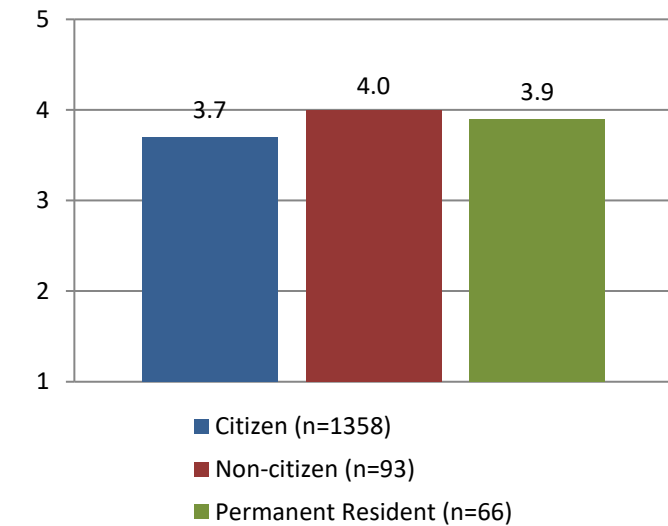
p=.000

Figure 10. Mean Scores on Overall Climate, by Disability Status: Staff

■ Have (n=131) ■ Do not have (n=1457)
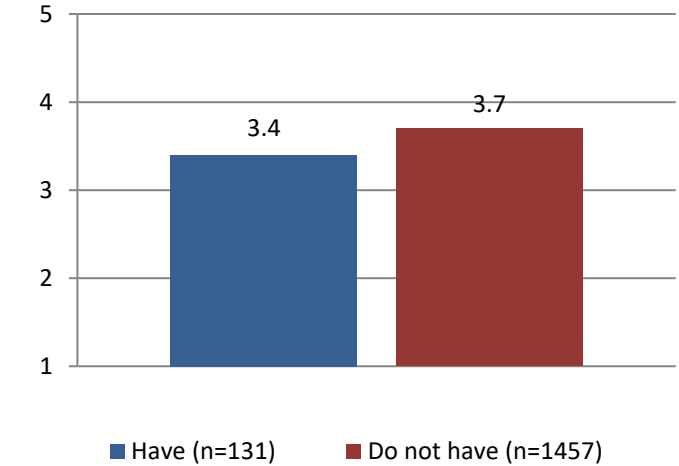
p=.000

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 nine individual items, all of which ask about **fairness and job satisfaction**. A component score was constructed by averaging the responses to all items that comprise it. The mean on this component is 3.4. This indicates that overall, respondents feel that fairness in decisions about promotion and salary, among others, and happiness with their current position fall between moderately fair (3.0) and very fair (4.0). The means on the individual items that make up the component range from 3.0 (fairness in salary decisions) to 4.1 (colleagues/coworkers treat respondent with respect).

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, 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 student body (3.7). Three items have the lowest mean (3.4)—effectiveness in recruiting a diverse faculty body, effectiveness in retaining a diverse faculty body, and effectiveness in recruiting a diverse staff body.

The third component is **offensive comments/gestures, and bullying**. It includes ten items—questions on witnessing or experiencing offensive verbal and written comments, gestures, and images, and witnessing or experiencing bullying behavior. All of these items were originally coded such that a value of 1 indicated the

experience in question never happened and a value of 5 indicating it happened extremely often. However, in keeping with all of the other items on the questionnaire, where a value of 5 indicates the best outcome (extremely effective, very good, extremely satisfied), items in this component were reverse coded, such that a value of 1 means the behavior happened extremely often and 5 means it never happened. Consequently, scores closest to five on all of the components indicate the best possible outcome.

The overall mean on the **offensive comments/gestures, and bullying** component is 4.6, which indicates that these behaviors occur not very often. The means on the individual items range from 4.3 (witnessing bullying or offensive verbal comments) to 4.9 (experiencing offensive visual images).

The next component is **importance of diversity** and includes three items. These items ask the respondent how important it is that Wayne State be committed to building diverse staff, faculty, and student bodies. The overall mean is 4.2, which maps most closely to very important. These three items vary little—means are 4.2 for diverse staff and faculty and 4.3 for diverse student body.

The fifth component is **belonging.** These four items ask about belonging, self-expression, and being themselves. The overall mean is 3.6. Individual items range from a low of 3.3, for expressing personal beliefs, to a high of 3.9, for being comfortable being oneself in the immediate work environment.

The sixth component is **worldview/outreach** and includes four items regarding how often the respondent tries to get to know others, challenges and educates others, and assess one's own worldview. The overall mean is 3.0, translating to moderately often. Individual item means range from 2.8 to 3.5. 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 seventh component is **violence**. The four items included ask about witnessing or experiencing threats of physical violence or actual physical violence. The overall mean of 4.9 indicates respondents rarely experience or witness violence or threats of violence. The means on the individual items are all 4.8 or higher.

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 (4.2) and on campus (3.9) than they do in the area around the university (3.2).

Component 9, **microaggressions**, includes only two questions—how often the respondent has witnessed microaggressions and how often the respondent has experienced microaggressions. The overall mean of 4.3 maps most closely to not very often. The means on the two items are 4.2 for witnessing microaggressions and 4.5 for experiencing microaggressions.

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 4.5, 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[4].

---

[4] 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: Staff[5]

	Mean	SD	*n*
FAIRNESS/SATISFACTION	**3.4**	**.80**	**1514**
Fairness in promotion decisions	3.1	1.20	1183
Fairness in salary decisions	3.0	1.19	1272
Fairness in distribution of work responsibilities	3.3	1.12	1520
Fairness in allocation of space/equipment or other resources	3.4	1.04	1419
How satisfied are you, in general, with your opportunities for career advancement within the University?	3.1	1.16	1625
Fairness in access to special projects/important committees	3.4	1.01	1188
How happy are you to be a staff member at Wayne State University?	3.8	.97	1630
To what extent do you feel your colleagues/coworkers treat you with respect?	4.1	.87	1624
How confident are you that if you experience unfair treatment you can file a complaint or grievance without fear of negative consequences to you?	2.9	1.12	1625
DIVERSITY IN RECRUITMENT & RETENTION	**3.5**	**.90**	**1083**
Effectiveness in recruiting a diverse staff body	3.5	1.04	1409
Effectiveness in recruiting a diverse faculty body	3.4	1.11	972
Effectiveness in recruiting a diverse student body	3.7	.95	1042
Effectiveness in retaining a diverse student body	3.6	.96	980
Effectiveness in retaining a diverse staff body	3.4	1.06	1360
Effectiveness in retaining a diverse faculty body	3.4	1.08	897
How well does your department/unit address issues of unfair treatment to employees related to their diversity?	3.5	1.18	1016
OFFENSIVE COMMENTS/GESTURES, BULLYING	**4.6**	**.53**	**1627**
How often experienced: offensive verbal comments	4.6	.72	1614
How often experienced: offensive written comments	4.8	.56	1601
How often experienced: bullying, exclusion, intimidation, and/or hostility	4.5	.85	1602
How often experienced: offensive gestures	4.8	.52	1612
How often witnessed: bullying, exclusion, intimidation, and/or hostility	4.3	.98	1619
How often witnessed: offensive verbal comments	4.3	.92	1623
How often witnessed: offensive gestures	4.6	.73	1620
How often experienced: offensive visual images	4.9	.46	1606
How often witnessed: offensive written comments	4.6	.74	1617
How often witnessed: offensive visual images	4.7	.65	1608
IMPORTANCE OF DIVERSITY	**4.2**	**.86**	**1633**
How important is it to you that Wayne State University be committed to building a diverse staff body?	4.2	.92	1632
How important is it to you that Wayne State University be committed to building a diverse faculty body?	4.2	.89	1625
How important is it to you that Wayne State University be committed to building a diverse student body?	4.3	.88	1631

---

[5] 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	*n*
BELONGING	**3.6**	**.79**	**1630**
How comfortable do you feel expressing your personal beliefs or thoughts at Wayne State University?	3.5	1.0	1617
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?	3.3	1.01	1617
How comfortable do you feel being yourself in your immediate work environment?	3.9	.95	1629
To what extent do you feel like you belong at Wayne State University?	3.8	1.03	1624
WORLDVIEW/OUTREACH	**3.0**	**.86**	**1619**
In past 12 months, how often … Made an effort to educate others on diversity-related topics?	2.8	1.14	1611
In past 12 months, how often … Challenged others on issues of discrimination?	2.5	1.11	1612
In past 12 months, how often … Made an effort to get to know people different from you?	3.5	.94	1617
In past 12 months, how often … Become aware of how your worldview affects your own thinking about diversity and inclusion?	3.2	1.13	1612
VIOLENCE	**4.9**	**.32**	**1632**
How often witnessed: actual physical violence	4.9	.38	1617
How often experienced: actual physical violence	5.0	.26	1613
How often witnessed: threats of physical violence	4.8	.55	1629
How often experienced: threats of physical violence	4.9	.36	1617
SAFETY	**3.8**	**.66**	**1622**
Physical safety of the university	3.9	.74	1620
Physical safety of the area around the university	3.2	.87	1620
Physical safety of your immediate work environment	4.2	.83	1625
MICROAGGRESSIONS	**4.3**	**.88**	**1631**
How often experienced: microaggressions	4.5	.88	1620
How often witnessed: microaggressions	4.2	1.02	1625
FREEDOM OF SPEECH	**4.1**	**.75**	**1626**
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	1.07	1596
How strongly do you believe that freedom of speech is important?	4.5	.69	1624
ACCESSIBILITY	**2.4**	**.54**	**1544**
Accessibility: physical spaces	2.5	.66	1445
Accessibility: educational materials	2.5	.61	1287
Accessibility: technology	2.4	.61	1460

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 2.33, 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[6].

The component labeled **fairness/satisfaction** has the highest coefficient with overall climate—0.60. This indicates that the more positively staff rate this component, the higher they rated the overall climate[7].

The next explanatory component—**belonging**—has a standardized coefficient of .129. The more positively staff rate this component, the more highly they rated the overall climate. Similarly, **diversity in recruitment and retention** has a standardized coefficient of 0.126.

The final independent variables—**microaggression, violence, and worldview/outreach**—have coefficients of .061, .057 and .038 respectively.

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

	b Coefficient	Std. Error	Standardized Regression Coefficients
Fairness/Satisfaction	.595	.027	0.601***
Belonging/Self-expression	.131	.023	0.130***
Diversity in recruitment & retention	.111	.022	0.125***
Microaggression	.053	.020	.061**
Violence	.115	.039	.056**
Worldview/Outreach	.035	.017	.037*
Intercept	-.087	.192	
Adjusted R^2			.67
n			1014

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

---

[6] 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.

[7] 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.

The other components were not significant predictors of overall climate, and are excluded from Table 6. In Table 6, the adjusted R-square is .67, indicating that these three components explain 67% 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 staff 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—**fairness/satisfaction**—can be tagged as primary areas because affecting scores on this component will greatly affect scores on overall climate. **Belonging, microaggression, violence, diversity in recruitment & retention, and worldview/outreach** are tagged as secondary areas because while they are significantly related to overall climate, changes in the scores on these two components will have a relatively smaller effect on overall climate scores.

Strengths versus Areas for Action

The mean ratings of the components and the individual items can be used to define which issues can be tagged as strengths and which ones as areas for action. Components or items for which the mean rating is 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 right represent areas for action, as they include the area **(fairness/satisfaction)** that has a strong relationship with overall climate and that staff rated relatively low/negatively. This is the area which Wayne State University could consider taking action with respect to staff.

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

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

	High Ratings (mean rating > 3.5)	**Low Ratings (mean rating <= 3.5)**
Primary		• Fairness/Satisfaction (3.4)
Secondary	• Belonging/Self-expression (3.6) • Microaggression (4.3) • Violence (4.9)	• Diversity in recruitment & retention (3.5) • Worldview/Outreach (3.0)

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

Fairness/Satisfaction

This component has the strongest relationship with overall climate (standardized regression coefficient= .601 in Table 6). The average rating of all individual items in this component is 3.4 which makes it an area of improvement 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 "Fairness/Satisfaction" 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		• Fairness in promotion decisions (3.1) • Fairness in salary decisions (3.0) • Fairness in distribution of work responsibilities (3.3) • Fairness in allocation of space/equipment or other resources (3.4) • How satisfied are you, in general, with your opportunities for career advancement within the University? (3.1)
Secondary	• How happy are you to be a staff member at Wayne State University? (3.8) • To what extent do you feel your colleagues/coworkers treat you with respect? (4.1)	• Fairness in access to special projects/important committees (3.4) • How confident are you that if you experience unfair treatment you can file a complaint or grievance without fear of negative consequences to you? (2.9)

Five of the items are primary, as they are at or above the median loading. To improve overall ratings of fairness, the five areas that would have the greatest impact are fairness in promotion decisions, fairness in salary decisions, fairness in distribution of work responsibilities, fairness in allocation of space/equipment or other resources, and satisfaction with opportunities for career advancement within the University. Addressing disatisfaction in these three areas could improve staff assessment of fair treatment at Wayne State.

Figures 11 through 21 show the statistically significant differences in mean scores on fairness/satisfaction by various demographic characteristics. While many of the differences are statistically significant, all of them are small (< 0.5). Thus, the figures are presented but the differences are not discussed in the text.

Appendix D contains the responses to follow-up questions for respondents who indicated they have been treated not at all fair or not very fair in decisions about promotion, salary, etc.

Figure 11. Mean Scores on Fairness, by Full or Part-Time Status: Staff

- Full-time (n=1158): 3.3
- Part-time (n=271): 3.6

p=.000
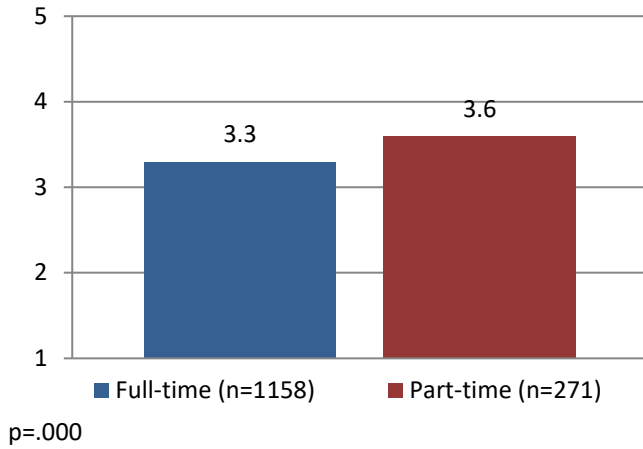
Figure 12. Mean Scores on Fairness, by Years Worked at WSU: Staff

- <2.5 yrs (n=366): 3.6
- 2.5-7.5 yrs (n=306): 3.3
- 7.5-15 yrs (n=257): 3.3
- 15-24 yrs (n=270): 3.3
- >24 years (n=231): 3.3
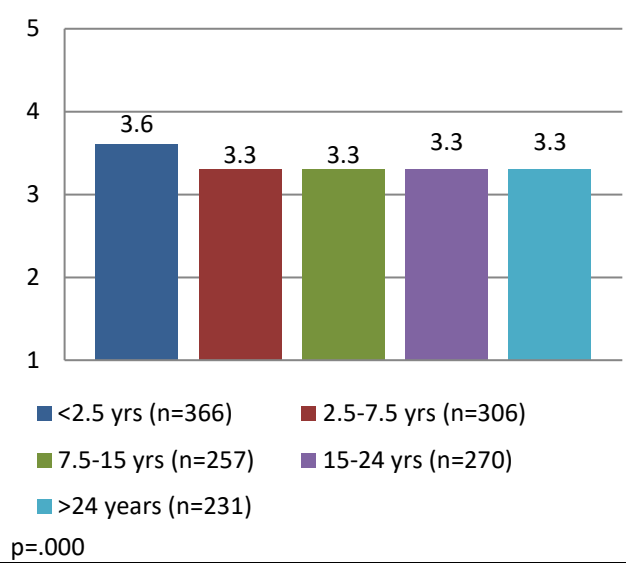
p=.000

Figure 13. Mean Scores on Fairness, by Years in Current Position: Staff

- <=1 yr (n=428): 3.6
- 1-2 years (n=321): 3.4
- 2-3 yrs (n=140): 3.3
- 4-8.5 yrs (n=225): 3.3
- >8.5 yrs (n=265): 3.2
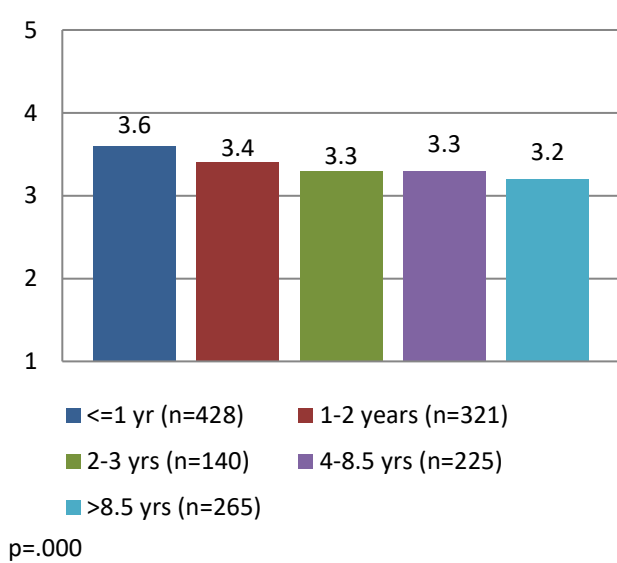
p=.000

Figure 14. Mean Scores on Fairness, by Education: Staff

- Bachelor's or less (n=808): 3.3
- Master's (n=480): 3.4
- Professional (n=49): 3.5
- Doctoral (n=161): 3.5

p=.004
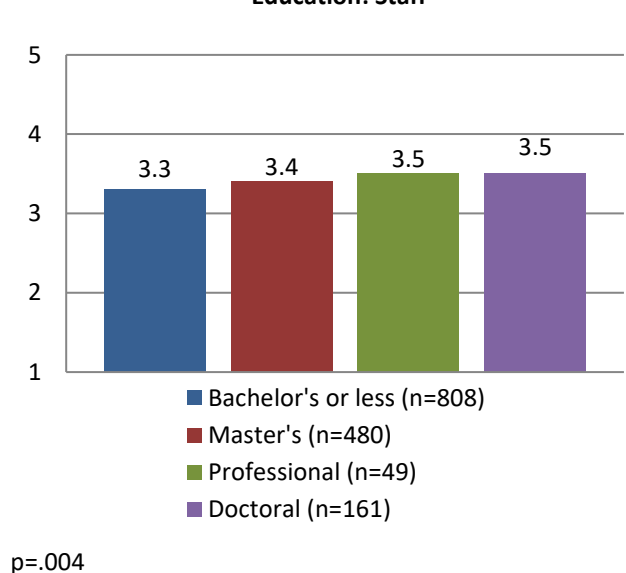
Figure 15. Mean Scores on Fairness, by Race/Ethnicity: Staff

- Asian (n=146)
- Black (n=502)
- Latino (n=44)
- White (n=787)
- Other/multiple (n=27)
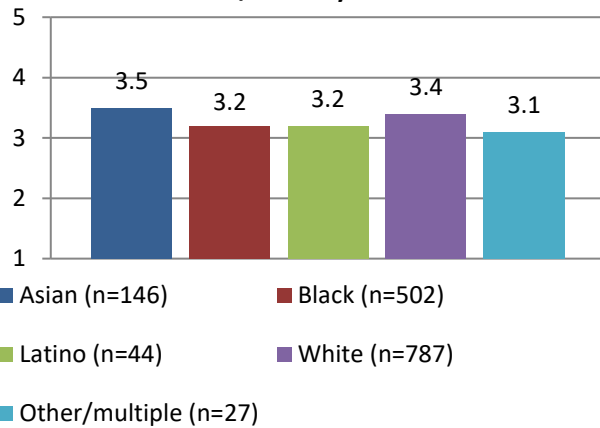
p=.000

Figure 16. Mean Scores on Fairness, by Age Group: Staff

- 18-34 (n=392)
- 35-43 (n=236)
- 44-51 (n=230)
- 52-58 (n=220)
- 59-77 (n=237)
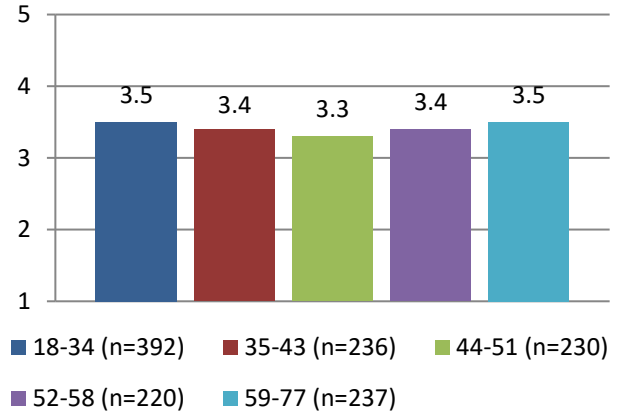
p=.018

Figure 17. Mean Scores on Fairness, by Gender Identity: Staff

- Female (n=868)
- Male (n=561)
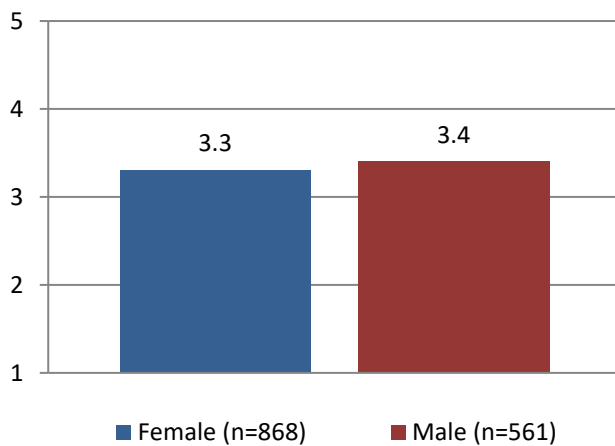
p=.01

Figure 18. Mean Scores on Fairness, by Religion: Staff

- Agnostic (n=161)
- Atheist (n=115)
- Christian (n=840)
- Jewish (n=32)
- Muslim (n=31)
- Other, named (n=88)
- Other, specify (n=86)
- None of above (n=161)
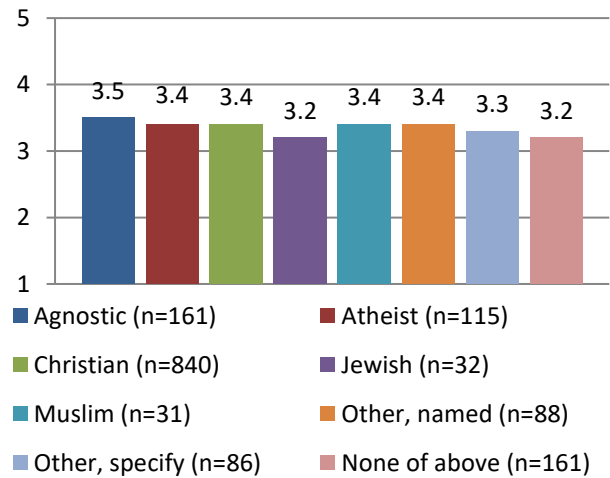
p=.007

Figure 19. Mean Scores on Fairness, by Income: Staff

p=.000

Values: 3.2, 3.3, 3.3, 3.4, 3.5, 3.5
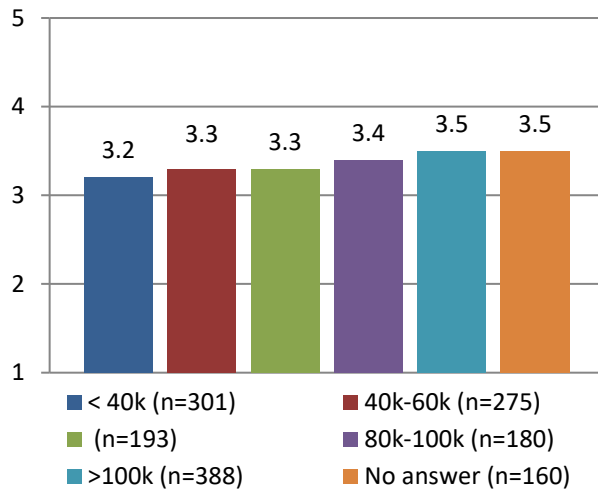
Legend:
- < 40k (n=301)
- 40k-60k (n=275)
- (n=193)
- 80k-100k (n=180)
- >100k (n=388)
- No answer (n=160)

Figure 20. Mean Scores on Fairness, by Citizenship Status: Staff

p=.001

Values: 3.4, 3.6, 3.6

Legend:
- Citizen (n=1284)
- Non-citizen (n=82)
- Permanent Resident (n=63)
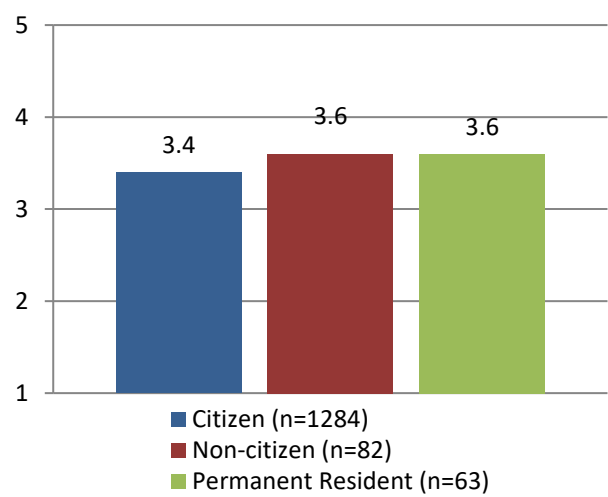
Figure 21. Mean Scores on Fairness, by Disability Status: Staff

p=.000

Values: 3.1, 3.4

Legend:
- Have disability (n=130)
- Do not have disability (n=1364)
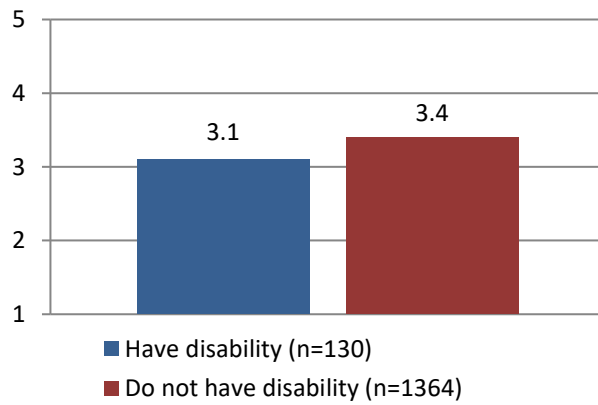
Belonging/Self-Expression

Belonging/self-expression is significantly related to overall climate and is the second of six components in terms of strength of relationship with it. With a much smaller effect on overall climate than **fairness/satisfaction**, it has been classified as a secondary area in terms of priority. The average rating of all individual items in this component is 3.6, which makes it a strength for Wayne State.

Table 9 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. Two of the four items are primary, as they are at or above the median loading. Addressing low comfort levels with expressing personal beliefs at WSU could improve staff assessment of belonging.

Table 9. Individual Items on "Belonging/Self-Expression" Component Classified as Primary or Secondary, as Areas of Strength or Action

	High Ratings (mean rating > 3.5)	Low Ratings (mean rating <= 3.5)
Primary		• How comfortable do you feel expressing your personal beliefs or thoughts at Wayne State University? (3.5) • 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? (3.3)
Secondary	• How comfortable do you feel being yourself in your immediate work environment? (3.9) • To what extent do you feel like you belong at Wayne State University? (3.8)	

Figures 22 through 27 show the statistically significant variations in means on this component by demographic characteristics. Among the six statistically significant differences, none are large enough to be noteworthy (i.e. >=.5).

Figure 22. Mean Scores on Belonging, by Full or Part-Time Status: Staff
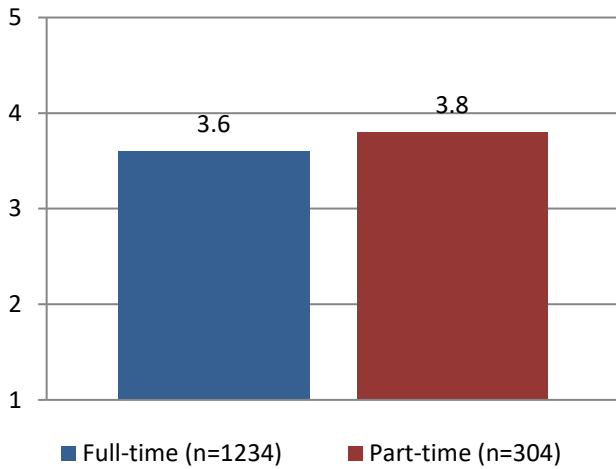
p=.002

Figure 23. Mean Scores on Belonging, by Years Worked at WSU: Staff
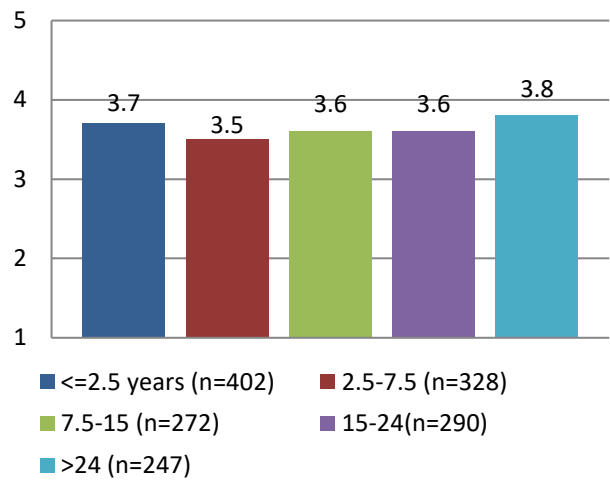
p=.001

Figure 24. Mean Scores on Belonging, by Disability Status: Staff
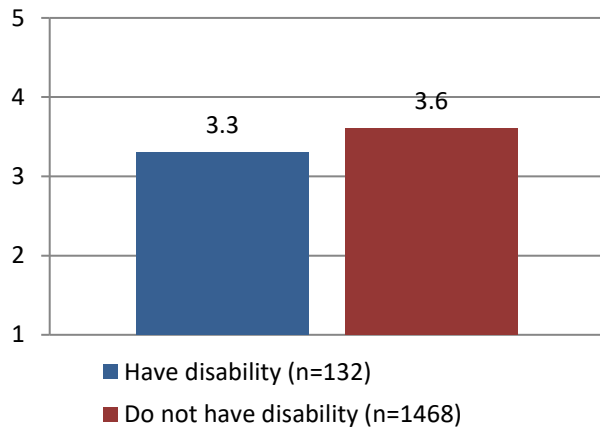
p=.000

Figure 25. Mean Scores on Belonging, by Age Group: Staff
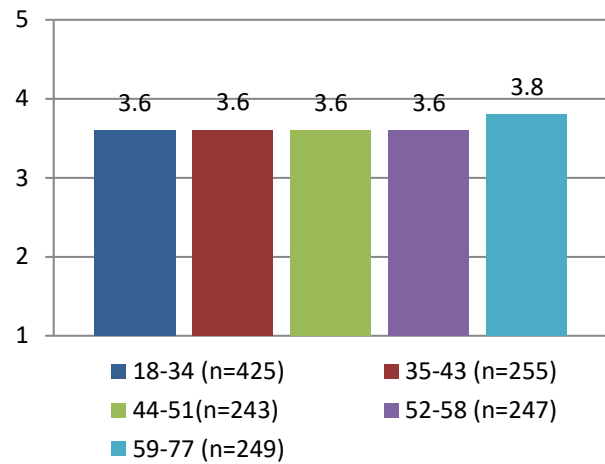
p=.000

Figure 26. Mean Scores on Belonging, by Income: Staff
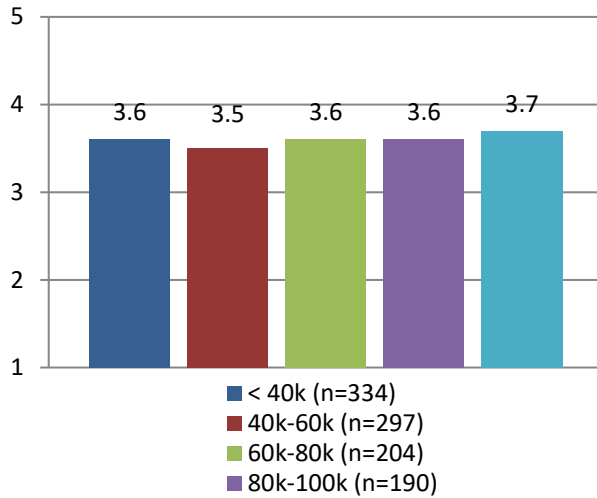
p=.026

Figure 27. Mean Scores on Belonging, by Political View: Staff
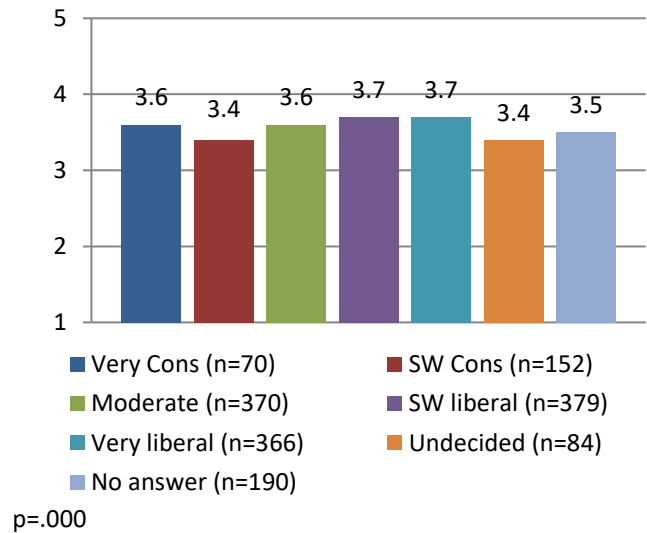
p=.000

Diversity in Recruitment and Retention

Diversity in recruitment and retention has a small, but significant effect on overall climate and is similar in strength to belonging/self-expression standardized regression coefficient=.125 in Table 6) and is third among six signficant 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 student body? (3.6)	Effectiveness in recruiting a diverse staff body (3.5) Effectiveness in recruiting a diverse faculty body? (3.4)
Secondary		Effectiveness in retaining a diverse staff body (3.4) Effectiveness in retaining a diverse faculty body? (3.4) 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 effectivness in recruiting a diverse staff body and recruiting a diverse faculty suggest room for improvement.

Figures 28 to 35 show the mean scores on this component by various demographic variables. Noteworthy differences are evident with respect to years in current position (Figure 30), age (Figure 32), religion (Figure 33), and citizenship status (Figure 34).

Respondents who have been in the current position for the least amount of time (less than or equal to one year) rate diversity in recruitment and retention the highest, with a mean score of 3.8. Those who have been in their current position the longest (more than 8.5 years) have the lowest rating of 3.3.

In terms of age, younger respondents (18-34) have the highest rating of diversity in recruitment and retention (mean = 3.7), while respondents in one of the middle age ranges of 44-51 have the lowest rating (3.0). This score is at least .5 scale points below all of the other age categories.

By religion, Jewish respondents rate diversity the highest, with a mean of 3.8. The lowest rating is among respondents who specified "other" religion, one not specified on the questionnaire (3.3).

Non-citizens rate this component highest (4.0), while citizens rate it lowest (3.5).

Figure 28. Mean Scores on Diversity in Recruitment and Retention, by Full or Part-Time Status: Staff
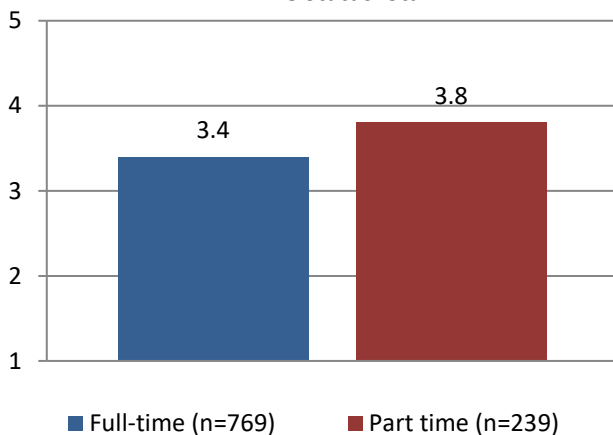
p=.000

Figure 29. Mean Scores on Diversity in Recruitment and Retention, by Years Worked at WSU: Staff
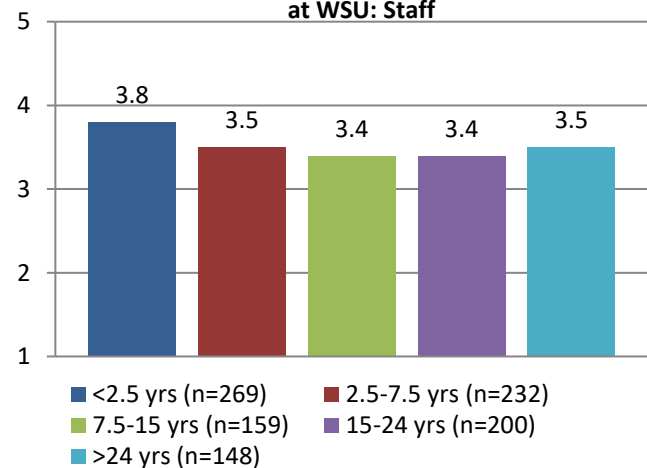
p=.000

Figure 30. Mean Scores on Diversity in Recruitment and Retention, by Years in Current Position: Staff

- <=1 yr (n=320)
- 1-2 yrs (n=215)
- 2.5-3 yrs (n=113)
- >4-8.5 yrs (n=154)
- > 8.5 yrs (n=173)
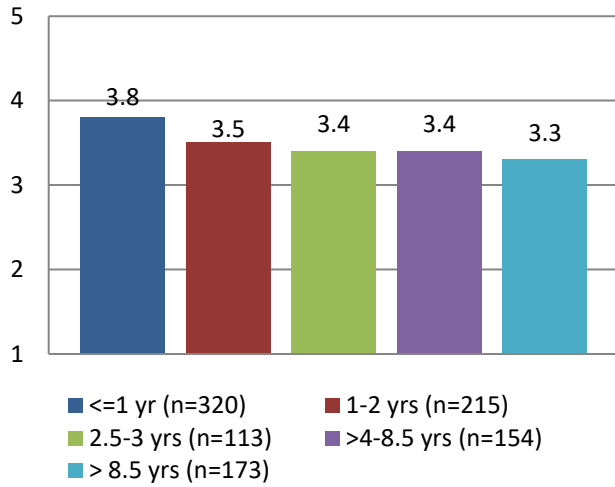
p=.000

Figure 31. Mean Scores on Diversity in Recruitment and Retention, by Race/Ethnicity: Staff

- Asian (n=126)
- Black (n=373)
- Latino (n=31)
- White (n=524)
- Other/multiple (n=22)
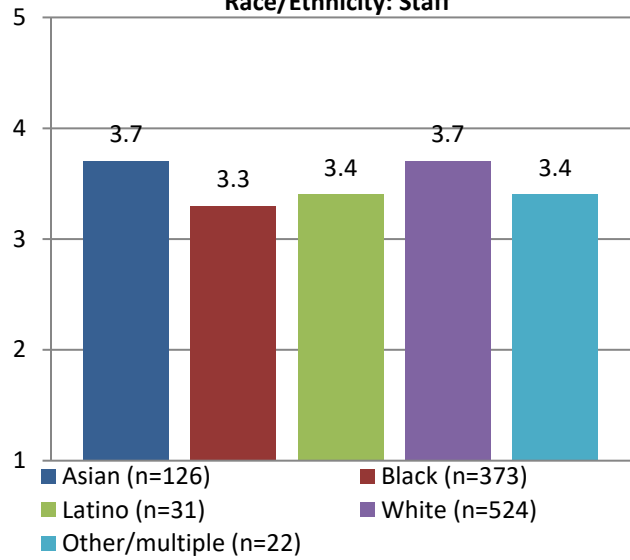
p=.000

Figure 32. Mean Scores on Diversity in Recruitment and Retention, by Age Group: Staff

- 18-34 (n=307)
- 35-43 (n=163)
- 44-51 (n=163)
- 52-58 (n=135)
- 59-77 (n=152)
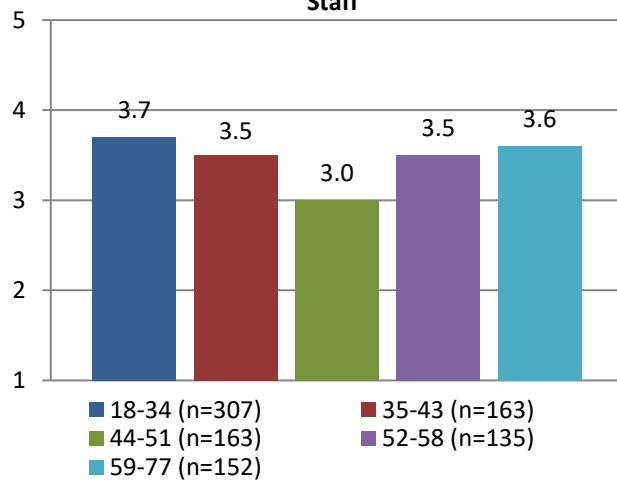
p=.006

Figure 33. Mean Scores on Diversity in Recruitment and Retention, by Religion: Staff

- Agnostic (n=109)
- Atheist (n=77)
- Christian (n=593)
- Jewish (n=26)
- Muslim (n=24)
- Other, named (3.6)
- Other, specify (n=59)
- None (n=125)
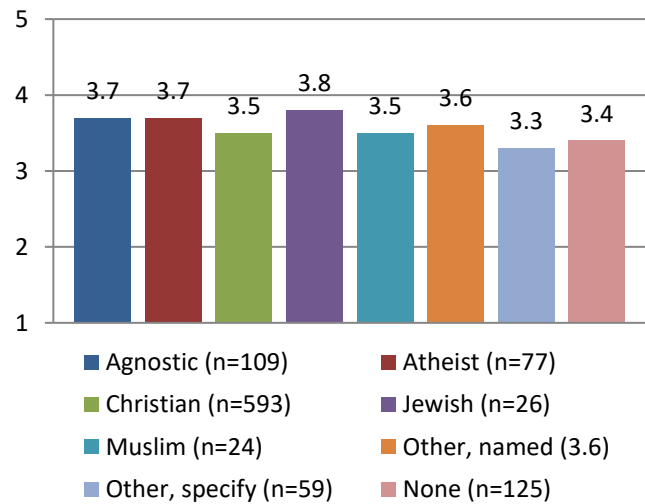
p=.04

Figure 34. Mean Scores on Diversity in Recruitment and Retention, by Citizenship Status: Staff

- Citizen (n=888): 3.5
- Non-citizen (n=72): 4.0
- Permanent Resident (n=48): 3.8
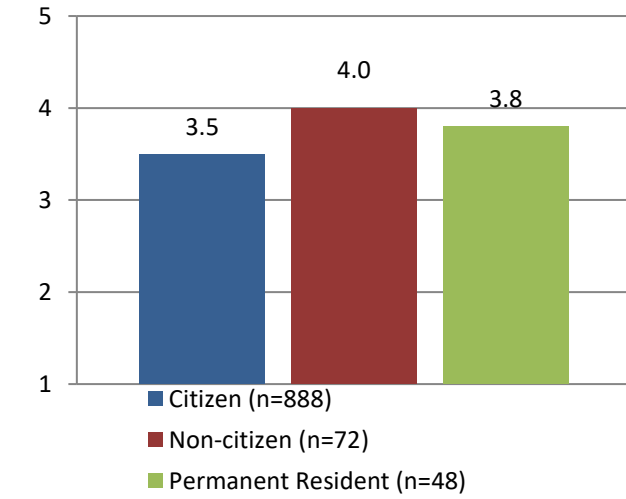
p=.000

Figure 35. Mean Scores on Diversity in Recruitment and Retention, by Disability Status: Staff

- Have disability (n=87): 3.2
- Do not have disability (n=981): 3.5
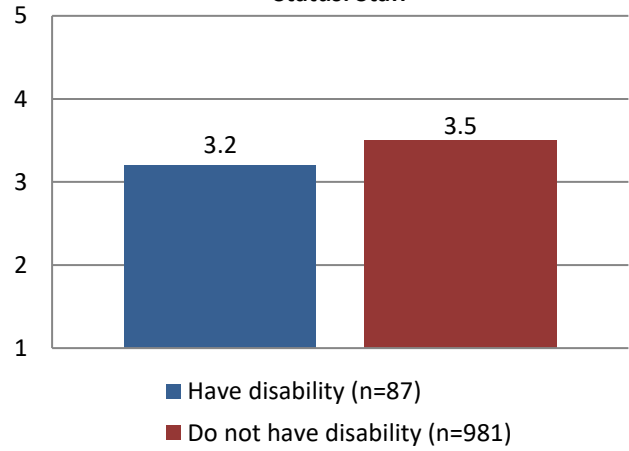
p=.002

Microaggressions

Microaggressions has a small, but significant effect on overall climate and is the fourth of six significant factors. It is classified as a secondary area in terms of priority. The average rating of all individual items in this component is 4.3. This low frequency of microaggressions makes it a strength for Wayne State University.

Table 11 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. One of the items, how often one has experienced microaggressions, is primary, as it is at or above the median loading.

Table 11. Individual Items on "Microaggressions" Component Classified as Primary or Secondary, as Areas of Strength or Action

	High Ratings (mean rating > 3.5)	Low Ratings (mean rating <= 3.5)
Primary	How often experienced: Microaggressions (4.5)	
Secondary	How often witnessed: Microaggressions (4.2)	

Figures 36 to 47 show the mean scores on this component by various demographic variables. Noteworthy differences are evident with respect to race/ethnicity (Figure 40), religion (Figure 42), citizenship status (Figure 44), disability status (Figure 45) and sexual orientation (Figure 47). Latino respondents have the lowest rating on microaggressions, with a mean score of 3.8. Asian respondents have the highest rating (4.5). (Again, higher values translate to fewer experiences with microaggressions.)

By religion, Muslims have the fewest experiences with microaggressions, with a mean of 4.6. Also giving positive ratings were those who identify with an "other" religion, named on the questionnaire, (4.5), and Jewish respondents (4.5). The lowest rating is among those who identify as having an "other" religion, one not specified on the questionnaire (3.9).

Non-citizens have fewer experiences with microaggressions (4.9) than citizens (4.3). Respondents without a disability also have fewer experiences, with a mean of 4.4, than those who have a disability (3.9). By sexual orientation, heterosexual respondents' mean rating is 4.4, compared to a rating of 3.9 among lesbian respondents.

Figure 36. Mean Scores on Microaggressions, by Full or Part-Time Status: Staff
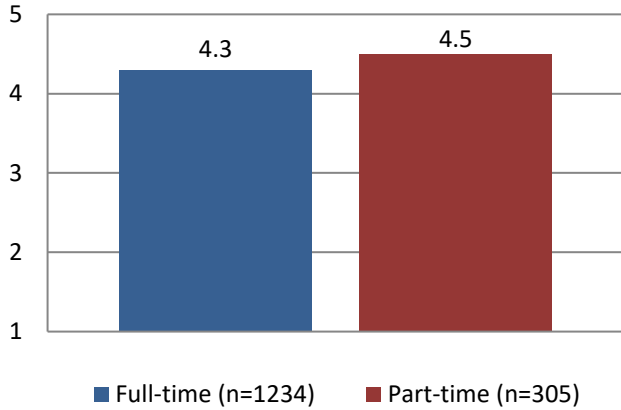
p=.002

Figure 37. Mean Scores on Microaggressions, by Years Worked at WSU: Staff
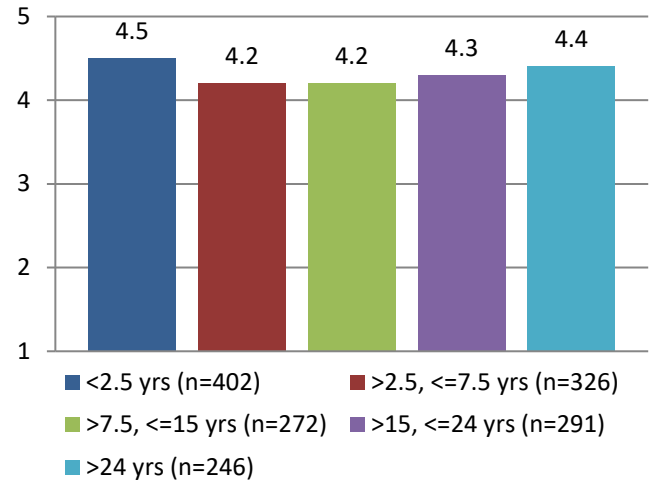
p=.000

Figure 38. Mean Scores on Microaggressions, by Years in Current Position: Staff
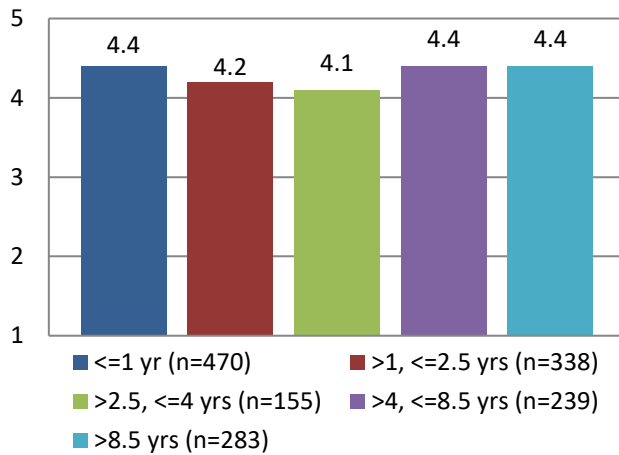
p=.000

Figure 39. Mean Scores on Microaggressions, by Education: Staff
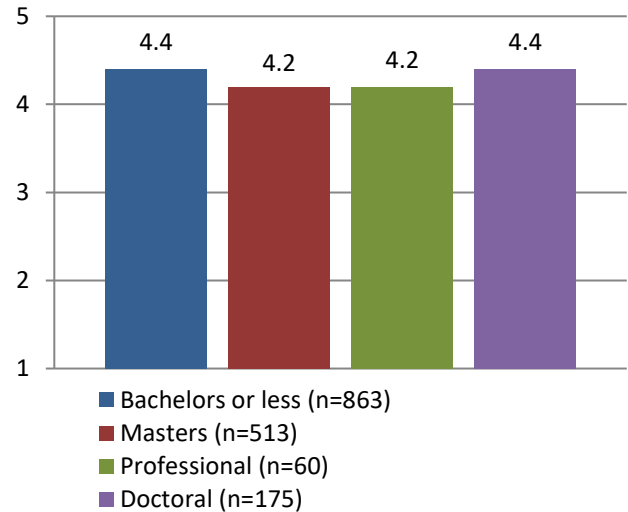
p=.000

Figure 40. Mean Scores on Microaggressions, by Race/Ethnicity: Staff

- ■ Asian (n=161)
- ■ Black (n=525)
- ■ Latino (n=44)
- ■ White (n=861)
- ■ Other/multiple (n=29)

p=.000
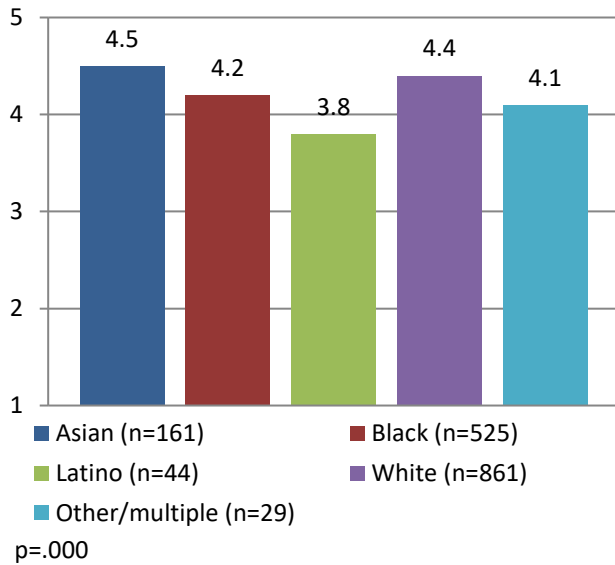
Figure 41. Mean Scores on Microaggressions, by Age Group: Staff

- ■ 18-34 (n=425)
- ■ 35-43 (n=255)
- ■ 44-51 (n=243)
- ■ 52-58 (n=247)
- ■ 59-77 (n=249)
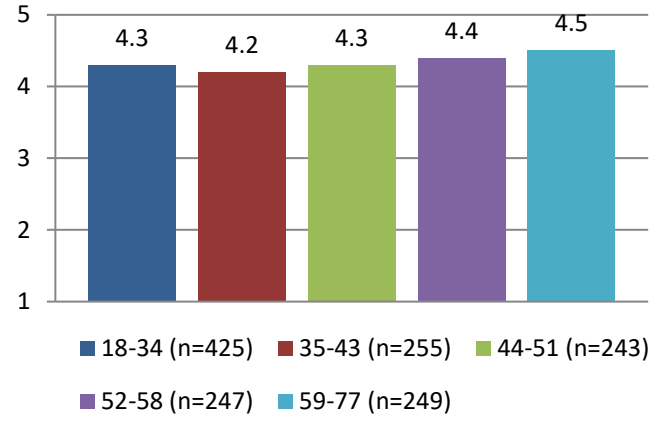
p=.007

Figure 42. Mean Scores on Microaggressions, by Religion: Staff

- ■ Agnostic (n=176)
- ■ Atheist (n=131)
- ■ Christian (n=895)
- ■ Jewish (n=35)
- ■ Muslim (n=33)
- ■ Other, named (n=98)
- ■ Other, specify (n=88)
- ■ None (n=176)
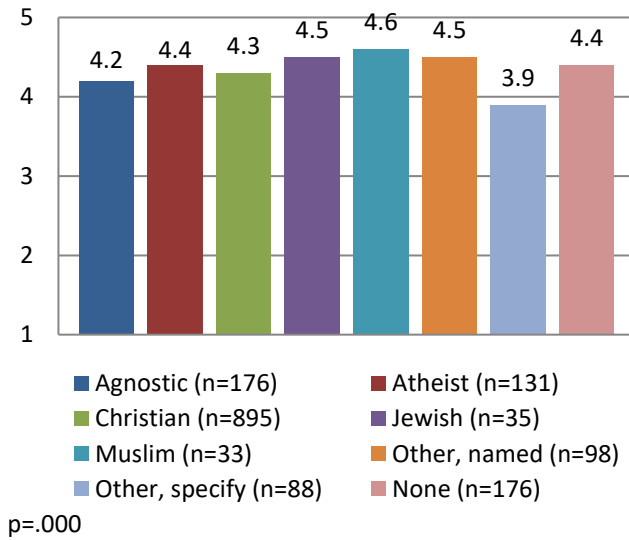
p=.000

Figure 43. Mean Scores on Microaggressions, by Income: Staff

- ■ <40k (n=333)
- ■ 40k-60k (n=297)
- ■ 60k-80k (n=205)
- ■ 80k-100k (n=188)
- ■ >100k (n=411)
- ■ No answer (n=177)

p=.01
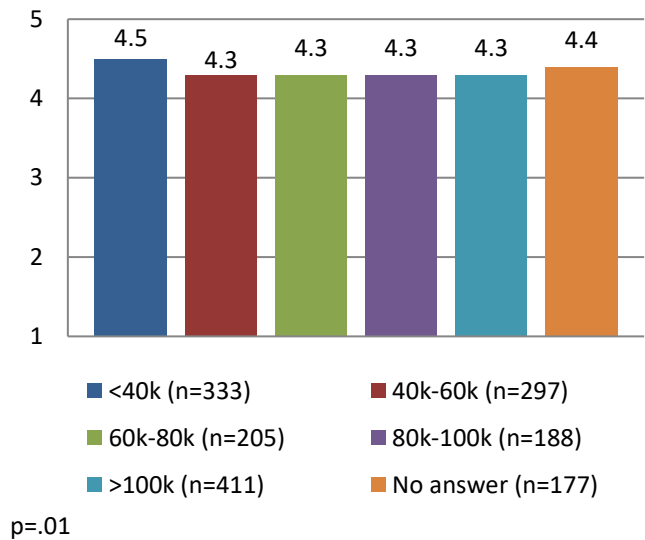
Figure 44. Mean Scores on Microaggressions, by Citizenship Status: Staff
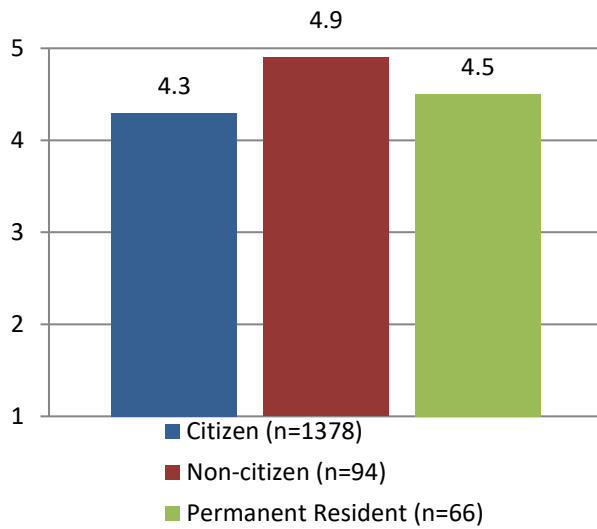
p=.000

Figure 45. Mean Scores on Microaggressions, by Disability Status: Staff
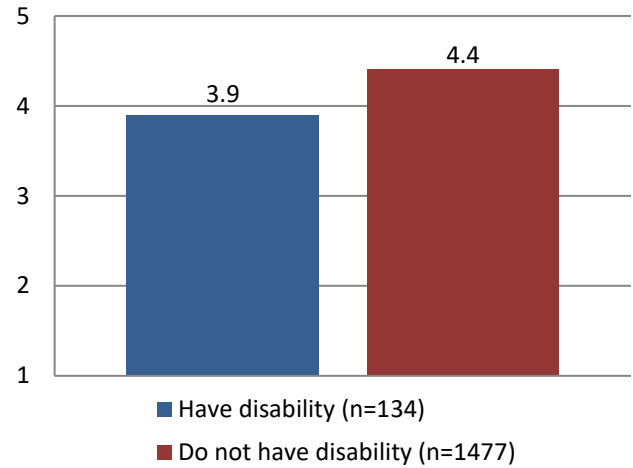
p=.000

Figure 46. Mean Scores on Microaggressions, by Political View: Staff
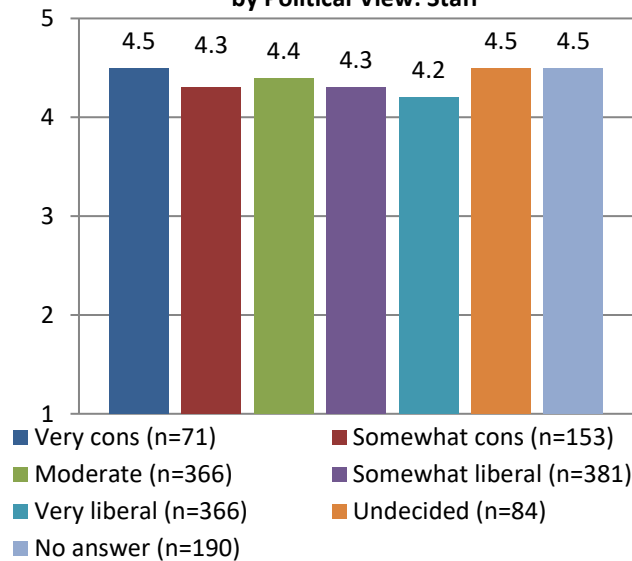
p=.005

Figure 47. Mean Scores on Microaggressions, by Sexual Orientation: Staff
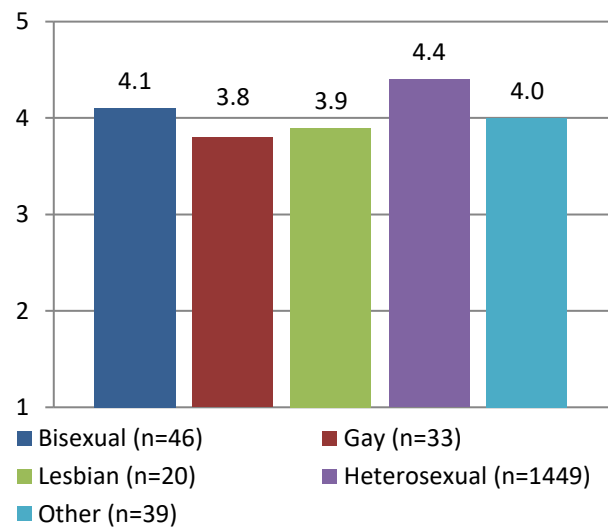
p=.000

Violence

Violence has a small, but significant effect on overall climate and is the fifth of six significant factors. It is classified as a secondary area in terms of priority. The average rating of all individual items in this component is 4.9, which makes it an area of strength for Wayne State University.

Table 12 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. Two of the items, how often witnessed actual physical violence and how often witnessed threats of physical violence, are primary, as they are at or above the median loading.

Table 12. Individual Items on "Violence" Component Classified as Primary or Secondary, as Areas of Strength or Action

	High Ratings (mean rating > 3.5)	Low Ratings (mean rating <= 3.5)
Primary	How often witnessed: actual physical violence (4.9) How often witnessed: threats of physical violence (4.8)	
Secondary	How often experienced: threats of physical violence (4.9) How often experienced: actual phyiscal violence (5.0)	

Figures 48 to 56 show the mean scores on this component by various demographic variables. While many of the differences are statistically significant, all of them are small (< 0.5). Thus, the figures are presented but the differences are not discussed in the text.

Figure 48. Mean Scores on Violence, by Full or Part-Time Status: Staff
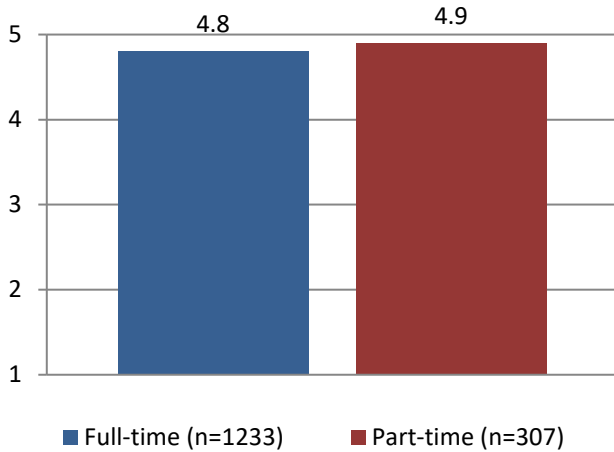
p=.004

Figure 49. Mean Scores on Violence, by Years in Current Position: Staff
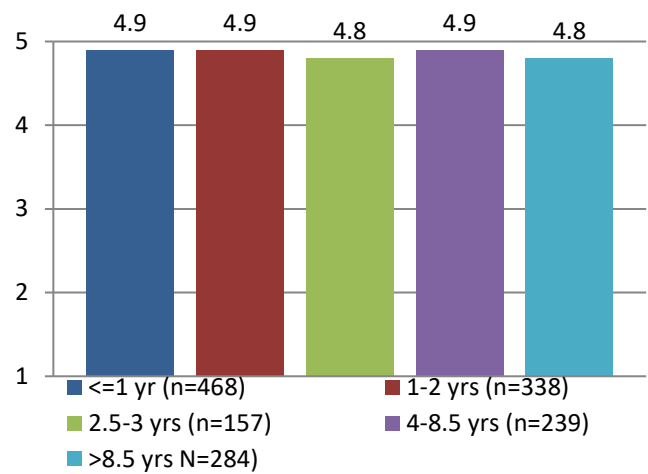
p=.007

Figure 50. Mean Scores on Violence, by Education: Staff
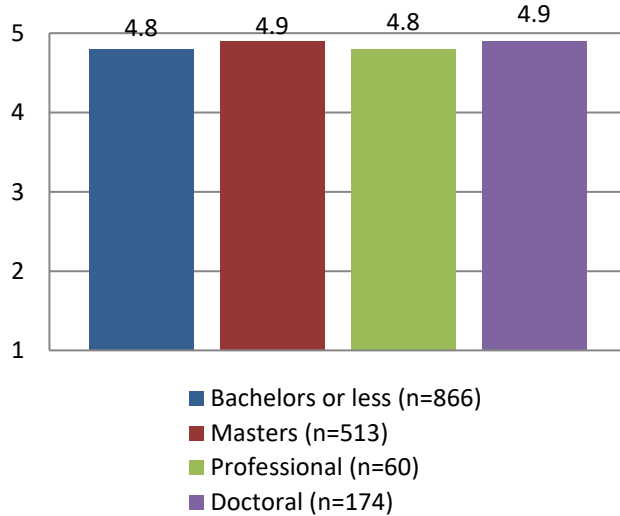
p=.01

Figure 51. Mean Scores on Violence, by Race/Ethnicity: Staff
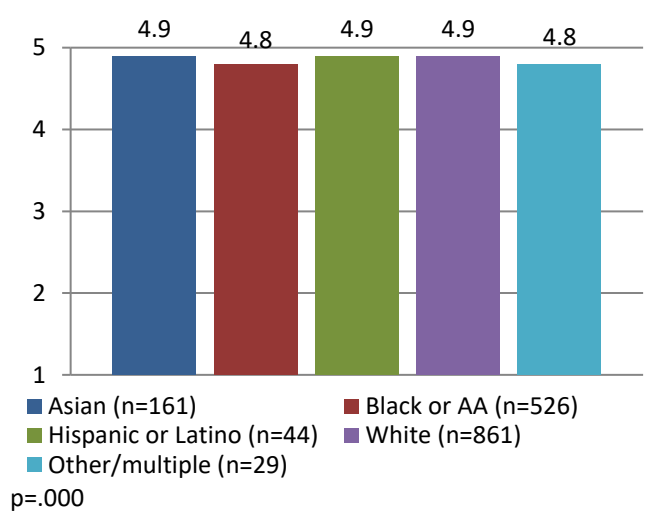
p=.000

Figure 52. Mean Scores on Violence, by Gender Identity: Staff
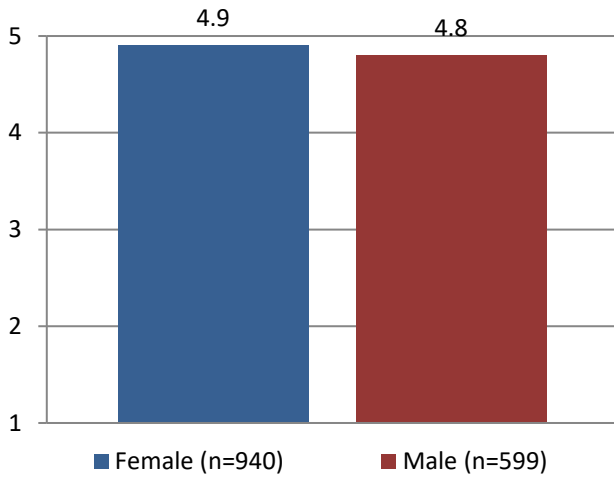
p=.017

Figure 53. Mean Scores on Violence, by Income: Staff
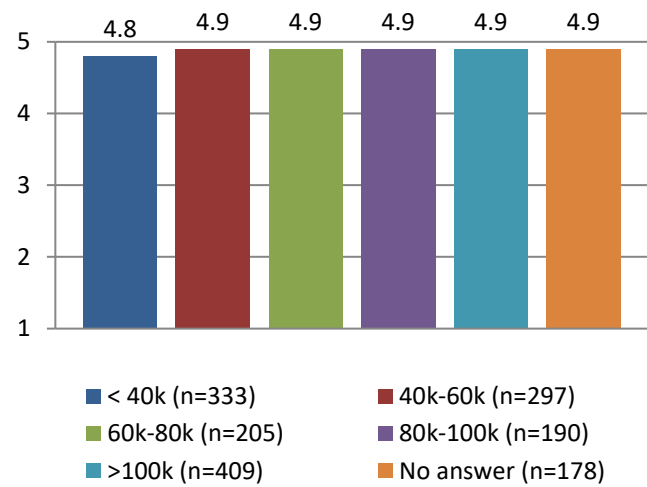
p=.002

Figure 54. Mean Scores on Violence, by Disability Status: Staff
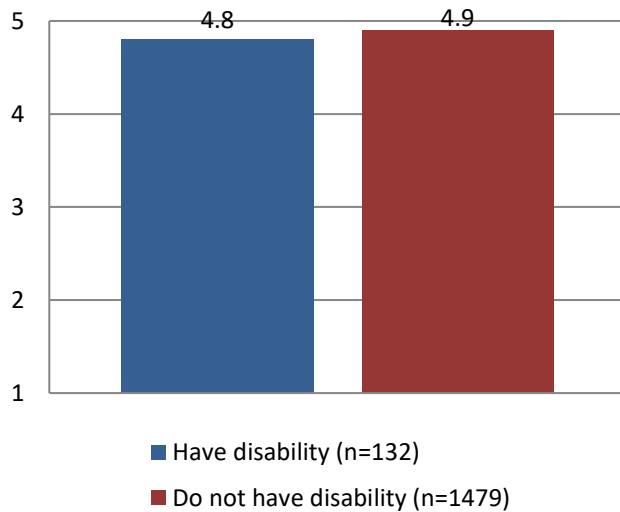
p=.006

Figure 55. Mean Scores on Violence, by Political View: Staff
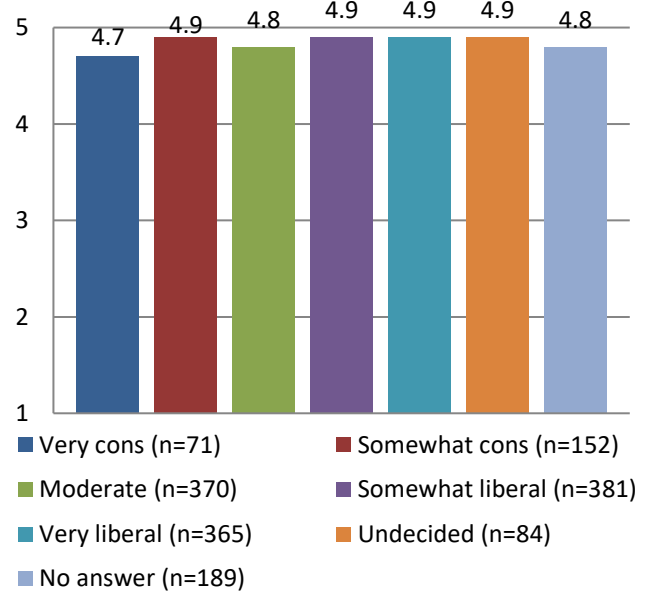
p=.01

Figure 56. Mean Scores on Violence, by Veteran Status: Staff
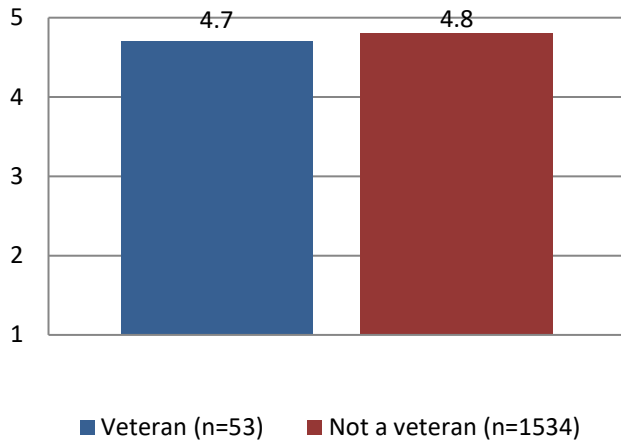
p=.007

Worldview/Outreach

Worldview was the final area that had a small but significant effect on overall climate (standardized regression coefficient=0.37 in Table 6). It is classified as a secondary area in terms of priority. The average rating of all individual items in this component is 3.0, which makes it an area of action for Wayne State University.

Table 13 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. Two of the four items are primary, as they are at or above the median loading. Encouraging staff to make an effort to educate others on diversity-related topics, or to challenge others on issues of discrimination could improve staff assessment of worldview/outreach.

Table 13. Individual Items on "Worldview/Outreach" Component Classified as Primary or Secondary, as Areas of Strength or Action

	High Ratings (mean rating > 3.5)	Low Ratings (mean rating <= 3.5)
Primary		In past 12 months, how often … Made an effort to educate others on diversity-related topics? (2.8) In past 12 months, how often … Challenged others on issues of discrimination? (2.5)
Secondary		In past 12 months, how often … Made an effort to get to know people different from you? (3.5) In past 12 months, how often … Become aware of how your worldview affects your own thinking about diversity and inclusion? (3.2)

Figures 57 to 68 show the mean scores on this component by various demographic variables. Noteworthy differences are evident with respect to race/ethnicity (Figure 60), religion (Figure 62), citizenship status (Figure 64), political views (Figure 66), and sexual orientation (Figure 67). Asian respondents have the lowest rating on worldview, with a mean score of 2.8. Latinos and respondents identifying as other/multiple race have the highest rating (both 3.3).

By religion, respondents who identify with an "other" religion, one not specified on the questionnaire, rate worldview the highest, with a mean of 3.3. The lowest rating is among respondents who don't identify with any religion (2.8).

Non-citizens have the lowest ratings on this component, with a mean of 2.6, while citizens have the highest rating (3.1).

With respect to political views, respondents who are very liberal have the highest rating on worldview (3.3) Those who are undecided or who identify as very conservative have the lowest ratings (both 2.7).

By sexual orientation, heterosexual and those selecting the "other" category have the lowest ratings on this component, both with a mean of 3.0. Lesbian respondents rate worldview as highest, with a mean of 3.5.

Figure 57. Mean Scores on Worldview, by Full or Part-Time Status: Staff
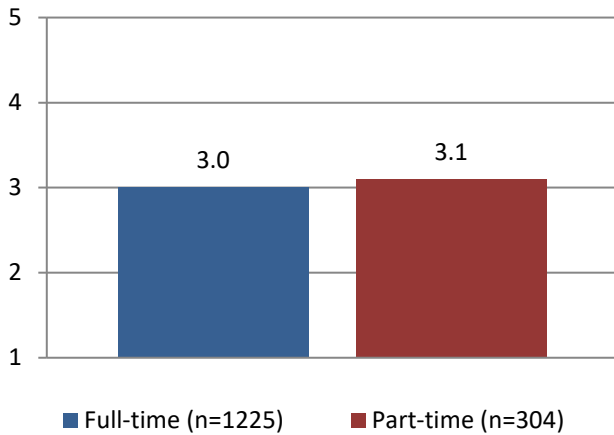
p=.003

Figure 58. Mean Scores on Worldview, by Years in Current Position: Staff
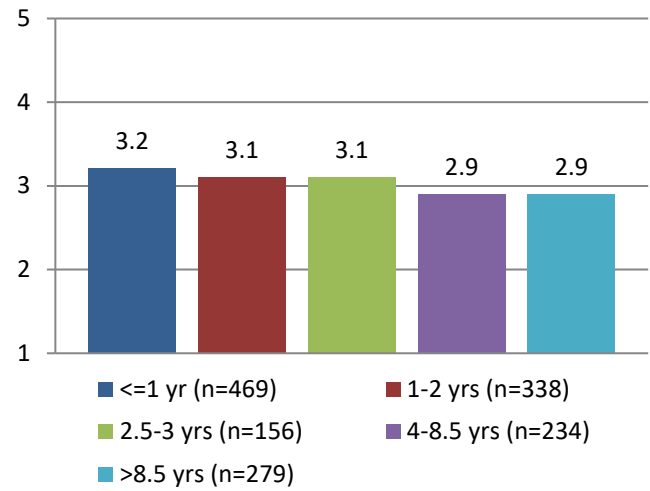
p=.001

Figure 59. Mean Scores on Worldview, by Education: Staff
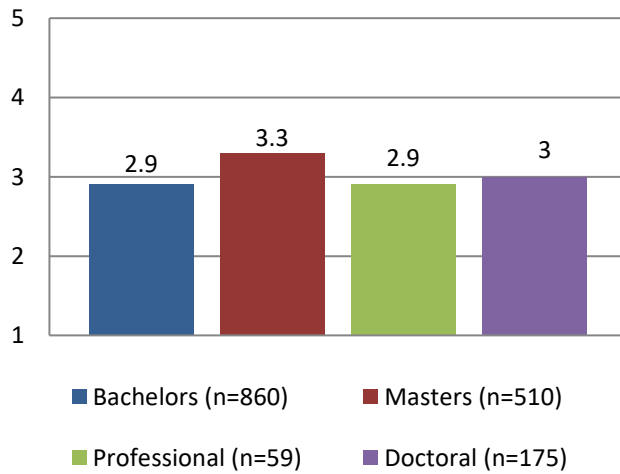
p=.000

Figure 60. Mean Scores on Worldview, by Race/Ethnicity: Staff
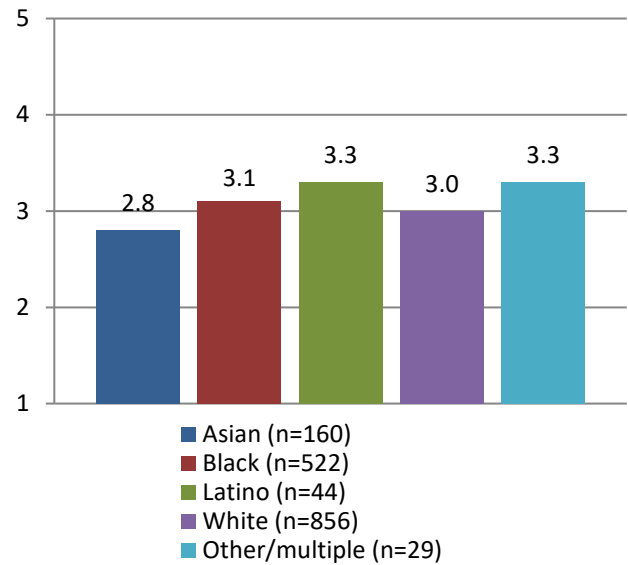
p=.001

Figure 61. Mean Scores on Worldview, by Gender Identity: Staff

- Female (n=934): 3.1
- Male (n=595): 2.9
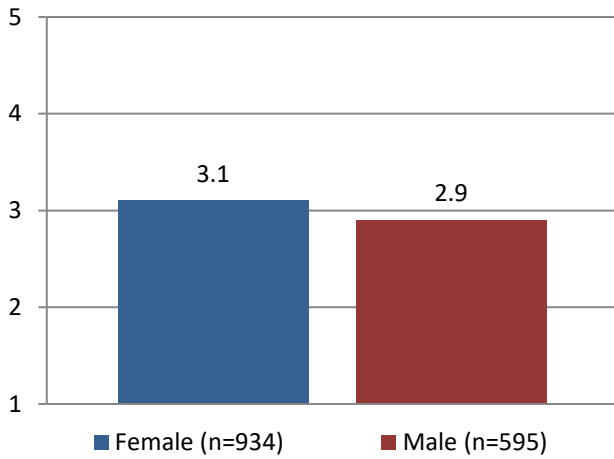
p=.000

Figure 62. Mean Scores on Worldview, by Religion: Staff

- Agnostic (n=176): 3.2
- Atheist (n=131): 3.1
- Christian (n=891): 3.0
- Jewish (n=33): 3.1
- Muslim (n=33): 3.0
- Other, named (n=93): 3.0
- Other, specify (n=88): 3.3
- None (n=175): 2.8
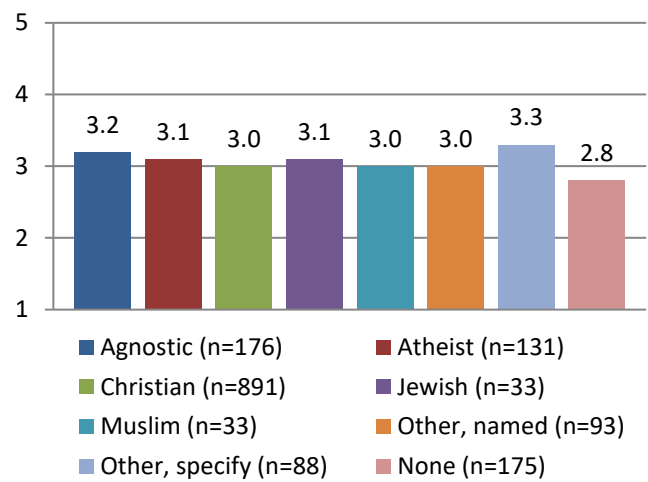
p=.000

Figure 63. Mean Scores on Worldview, by Income: Staff

- <40k (n=330): 3.0
- 40k-60k (n=296): 3.0
- 60k-80k (n=204): 3.1
- 80k-100k (n=189): 2.9
- >100k (n=408): 3.2
- No answer (n=177): 2.9
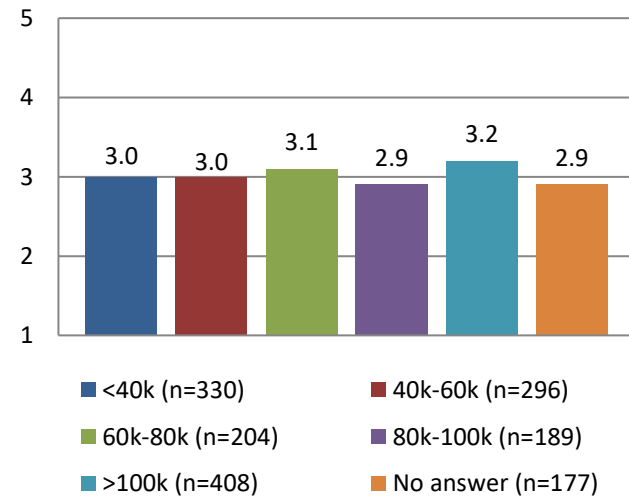
p=.000

Figure 64. Mean Scores on Worldview, by Citizenship Status: Staff

- Citizen (n=1370): 3.1
- Non-citizen (n=93): 2.6
- Permanent Resident (n=66): 2.9

p=.000

Figure 65. Mean Scores on Worldview, by Disability Status: Staff

- ■ Have disability (n=132)
- ■ Do not have disability (n=1468)

p=.002

Figure 66. Mean Scores on Worldview, by Political View: Staff

- ■ Very cons (n=70)
- ■ Somewhat cons (n=152)
- ■ Moderate (n=368)
- ■ Somewhat liberal (n=378)
- ■ Very liberal (n=364)
- ■ Undecided (n=84)
- ■ No answer (n=188)

p=.000

Figure 67. Mean Scores on Worldview, by Sexual Orientation: Staff

- ■ Bisexual (n=46)
- ■ Gay (n=33)
- ■ Lesbian (n=20)
- ■ Heterosexual (n=1441)
- ■ Other (n=37)

p=.014

Figure 68. Mean Scores on Worldview, by Veteran Status: Staff

- ■ Veteran (n=53)
- ■ Not a veteran (n=1524)

p=.02

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 1,112 staff who provided suggestions for improving the climate. Table 14 summarizes these themes and the number of mentions for each.

Table 14. Suggestions for Improving Climate

Themes	Number of Cases Mentioning Theme
Diversity related issues, Tolerance	163
Safety	103
Communication	101
Administration, Leadership	99
Promotion/Hiring decisions	78
Valuing staff	56
Community, Belongingness	52
Salaries and pay	48
Intimidation, Fear, Harassment	40
Space, Physical facilities	36
Activities/Workshops	34
Resources (financial and other)	27
Departmental issues	27
Staff issues	24
Student support	16
Parking	15
Accountability	13
Workload/Work-life balance	12
Create change	10
Awareness	7
Accessibility, Accommodation	4
Part-time staff, Non-tenure track faculty issues	2
Overall good	32
Other ideas	60
None, N/A	71

1,041 staff respondents provided a response to the question about how issues raised in the survey could be addressed. Table 15 summarizes the themes evident in these responses and the number of mentions for each.

Table 15. Specific Actions for Addressing Issues Raised in the Survey

Themes	Number of Cases Mentioning Theme
Diversity related issues, Tolerance	145
Communication	116
Promotion/Hiring decisions	90
Salaries and pay	80
Administration, Leadership	68
Safety	51
Valuing staff	45
Intimidation, Fear, Harassment	45
Activities/Workshops	37
Resources (financial and other)	32
Take action	24
Accountability	23
Departmental issues	22
Community, Belongingness	21
Space, Physical facilities	20
Student support	18
Parking	14
Staff issues	13
Workload/Work-life balance	12
Accessibility, Accommodation	12
Overall good	12
Other ideas	59
None, N/A	94

Summary of Results

Overall, staff at Wayne State University rate the climate as good. Both the score on the overall component (3.7) 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. These ratings vary little by demographic characteristic; the only noteworthy difference is by race, where Asians have the highest assessment of overall climate and Latinos have the lowest.

The component with the strongest relationship with overall climate is fairness/satisfaction. The rating on this component is 3.4, which makes it an area of improvement for Wayne State. If respondents felt that decisions about promotion and salary were fair, and that they had room for career advancement, they would give the overall climate a stronger rating. This component varies little by demographic group.

Belonging and diversity in recruitment and retention have modest effects on overall climate. Their mean scores both hover around the cutoff (3.5) between being a strength and being an area of improvement. As such, there is room for improvement in both of these areas. Those improvements would increase ratings in overall climate, but not as much as improvements in perceptions of fairness.

Microaggressions, violence, and worldview are also related to overall climate, although the associations are quite small.

Appendix A

Staff Questionnaire

2018 WSU Climate Survey - Staff-Main

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, 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/ 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 within race/ethnicity, or for students by gender 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 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.

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

Thank you for your participation!

_____

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 staff 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:

_____

_____

_____

_____

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 <u>faculty</u> body?

( ) Extremely important   ( ) Very important   ( ) Moderately important   ( ) Not very important   ( ) Not at all important

A diverse <u>staff</u> body?

( ) Extremely important   ( ) Very important   ( ) Moderately important   ( ) Not very important   ( ) Not at all important

A diverse <u>student</u> body?

( ) Extremely important   ( ) Very important   ( ) Moderately important   ( ) Not very important   ( ) Not at all important

---

Acessibility

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 <u>department or unit.</u>

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 <u>recruitment policies and practices</u> 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 <u>distribution of work responsibilities </u>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 <u>promotion decisions</u> 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 <u>salary decisions</u> 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 <u>allocation of space/equipment or other resources</u> 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 <u>access to special projects/important committees</u> 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 <u>retaining</u> ….

A diverse <u>faculty body</u>?

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

A diverse <u>staff body</u>?

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

A diverse <u>student body</u>?

( ) 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 <u>witnessed</u> 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 <u>personally experienced</u> 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

<u>Offensive gestures</u> *Click on the terms to see a definition.*

( ) Never ( ) Not very often ( ) Moderately often ( ) Very often ( ) Extremely often

<u>Offensive verbal comments</u> *Click on the terms to see a definition.*

( ) Never ( ) Not very often ( ) Moderately often ( ) Very often ( ) Extremely often

<u>Offensive written comments</u> *Click on the terms to see a definition.*

( ) Never ( ) Not very often ( ) Moderately often ( ) Very often ( ) Extremely often

<u>Offensive visual images</u> *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:: _____

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.

_____

_____

_____

_____

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.

_____

_____

_____

_____

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?

_____

_____

_____

_____

Additional Comments3

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

_____

_____

_____

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 <u>best</u> 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.

Appendix B

Text of E-mail Invitation

<u>EMAIL SUBJECT HEADING:</u> 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. Your confidential participation is important. Many thanks for your willingness to participate!

Sincerely,

Isabel Farrar
SRL Research Programs Specialist

Appendix C

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. Keep in mind that with a large enough sample size, substantively trivial differences can still be statistically significant.

Figure C1. Mean Scores on Offensive Comments/Bullying, Safety, and Accessibility, by Full-time or Part-time Status: Staff

	Offensive Comments/Bullying (p=.000)	Safety (p=.002)	Accessibility (p=.012)
Full-Time (n=1176)	4.6	3.8	2.4
Part-Time (n=289)	4.8	3.9	2.5
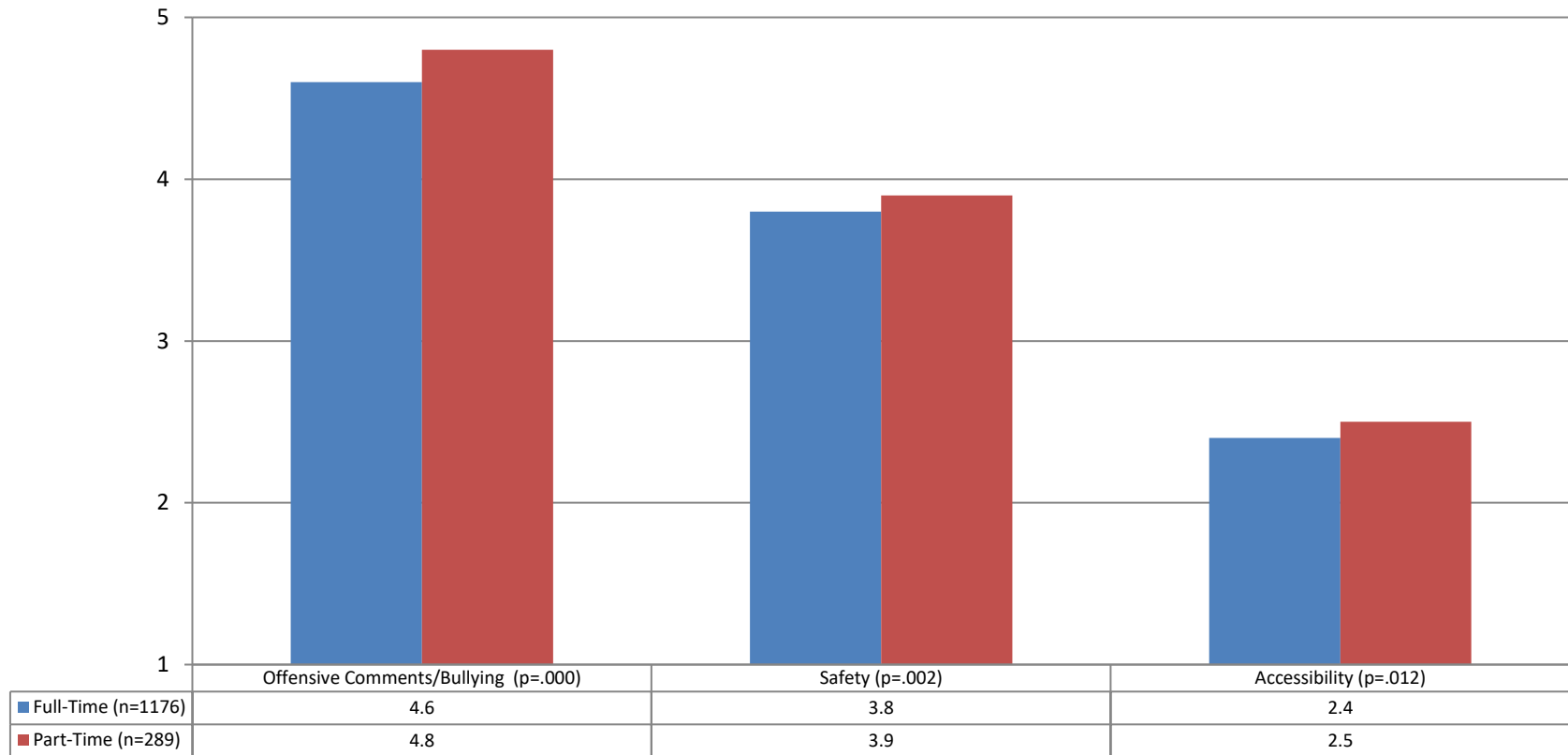
Figure C2. Mean Scores on Offensive Comments/Bullying, Safety, and Accessibility, by Years Worked at WSU: Staff

	Offensive Comments/Bullying (p=.000)	Safety (p=.023)	Accessibility (p=.028)
■ <=2 .5 (n=383)	4.7	3.9	2.4
■ >2.5, <=7.5 (n=304)	4.6	3.7	2.4
■ >7.5, <=15 (n=259)	4.5	3.8	2.4
■ >15, <=24 (n=281)	4.6	3.8	2.5
■ > 24 (n=238)	4.6	3.8	2.4

Figure C3. Mean Scores on Offensive Comments/Bullying, Safety, and Freedom of Speech, by Years in Current Position: Staff

	Offensive Comments/Bullying (p=.000)	Safety (p=.000)	Freedom of Speech (p=.044)
■ <=1 (n=468)	4.7	3.9	4.0
■ >1, <=2.5 (n=338)	4.6	3.8	4.1
■ >2.5, <=4 (n=157)	4.5	3.7	4.0
■ >4, <=8.5 (n=238)	4.6	3.7	4.1
■ > 8.5 (n=281)	4.6	3.7	4.2

Figure C4. Mean Scores on Offensive Comments/Bullying, Importance of Diversity, and Accessibility, by Education: Staff

	Offensive Comments/Bullying (p=.048)	Importance of Diversity (p=.001)	Accessibility (p=.022)
■ <=Bachelors (n=809)	4.6	4.2	2.5
■ Masters (n=492)	4.6	4.4	2.4
■ Professional (n=55)	4.6	4.2	2.5
■ Doctoral (n=170)	4.7	4.3	2.4
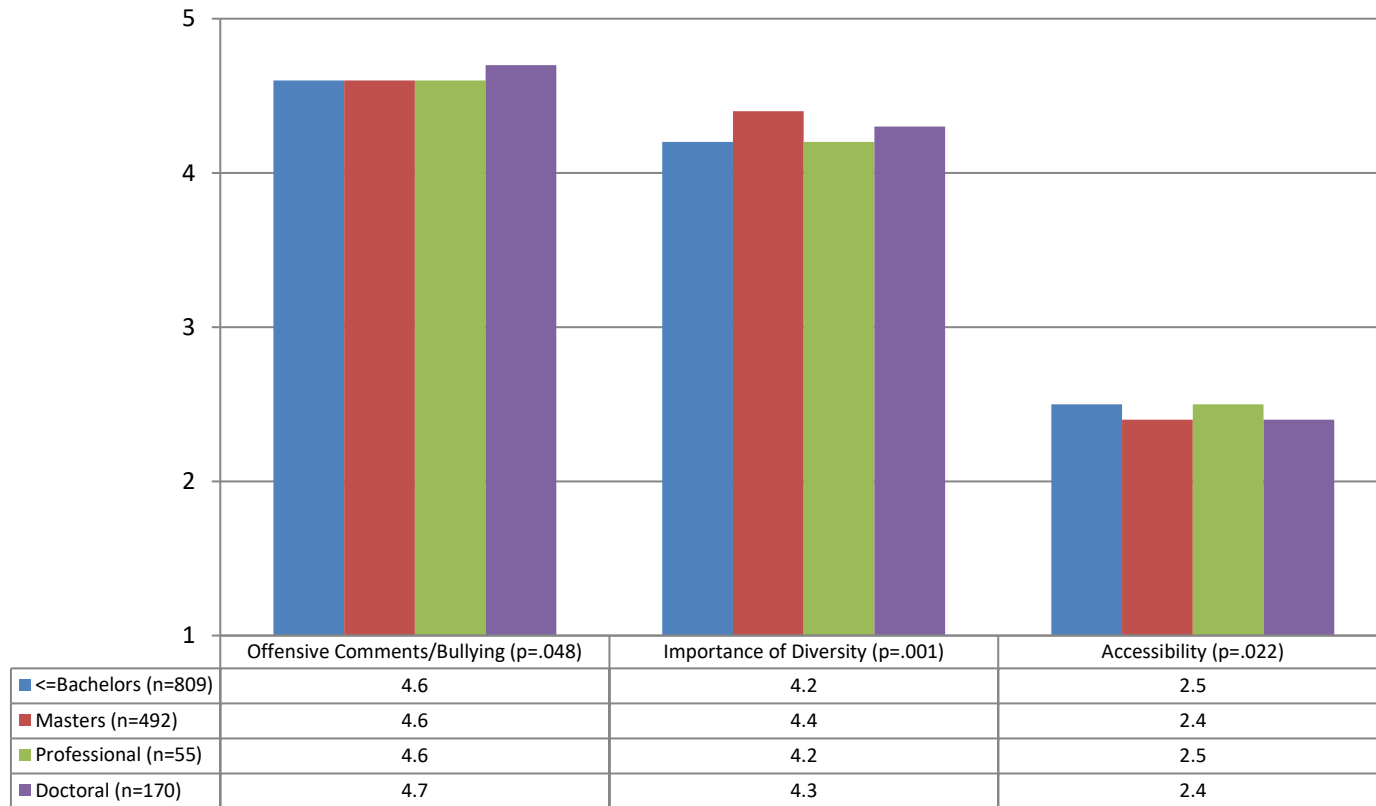
Figure C5. Mean Scores on Offensive Comments/Bullying, Importance of Diversity, and Freedom of Speech, by Race/Ethnicity: Staff

	Offensive Comments/Bullying (p=.000)	Importance of Diversity (p=.000)	Freedom of Speech (p=.022)
■ Asian (n=160)	4.7	4.1	4.1
■ African American (n=522)	4.5	4.5	4.0
■ Latino (n=44)	4.5	4.8	4.2
■ White (n=858)	4.7	4.1	4.1
■ Other/Multiple (n=29)	4.5	4.4	4.1
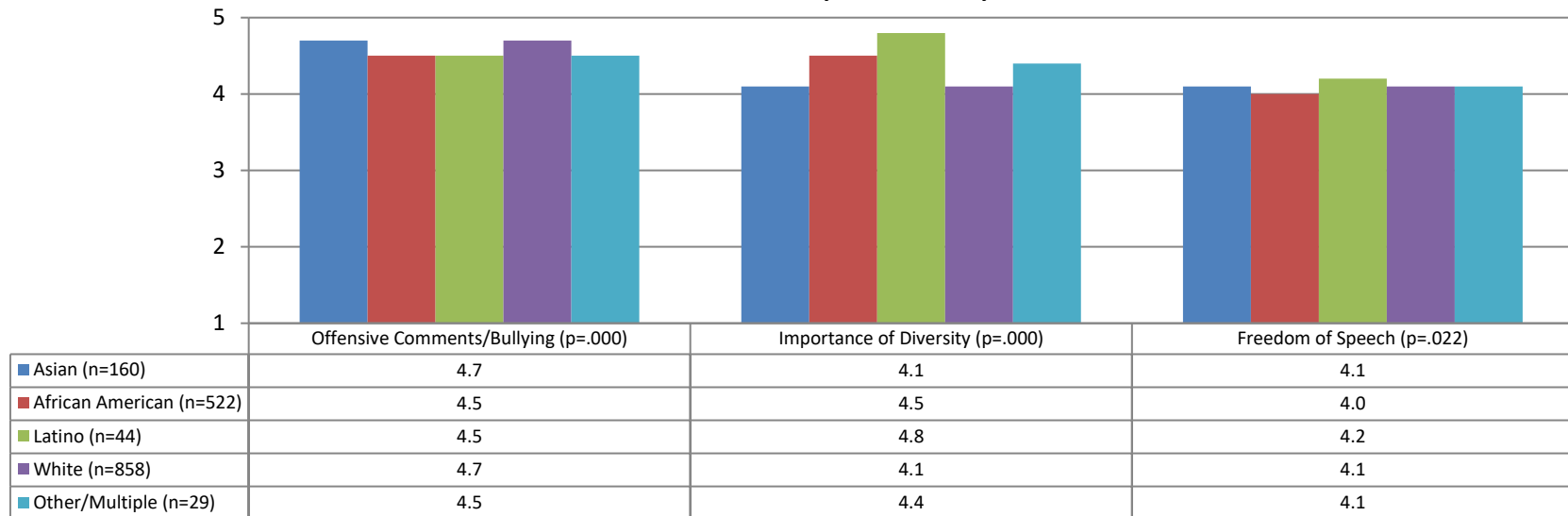
Figure C6. Mean Scores on Offensive Comments/Bullying and Importance of Diversity, by Age Group: Staff

	Offensive Comments/Bullying (p=.029)	Importance of Diversity (p=.002)
■ 18-34 (n=424)	4.6	4.1
■ 35-43 (n=255)	4.6	4.4
■ 44-51 (n=241)	4.6	4.3
■ 52-58 (n=246)	4.6	4.3
■ 59-77 (n=249)	4.7	4.3
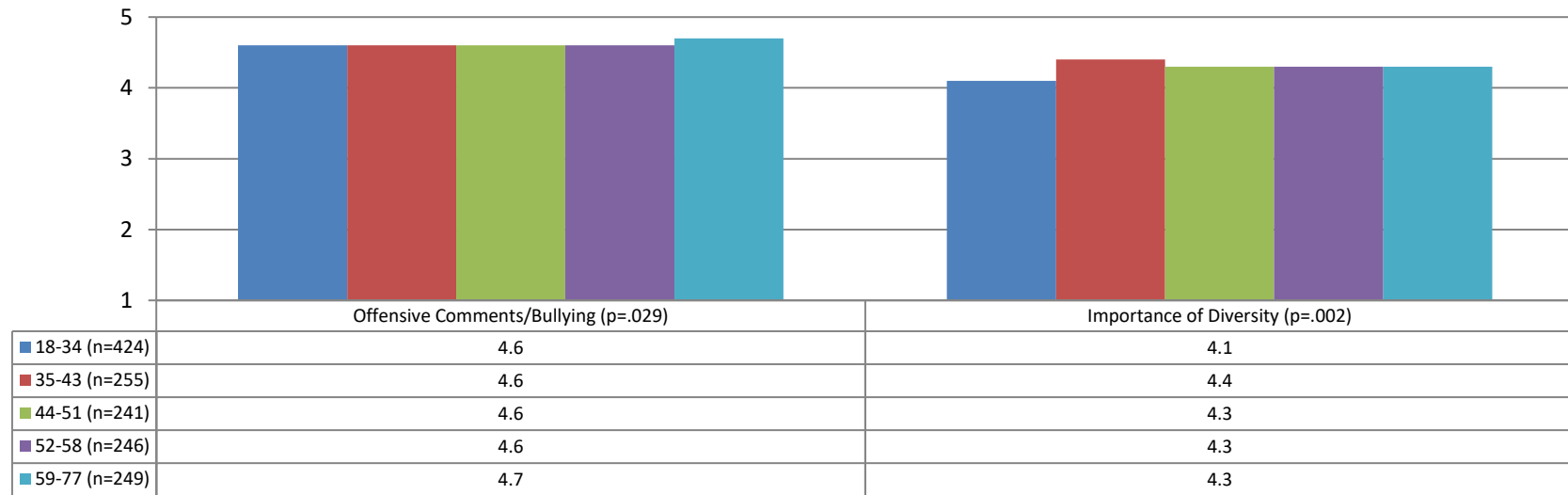
Figure C7. Mean Scores on Importance of Diversity, Safety, Freedom of Speech, and Accessibility, by Gender Identity: Staff

	Importance of Diversity (p=.000)	Safety (p=.000)	Freedom of Speech (p=.000)	Accessibility (p=.001)
■ Female (n=892)	4.4	3.7	4.0	2.4
■ Male (n=573)	4.1	3.9	4.2	2.5
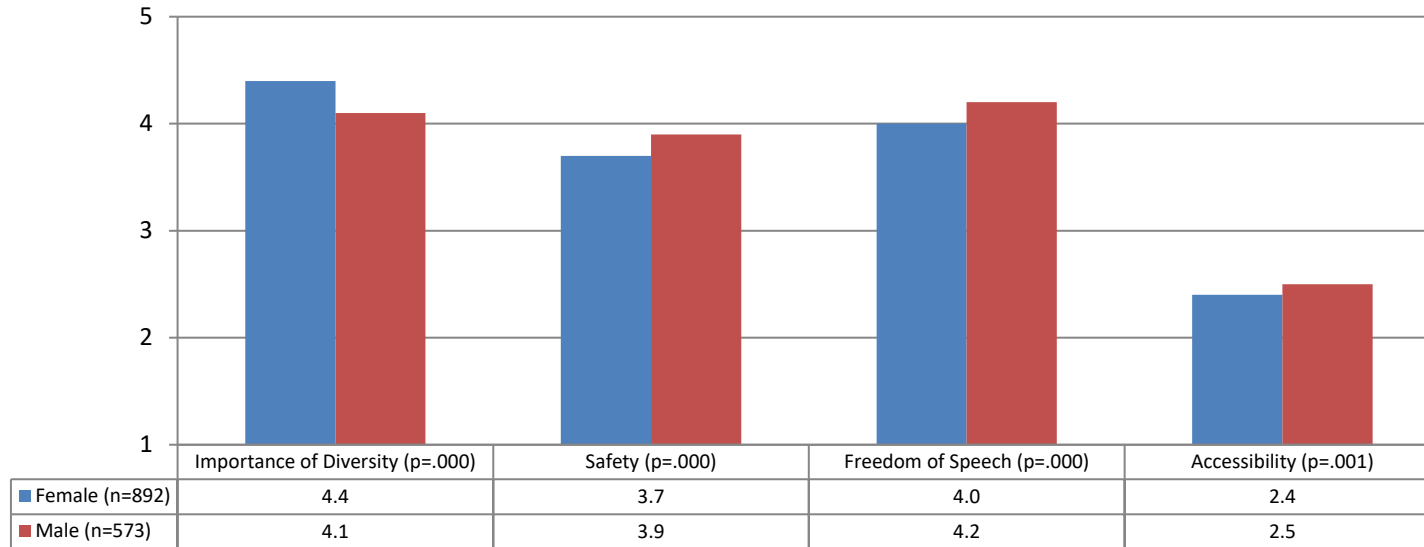
Figure C8. Mean Scores on Offensive Comments/Bullying, Importance of Diversity, Safety, and Freedom of Speech, by Religion: Staff

	Offensive Comments/Bullying (p=.024)	Importance of Diversity (p=.030)	Safety (p=.009)	Freedom of Speech (p=.021)
■ Agnostic (n=175)	4.7	4.2	3.8	4.1
■ Atheist (n=129)	4.7	4.2	3.9	4.2
■ Christian (n=892)	4.6	4.2	3.8	4.0
■ Jewish (n=33)	4.7	4.1	3.9	4.2
■ Muslim (n=33)	4.7	4.5	3.7	4.4
■ Other, named (n=93)	4.6	4.3	3.8	4.1
■ Other, specify (n=88)	4.4	4.5	3.8	4.1
■ None of the above (n=175)	4.6	4.2	3.6	4.1
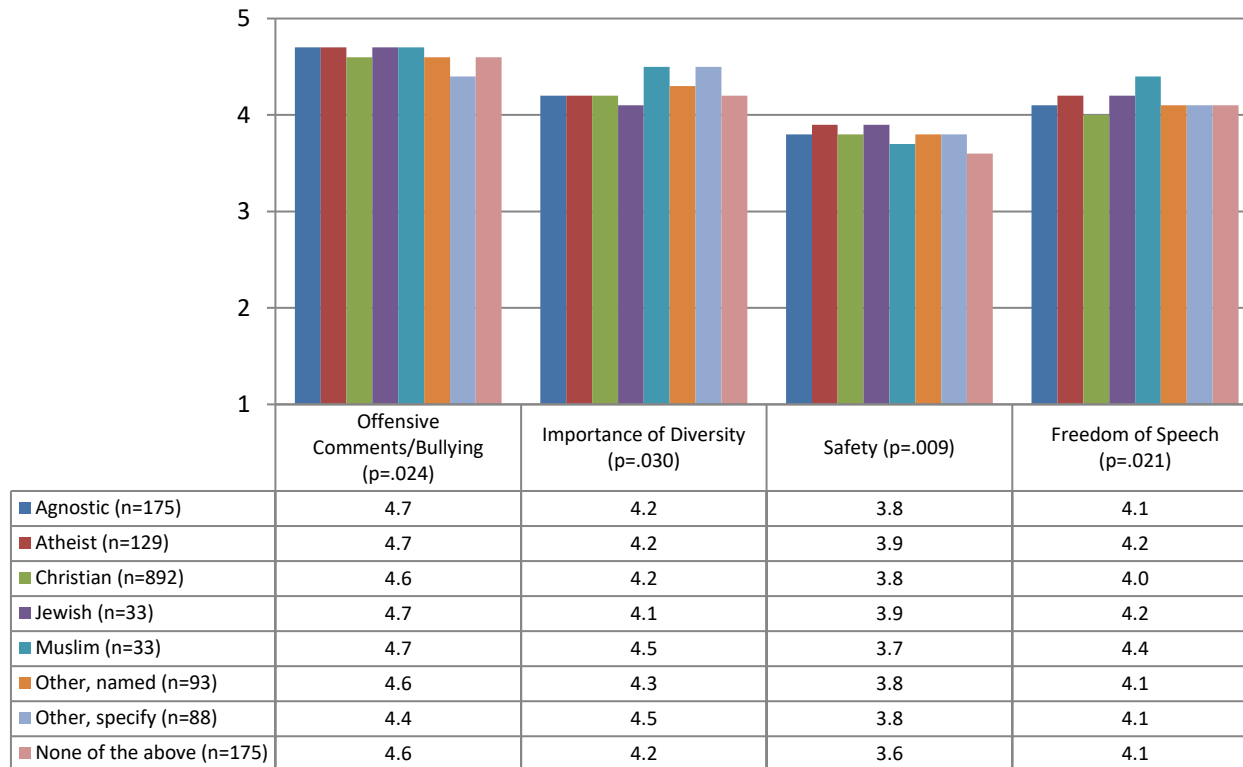
Figure C9. Mean Scores on Importance of Diversity by Income: Staff
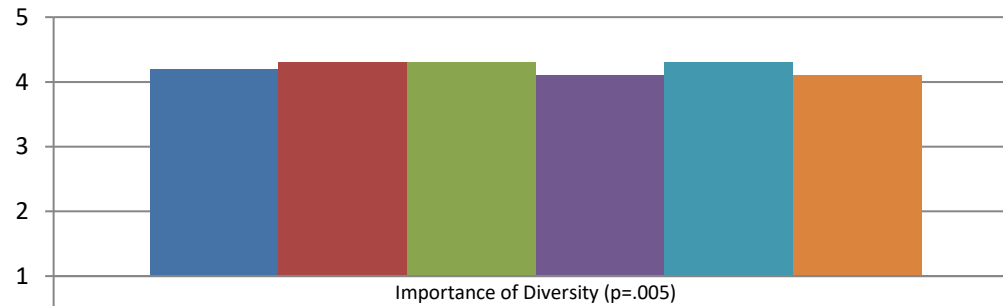
	Importance of Diversity (p=.005)
■ <$40k (n=334)	4.2
■ $40k-$59,999 (n=297)	4.3
■ $60k-$79,999 (n=204)	4.3
■ $80k-$99,999 (n=190)	4.1
■ $100k or more (n=411)	4.3
■ Prefer not to answer (n=177)	4.1

Figure C10. Mean Scores on Offensive Comments/Bullying, Importance of Diversity, and Accessibility, by Citizenship Status: Staff
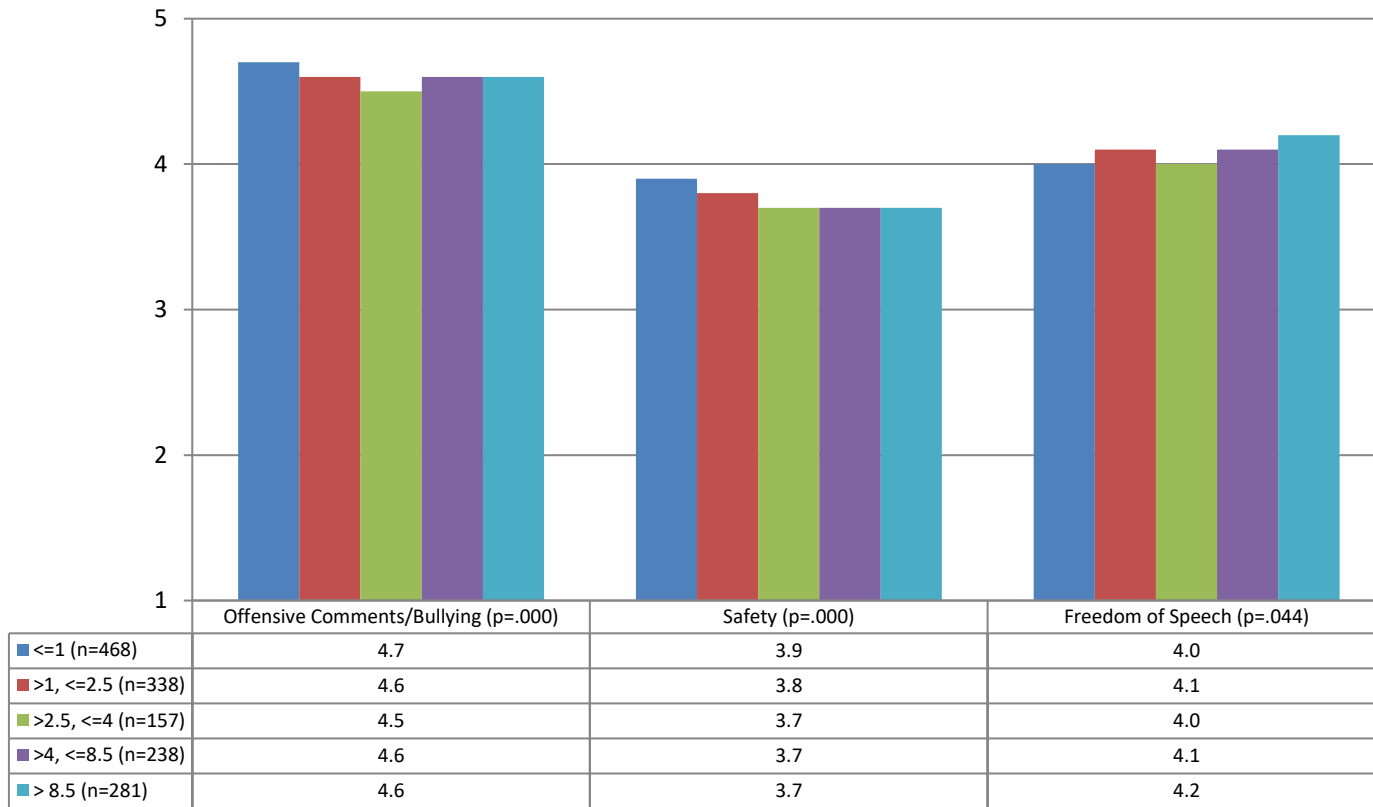

	Offensive Comments/Bullying (p=.000)	Importance of Diversity (p=.030)	Accessibility (p=.018)
■ Citizen (n=1312)	4.6	4.3	2.4
■ Non-Citizen (n=90)	4.8	4.0	2.6
■ Permanent Resident (n=63)	4.7	4.3	2.4
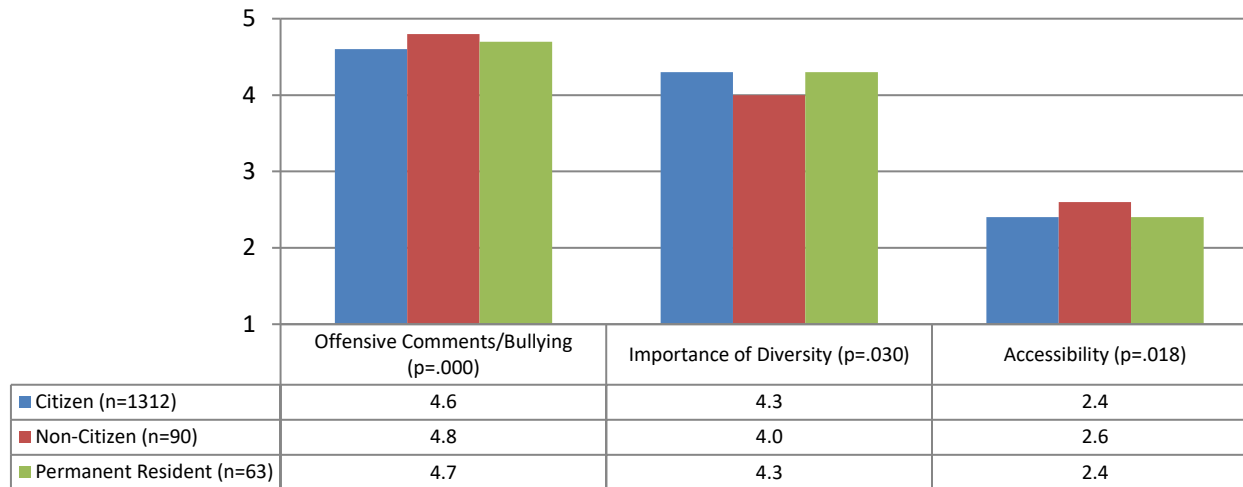
Figure C11. Mean Scores on Offensive Comments/Bullying, Safety, and Accessibility, by Disability Status: Staff

	Offensive Comments/Bullying (p=.000)	Safety (p=.013)	Accessibility (p=.000)
■ Disability (n=129)	4.4	3.6	2.2
■ No Disability (n=1396)	4.6	3.8	2.4
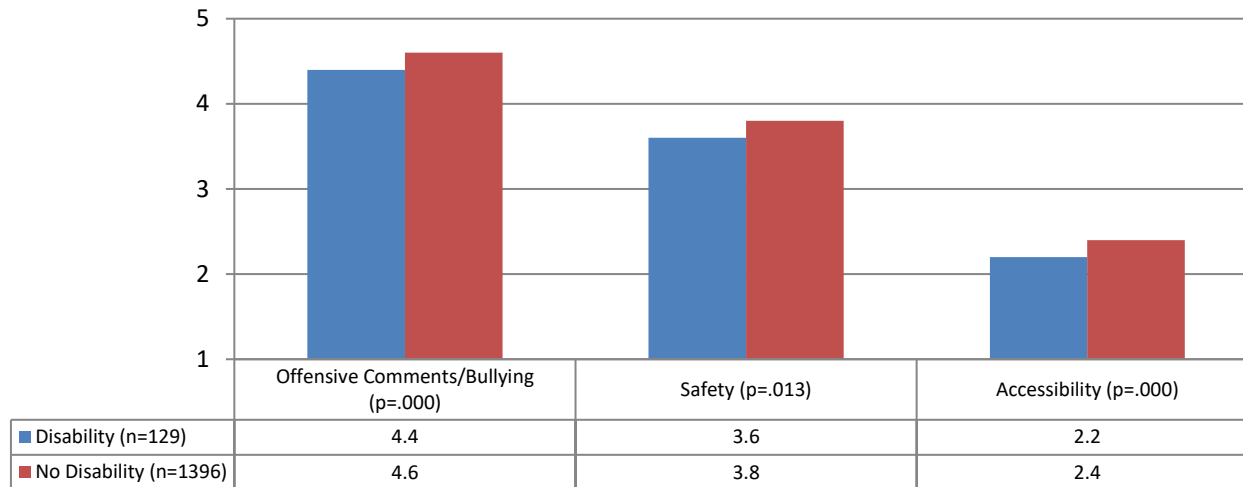
Figure C12. Mean Scores on Importance of Diversity, Safety, and Accessibility, by Political View: Staff
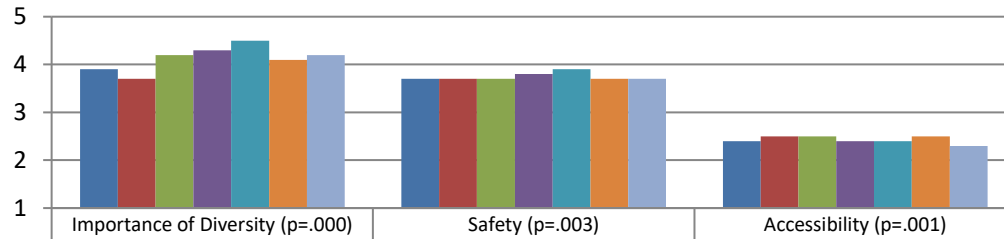
	Importance of Diversity (p=.000)	Safety (p=.003)	Accessibility (p=.001)
■ V. Cons. (n=64)	3.9	3.7	2.4
■ S. Cons. (n=142)	3.7	3.7	2.5
■ Moderate (n=351)	4.2	3.7	2.5
■ S. Liberal (n=363)	4.3	3.8	2.4
■ V. Liberal (n=354)	4.5	3.9	2.4
■ Undecided (n=77)	4.1	3.7	2.5
■ Prefer not to answer (n=173)	4.2	3.7	2.3

Figure C13. Mean Scores on Importance of Diversity, by Sexual Orientation: Staff

	Importance of Diversity (p=.000)
■ Bisexual (n=45)	4.4
■ Gay (n=33)	4.7
■ Lesbian (n=20)	4.6
■ Heterosexual (n=1452)	4.2
■ Other (n=39)	4.6
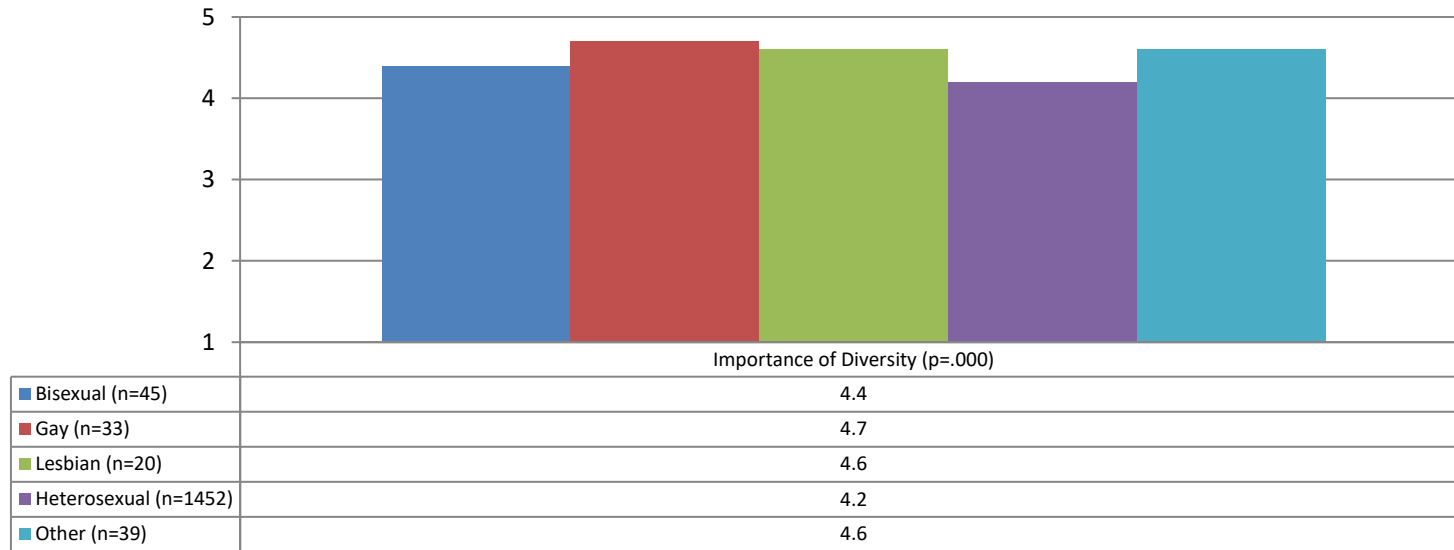
Figure C14. Mean Scores on Offensive Comments/Bullying, by Veteran Status: Staff

	Offensive Comments/Bullying (p=.014)
■ Veteran (n=53)	4.4
■ Non-Veteran (n=1530)	4.6
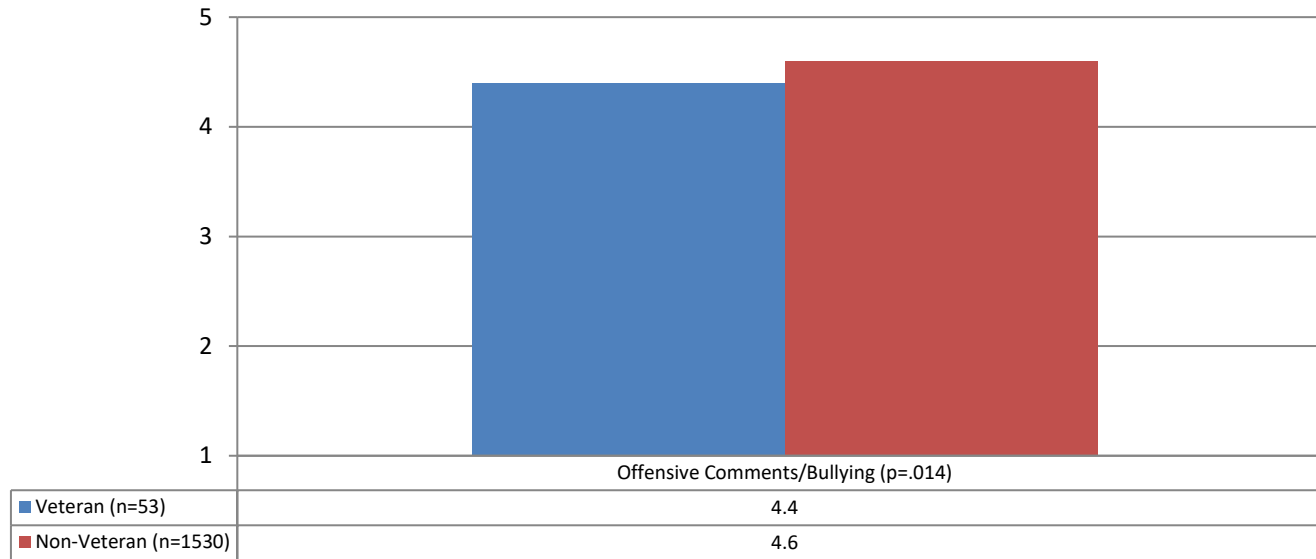
Appendix D

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	78	6.1%	135	10.4%	358	27.6%	484	37.4%	239	18.5%
Fairness in distribution of work responsibilities	138	9.0%	176	11.6%	479	31.5%	526	34.6%	202	13.3%
Fairness in promotion decisions	149	12.6%	193	16.4%	340	28.8%	356	30.1%	144	12.1%
Fairness in salary decisions	198	15.5%	208	16.3%	437	34.4%	304	23.9%	126	9.9%
Fairness in allocation of space/equipment or other resources	89	6.3%	131	9.2%	485	34.2%	514	36.2%	200	14.1%
Fairness in access to special projects/important committees	68	5.7%	110	9.2%	447	37.6%	410	34.5%	153	12.9%

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

	Practice or policy					
	Recruitment policies & practices (*n*=213)	Distribution of work responsibilities (*n*=314)	Promotion decisions (*n*=342)	Salary decisions (*n*=406)	Allocation of space or resources (*n*=220)	Access to special projects or committees (*n*=178)
	% of Respondents Attributing to Factor					
Ability/disability status	8.6%	11.3%	5.6%	2.1%	8.8%	4.9%
Age	20.2%	16.8%	13.3%	13.0%	9.5%	13.9%
Citizenship status	6.5%	1.7%	4.0%	2.3%	1.4%	3.2%
Gender identity	17.1%	11.8%	9.8%	11.8%	7.5%	10.5%
Height	2.1%	1.8%	1.3%	0.9%	2.8%	2.6%
Marital or family status	2.8%	3.0%	4.0%	3.1%	2.4%	3.4%
Military or veteran status	1.1%	0.6%	1.0%	0.8%	2.7%	1.2%
National origin	5.2%	2.3%	2.7%	1.4%	2.8%	4.4%
Political beliefs	3.8%	2.3%	2.0%	2.7%	3.1%	8.0%
Race/ethnicity	39.5%	23.8%	27.9%	19.2%	15.5%	23.5%
Religious/spiritual beliefs	3.4%	2.4%	2.2%	1.0%	2.6%	3.0%
Sexual orientation	4.5%	3.0%	2.7%	2.2%	3.6%	5.6%
Socioeconomic status	13.3%	6.4%	6.1%	10.6%	9.7%	11.5%
Weight	2.4%	3.5%	1.9%	1.0%	2.0%	2.8%
Something other than personal characteristics	33.4%	48.2%	44.0%	42.9%	45.6%	43.2%
Some other factor	34.5%	38.0%	34.5%	38.6%	31.8%	29.8%

Table D3. Unfair Treatment, by Source of Treatment

	Have treated you unfairly	Have not treated you unfairly	No contact
Administrators (n=1586)	25.3%	64.4%	10.4%
Faculty (n=1601)	18.1%	71.9%	10.1%
Staff (n=1586)	19.4%	79.3%	1.2%
Students (n=1582)	9.4%	79.8%	10.7%
WSU police (n=1590)	3.7%	75.6%	20.7%

Knowledge of units to assist with experiences of unfair treatment (n=1035)
- There are such units—87.6%
- There are no such units—12.4%

Ever brought an issue of unfair treatment to the attention of one of these offices/units? (n=914)
- Yes—18%
- No—82%

Table D4. Effectiveness of units in addressing issues of unfair treatment (n=157)

Not at all effective	23.0%
Not very effective	24.9%
Moderately effective	20.8%
Very effective	17.1%
Extremely effective	14.2%

Table D5. Reason for not following-up on unfair treatment (n=758)

	Not selected	Selected
Was not sure where to go	97.2%	2.8%
Did not think anything would come from it	82.9%	17.1%
Afraid to tell anyone	95.6%	4.4%
Thought it was a minor issue	85.6%	14.4%
Never witnessed/experienced any unfair treatment	41.0%	59.0%
Other	88.7%	11.3%

Appendix E

Staff Demographics, Completes Compared to Entire Sample Frame

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

Completions		Entire Sample Frame	
CHARACTERISTIC	**%**	**CHARACTERISTIC**	**%**
Race (*n* = 1,547)		**Race (*n* = 4,054)**	
Asian	6.3	Asian	9.9
Black or African-American	29.8	Black or African-American	32.2
Hispanic or Latino	2.6	Hispanic or Latino	2.6
White	58.8	White	52.9
Other/multiple	1.9	Other/multiple	1.8
Unknown	0.7	Unknown	0.6
Age Group (*n* = 1,434)		**Age Group (*n* = 4,054)**	
18 through 34	22.1	18 through 34	29.9
35 through 43	19.2	35 through 43	17.9
44 through 51	20.6	44 through 51	17.2
52 through 58	19.4	52 through 58	17.3
59 through 77	18.8	59 through 85	17.7
Years Worked at WSU (*n*=1,547)		**Years Worked at WSU (*n*=4,054)**	
2.5 years or less	20.1	2.5 years or less	26.8
2.5 – 7.5 years	20.1	2.5 – 7.5 years	22.0
7.5 – 15 years	19.5	7.5 – 15 years	17.9
15 – 24 years	21.3	15 – 24 years	17.9
24 years or more	19.0	24 years or more	15.4
Years in Current Position (*n*=1,493)		**Years in Current Position (*n*=4,054)**	
1 year or less	25.5	1 year or less	32.0
1 – 2.5 years	24.1	1 – 2.5 years	22.7
2.5 – 4 years	11.9	2.5 – 4 years	10.5
4 – 8.5 years	17.7	4 – 8.5 years	15.9
More than 8.5 years	20.8	More than 8.5 years	18.9
Full or Part-Time Status (*n* = 1,547)		**Full or Part-Time Status (*n* = 4,054)**	
Full-time	90.2	Full-time	80.2
Part-Time	9.8	Part-Time	19.8
Gender (*n* = 1,547)		**Gender (*n* = 4,054)**	
Female	67.4	Female	60.6
Male	32.6	Male	39.4

* Demographics from the administrative data, rather than the survey data, are used in Table E.