



## 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 Student 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

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

Conceptually, however, job satisfaction and happiness are notably different types of indicators than the other two climate variables and should be treated separately. 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: Student

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## Introduction and Methods

This report summarizes the results of the survey of students 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 student 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 nonrespondents 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<sup>1</sup>, 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

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

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

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

rates for the three strata. Based on the number of subjects invited to participate, the overall response rate is 16.7%. The response rate varied from a low of 12.4% among students to a high of 40.6% among staff (see Table 1).

## **Organization of the Reports**

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

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

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

## **Overall Approach to the Analysis of the Data**

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

- construct a measure that captures the perception of students 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 students; and
- assess whether there are any variations in these components based on student demographics.

## **Computing the Outcome Variable: Overall Climate**

First, we computed a measure that would capture the perception of students on the overall 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 students, the items that best capture overall outcome are those that ask about overall climate and satisfaction:

- Overall, how would you rate the climate at Wayne State University?
- Overall, how would you rate the climate in your primary department or program?

- How happy are you to be a student at Wayne State University?

We averaged the ratings given by students 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 students, including feelings of belonging, learning 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  $\pm 3\%$ ”), margins of error are specific to individual items, not entire surveys, and depend on both the variation in the item and the sample size. For example, the margin of error of a yes/no question in which 50% said yes and 50% said no would differ from one in which 90% said yes and 10% said no, holding sample size constant. In order to simplify the reporting, public opinion polls generally report the margin of error that they would get with their sample size if they had a yes/no question in which 50% of the respondents said yes and 50% said no. This provides a conservative estimate of the margin of error without having to report on each specific item.

Table 2 employs the same strategy. The margin of error is what we would get for a yes/no question with a 50/50 split, assuming the sample sizes are provided. The larger the sample size, the smaller the margin of error. In the student stratum, with 3,288 cases, the margin of error is 1.7%. This means that if a variable measured on a five-point scale has a mean of 3.0, the true value of that variable is  $3.0 \pm 1.7\%$ . On a five-point scale, that translates to a  $3.0 \pm 0.09$ . If two means in that stratum differ by 0.10 points or more, then those differences

are statistically significant. For example, if male students rated the climate as a 3.0 and women as a 3.10, 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 students is large enough to say that a difference between a mean of 3.0 and 3.1 is statistically significant, but whether this difference is substantively meaningful is subjective. In general though, if a finding presented in these results is large enough to be substantively interesting, it is also most likely statistically significant.

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

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

## Small Cell Sizes

In analyzing the climate data by respondent background characteristics, we encountered some instances in which the sample sizes on a particular table were too small to present without potentially identifying the respondent. If a category of a demographic variable (e.g., nonresident citizenship status) included fewer than 15 respondents, we either suppressed the results for that group or combined it with another, if appropriate.<sup>2</sup> 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, nonresponse 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

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

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, college, citizenship, academic status, full-time/part-time status, gender<sup>3</sup> and race/ethnicity. Where deviations were more than a few percentage points, we computed sample weights. Only a subset of those variables differed in distribution between the dataset of completed surveys and the administrative frame. The variables for which we computed weights are: race/ethnicity, gender, age group, and full-time/part-time status.

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

## Appendices

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

## Results

In addition to the 3,284 student respondents who completed the main study, this report also includes four pilot respondents who completed enough questions to be used in the analysis. Thus, the total n for the analysis is 3,288. Because some respondents skipped some questions, the valid n reported in each table may be less than 3,288.

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



## **Demographic Profile of Student Respondents**

Toward the end of the questionnaire, respondents were asked several questions about their personal profile, such as gender, race/ethnicity, age group, level of education, citizenship status, disability status, and religion. Tables 3a (unweighted data) and 3b (weighted data) on pages 9 and 10 present the profile of the student 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.

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, Mormon, Quaker, 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.

## Wayne State University Climate Survey: Student

**Table 3a. Personal Profile for Student Respondents (unweighted)**

CHARACTERISTIC	%	CHARACTERISTIC	%
<b>Full or Part Time Status (n = 3286)</b>		<b>Religion (n = 3288)</b>	
Full-time	75.9	Agnostic	13.1
Part-time	24.1	Atheist	9.4
<b>Highest Level of Education Completed (n = 3031)</b>		Buddhist	1.8
HS Diploma/GED or less	10.6	Christian	36.3
Some college	27.8	Hindu	3.7
Two year degree	14.0	Jewish	1.4
BA/BS	31.6	Muslim	9.7
Masters	13.4	Sikh	0.7
Professional/Doctoral	2.5	Other, named	9.5
<b>Degree (n = 2867)</b>		Other, specify	5.5
Undergraduate	53.7	None of the above	8.9
Masters	22.6	<b>Citizenship Status (n = 3286)</b>	
Doctoral	13.4	U.S. citizen/Permanent Resident	90.9
Professional	9.1	Non-resident alien	9.1
Other	1.2	<b>Disability Status (n = 3020)</b>	
<b>Age Group (n = 3017)</b>		Has some type of disability	10.3
<20	18.2	Does not have any type of disability	89.7
20 through 21	17.6	<b>Income (n = 3005)</b>	
22 through 24	21.6	Less than \$10,000	12.2
25 through 29	22.4	\$10,000 to \$19,999	11.1
30 or older	20.2	\$20,000 to \$29,999	10.5
<b>Gender Identity (n = 3017)</b>		\$30,000 to \$49,999	13.4
Female	64.0	\$50,000 to \$69,999	10.0
Male	34.3	\$70,000 to \$99,999	11.9
Transgender	0.7	\$100,000 or more	13.8
Other	1.0	Prefer not to answer	17.1
<b>Active military duty (n = 3021)</b>		<b>Political View (n = 3016)</b>	
Currently serving	0.6	Very conservative	3.5
Not currently serving	99.4	Somewhat conservative	9.2
<b>Military Veteran (n = 2974)</b>		Moderate	20.7
Veteran	1.7	Somewhat liberal	23.1
Not a veteran	98.3	Very liberal	25.4
<b>Caregiver for Family Member (n = 3024)</b>		Undecided	10.5
Caregiver	13.9	Prefer not to answer	7.5
Not a caregiver	86.1	<b>College (n = 3286)</b>	
<b>Race/Ethnicity (n = 3288)</b>		Education	8.2
Hispanic or Latino	2.5	Engineering	12.8
Middle Eastern/North African	8.2	Nursing	3.0
Asian	13.0	Fine, Performing, & Comm. Arts	6.1
Black/African American	10.4	Graduate School	0.2
White	47.9	Law	1.5
Multiracial/Other	8.5	Liberal Arts & Sciences	37.8
Unknown	9.4	Pharmacy & Health Sciences	3.2
<b>Sexual Orientation (n = 3005)</b>		Business	11.0
Bisexual	6.5	Information Sciences	2.3
Gay	1.9	Medicine	8.7
Lesbian	1.2	Social Work	5.1
Queer	1.6		
Straight/Heterosexual	86.5		
Other	2.4		

*\*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.*

*Wayne State University Climate Survey: Student*

**Table 3b. Personal Profile for Student Respondents (weighted)**

CHARACTERISTIC	%	CHARACTERISTIC	%
<b>Full or Part Time Status (n = 3286)</b>		<b>Religion (n = 3288)</b>	
Full-time	69.9	Agnostic	14.9
Part-time	30.1	Atheist	10.5
<b>Highest Level of Education Completed (n = 3184)</b>		Buddhist	1.3
HS Diploma/GED or less	9.9	Christian	40.5
Some college	28.4	Hindu	2.6
Two year degree	15.1	Jewish	1.7
BA/BS	33.3	Muslim	8.1
Masters	11.3	Sikh	0.4
Professional/Doctoral	2.1	Other, named	4.6
<b>Degree (n = 2875)</b>		Other, specify	6.0
Undergraduate	55.4	None of the above	9.5
Masters	22.8	<b>Citizenship status (n = 3286)</b>	
Doctoral	11.8	U.S. citizen/permanent resident	93.0
Professional	8.8	Non-resident alien	7.0
Other	1.2	<b>Disability status (n = 3178)</b>	
<b>Age Group (n = 3286)</b>		Has some type of disability	10.1
<20	15.7	Does not have any type of disability	89.9
20 through 21	17.4	<b>Income (n = 3169)</b>	
22 through 24	27.2	Less than \$10,000	11.8
25 through 29	22.8	\$10,000 to \$19,999	11.2
30 or older	16.9	\$20,000 to \$29,999	9.8
<b>Gender Identity (n = 3171)*</b>		\$30,000 to \$49,999	13.8
Female	55.6	\$50,000 to \$69,999	10.3
Male	42.9	\$70,000 to \$99,999	12.0
Transgender	0.6	\$100,000 or more	14.1
Other	0.9	Prefer not to answer	17.0
<b>Active military duty (n = 3177)</b>		<b>Political view (n = 3171)</b>	
Currently serving	0.6	Very conservative	4.1
Not currently serving	99.4	Somewhat conservative	9.9
<b>Military Veteran (n = 3129)</b>		Moderate	21.1
Veteran	1.7	Somewhat liberal	22.9
Not a veteran	98.3	Very liberal	24.7
<b>Caregiver for Family Member (n = 3183)</b>		Undecided	10.3
Caregiver	11.8	Prefer not to answer	7.0
Not a caregiver	88.2	<b>College (n = 3286)</b>	
<b>Race/Ethnicity (n = 3288)*</b>		Education	7.9
Hispanic or Latino	4.3	Engineering	13.3
Middle Eastern/North African	7.5	Nursing	2.7
Asian	8.4	Fine, Performing, & Comm. Arts	6.1
Black/African American	14.1	Graduate School	0.2
White	58.5	Law	1.6
Multiracial/Other	3.6	Liberal Arts & Sciences	36.9
Unknown	3.7	Pharmacy & Health Sciences	3.0
<b>Sexual Orientation (n = 3168)</b>		Business	12.8
Bisexual	6.1	Information Sciences	2.6
Gay	2.4	Medicine	8.3
Lesbian	0.9	<u>Social Work</u>	<u>4.7</u>
Queer	1.6		
Straight/Heterosexual	86.7		
Other	2.2		

*\*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.*

## Outcome Variable Index and Items

Among student 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 happiness with being a student 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**.

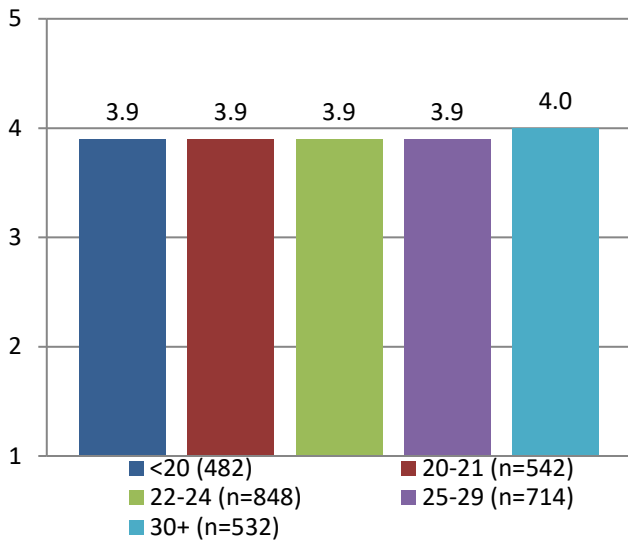
The mean overall climate rating is 3.9, indicating that student rating of the climate falls just below good (Table 4). Climate in the student's primary department or program is rated the highest of the three items, with a mean of 4.0.

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

	Mean	SD	n
<b>Overall Climate</b>	<b>3.9</b>	<b>.71</b>	<b>3120</b>
Overall, how would you rate the climate at Wayne State University?	3.9	.79	3268
Overall, how would you rate the climate in your primary department or program?	4.0	.87	3185
How happy are you to be a student at Wayne State University?	3.8	.94	3234

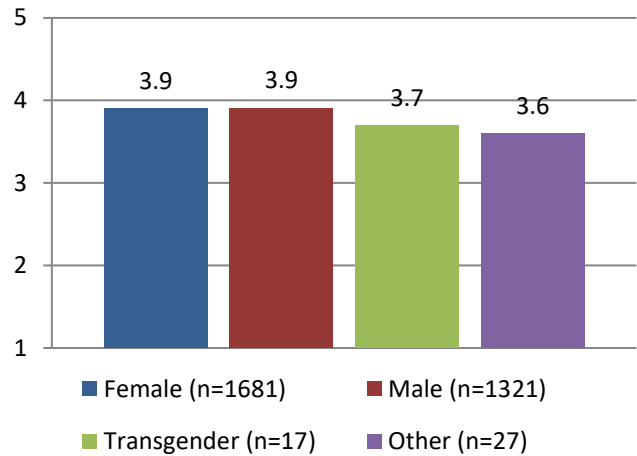
Figures 1 through 5 show the mean values of overall climate by several respondent demographic characteristics. Only statistically significant differences are shown. Statistical significance is, in part, a function of sample size. The number of responses to the student survey is large enough that many of the differences by demographics are statistically significant, while being substantively small. For example, Figure 1 shows a difference of 0.1 between the various age groups. Students 30 years old or older rate the overall climate as good (4.0), while the other age groups rate it just below 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.

Figure 1. Mean Scores on Overall Climate, by Age Group: Students



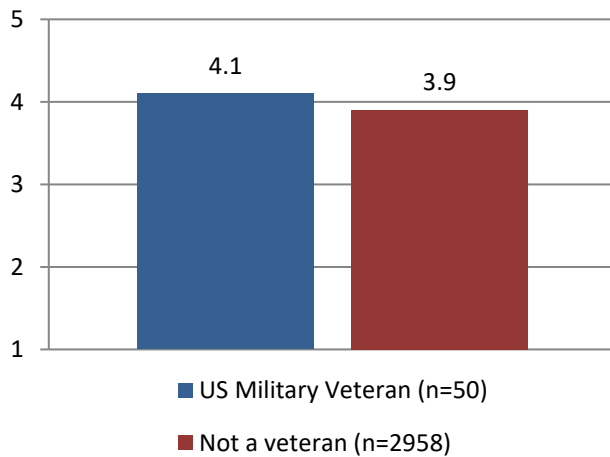
p=.017

Figure 2. Mean Scores on Overall Climate, by Gender Identity: Students



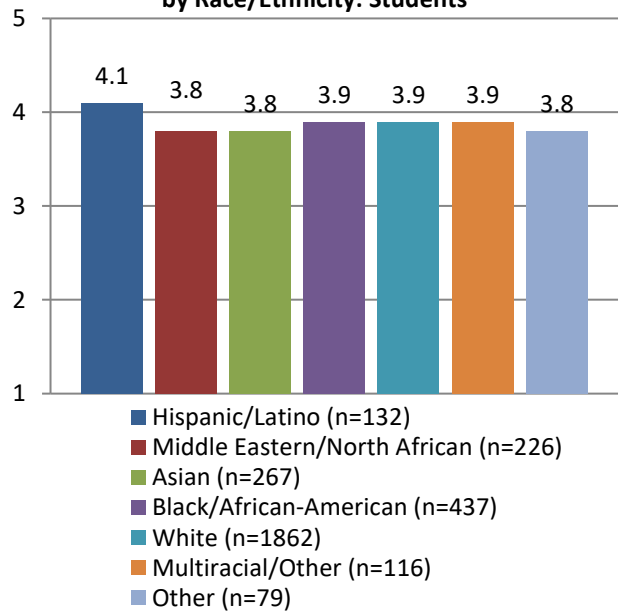
p=.033

Figure 3. Mean Scores on Overall Climate, by Veteran Status: Students



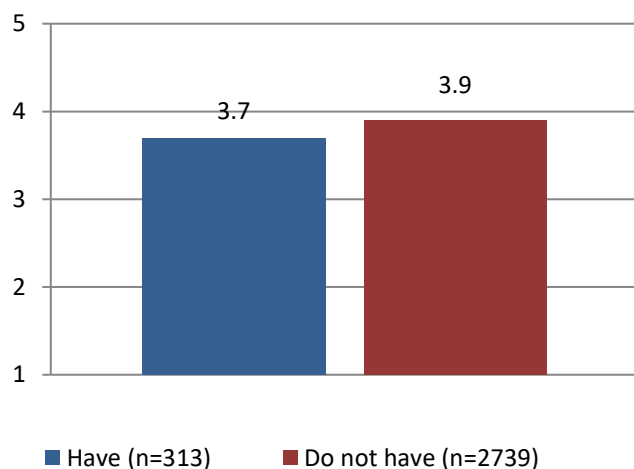
p=.026

Figure 4. Mean Scores on Overall Climate, by Race/Ethnicity: Students



p=.008

Figure 5. Mean Scores on Overall Climate, by Disability Status: Students



$p=.000$

## 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 ten components, the individual items that belong to each and the means for all components and items. The component means were computed if approximately 70% of the items in the component had valid data. For example, if a component has eight items, the mean was computed if five or more items have valid data. Thus, the N for the component can be higher than the N for an individual item.

The first component includes eight individual items, all of which ask about **experiencing offensive comments/gestures or bullying** (a separate component relates to witnessing these same behaviors). A component score was constructed by averaging the responses to all items that comprise it. The mean on this component is 4.8, indicating respondents rarely experience these behaviors. 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. There is little variation among the items in this component, which range from 4.7 to 4.8.

The second component is **diversity in recruitment and retention**, and includes seven items. These questions all ask about effectiveness in recruiting and retaining a diverse faculty, staff, and student body. The overall mean is 3.8, which maps most closely to very effective. The item with the highest mean is effectiveness in recruiting a diverse student body (3.9). The item with the lowest mean (3.7) is effectiveness in recruiting a diverse faculty body.

The third component is **witnessing offensive comments/gestures, and bullying**. Similar to component one, it includes eight items regarding witnessing or experiencing offensive verbal and written comments, gestures, and images, and witnessing or experiences bullying behavior. All of the items have been reverse coded from their original so that a value of five indicates the best outcome. The overall mean on the component is 4.6. This indicates that while these events occur infrequently, respondents witness these behaviors slightly more often than they experience them.

The fourth component is **belonging/self-expression**. These seven items ask about belonging, self-expression, and being themselves. The overall mean is 3.7. Individual items range from a low of 3.3, for confidence about filing a complaint or grievance, to a high of 3.9, for being comfortable being oneself in the immediate learning environment.

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 3.9, which maps most closely to very important. These three items vary little—from 3.8 for building a diverse staff, to 4.0, for building a diverse student body.

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 3.1, 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 **safety**. The three questions in this component ask about physical safety of the university, the area around the university, and of the respondents' immediate learning 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 learning environment (4.3) and on campus (3.9) than they do in the area around the university (3.1).

Component eight is **fairness**. The three items in this component ask about fairness in grading and fairness in opportunities to participate both in class and in co-curricular activities. The overall mean is 4.0, which translates to very fair. Fairness in opportunities to participate in class was rated slightly higher (4.2) than the other two items (both with means of 3.9).

The ninth 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 2.6 on a **3 point scale**. This value falls between accessible with support and easy to access<sup>4</sup>.

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

## Wayne State University Climate Survey: Student

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

	Mean	SD	n
<b>EXPERIENCED OFFENSIVE COMMENTS/GESTURES, BULLYING</b>	<b>4.8</b>	<b>.39</b>	<b>3267</b>
How often experienced: offensive written comments	4.9	.46	3233
How often experienced: offensive visual images	4.9	.46	3230
How often experienced: bullying, exclusion, intimidation, and/or hostility	4.8	.63	3253
How often experienced: microaggressions	4.7	.71	3259
How often experienced: offensive verbal comments	4.7	.63	3254
How often experienced: offensive gestures	4.8	.49	3255
How often experienced: actual physical violence	4.9	.30	3259
How often experienced: threats of physical violence	4.9	.34	3257
<b>DIVERSITY IN RECRUITMENT &amp; RETENTION</b>	<b>3.8</b>	<b>.79</b>	<b>2465</b>
Effectiveness in recruiting a diverse staff body	3.8	.91	2496
Effectiveness in recruiting a diverse faculty body	3.7	.96	2560
Effectiveness in recruiting a diverse student body	3.9	.94	2803
Effectiveness in retaining a diverse student body	3.8	.95	2538
Effectiveness in retaining a diverse staff body	3.8	.92	2219
Effectiveness in retaining a diverse faculty body	3.8	.93	2295
How well does your department/unit address issues of unfair treatment to employees related to their diversity?	3.8	1.02	1837
<b>WITNESSED OFFENSIVE COMMENTS/GESTURES, BULLYING</b>	<b>4.6</b>	<b>.54</b>	<b>3280</b>
How often witnessed: offensive gestures	4.5	.74	3262
How often witnessed: offensive verbal comments	4.3	.87	3259
How often witnessed: offensive written comments	4.5	.73	3258
How often witnessed: offensive visual images	4.6	.66	3258
How often witnessed: threats of physical violence	4.8	.54	3268
How often witnessed: actual physical violence	4.9	.45	3262
How often witnessed: microaggressions	4.3	.94	3273
How often witnessed: bullying, exclusion, intimidation, and/or hostility	4.6	.74	3267
<b>BELONGING/SELF-EXPRESSION</b>	<b>3.8</b>	<b>.73</b>	<b>3250</b>
How happy are you to be a student at Wayne State University?	3.8	.94	3234
How comfortable do you feel being yourself in your immediate learning environment?	3.9	.92	3237
To what extent do you feel like you belong at Wayne State University?	3.7	1.05	3249
To what extent do you feel others at this university treat you with respect?	4.0	.80	3243
How comfortable do you feel expressing your personal beliefs or thoughts at Wayne State University?	3.7	1.01	3182
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?	3.5	1.06	3197
<b>IMPORTANCE OF DIVERSITY</b>	<b>3.9</b>	<b>1.03</b>	<b>3284</b>
How important is it to you that Wayne State University be committed to building a diverse staff body?	3.8	1.10	3273
How important is it to you that Wayne State University be committed to building a diverse faculty body?	3.9	1.09	3269
How important is it to you that Wayne State University be committed to building a diverse student body?	4.0	1.07	3285

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



Table 5, continued

	Mean	SD	n
<b>WORLDVIEW/OUTREACH</b>	<b>3.1</b>	<b>.90</b>	<b>3233</b>
In past 12 months, how often ... Made an effort to educate others on diversity-related topics?	2.8	1.21	3224
In past 12 months, how often ... Challenged others on issues of discrimination?	2.6	1.22	3230
In past 12 months, how often ... Made an effort to get to know people different from you?	3.5	1.01	3217
In past 12 months, how often ... Become aware of how your worldview affects your own thinking about diversity and inclusion?	3.4	1.16	3217
<b>SAFETY</b>	<b>3.8</b>	<b>.69</b>	<b>3189</b>
Physical safety of the university	3.9	.82	3184
Physical safety of the area around the university	3.1	.94	3188
Physical safety of your immediate work environment	4.3	.76	3186
<b>FAIRNESS</b>	<b>4.0</b>	<b>.70</b>	<b>3248</b>
Fairness in opportunities to participate in class	4.2	.76	3240
Fairness in grading	3.9	.87	3249
Fairness in opportunities to participate in co-curricular activities	3.9	.90	2650
<b>FREEDOM OF SPEECH</b>	<b>4.1</b>	<b>.75</b>	<b>3214</b>
How strongly do you believe that freedom of speech is important, even when it appears to be directed at certain groups of people?	3.7	1.09	3187
How strongly do you believe that freedom of speech is important?	4.5	.67	3209
<b>ACCESSIBILITY (3-point scale)</b>	<b>2.6</b>	<b>.48</b>	<b>3256</b>
Accessibility: physical spaces	2.6	.59	2966
Accessibility: educational materials	2.5	.62	3196
Accessibility: technology	2.6	.60	3164

After computing the components, we conducted a multiple regression analysis in which the outcome variable—overall climate—was regressed on the ten explanatory components. In addition to the ten components, a single question asking respondents how often they are expected to represent the point of view of their identity was also included as a predictor. This item was included separately because it did not load on any of the components in the principal components analysis.

All ten 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 1.57, well below the threshold of 10 recommended by Hair, Anderson, Tatham, & Black, 1995 or the more conservative value of 4 recommended by Pan & Jackson, 2008<sup>6</sup>.

The component labeled **belonging/self-expression** has the highest coefficient with overall climate—0.561. This indicates that the more positively students rate this component, the higher they rated the overall climate<sup>7</sup>.

The next explanatory component— **diversity in recruitment and retention** —has a standardized coefficient of .172. The more positively students rate this component, the more highly they rated the overall climate. Similarly, **fairness** has a standardized coefficient of 0.132.

The final independent variables—**freedom of speech, accessibility, safety, and worldview/outreach**—have coefficients of -.096, .064, .046, and -.043 respectively. The negative coefficients for freedom of speech and worldview/outreach indicate that students with higher ratings on these components have lower ratings on overall climate. However, the effects are small.

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

	<b>b coefficient</b>	<b>Std. Error</b>	<b>Standardized Regression Coefficients</b>
Belonging/Self-expression	.548	.017	0.561***
Diversity in recruitment & retention	.160	.015	0.172***
Fairness	.138	.017	0.132***
Freedom of speech	-.095	.014	-.096***
Accessibility	.096	.023	.064***
Safety	.048	.016	.046***
Worldview/Outreach	-.035	.011	-.043*
Adjusted R <sup>2</sup>			.58
N			2265

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

In Table 6, the adjusted R-square for the regression model is .58, indicating that these components explain 58% of the variance in overall climate. The other three components – experiencing offensive comments/gestures or bullying, witnessing offensive comments/gestures or bullying, and importance of diversity -- were not significant predictors of overall climate, and are excluded from Table 6.

## **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 students at Wayne State University.

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

<sup>7</sup> In statistical terms, a beta coefficient of .561 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.

## **Primary versus Secondary Areas of Focus**

The results of the regression analysis can be used to define which issues can be tagged as primary or secondary. The component that has the strongest relationship with overall climate—**belonging/self-expression**—can be tagged as primary areas because affecting scores on this component will greatly affect scores on overall climate. While **diversity in recruitment and retention** and **fairness** have considerably smaller effects than belonging, they are markedly higher than the effects of **freedom of speech, safety, accessibility and worldview/outreach**. Thus, we are considering the first three components in Table 6 as primary and the remainder as secondary.

## **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 areas that students rated relatively low/negatively.

Of the seven components that are significantly related to overall climate, six are areas of strength, with a mean rating above 3.5 (accessibility, with a rating of 2.6 is more than half a point above the midpoint of the three point scale). Fairness, belonging/self-expression, and diversity in recruitment and retention are all areas of strength for Wayne State and all are related to overall ratings of climate, particularly belonging/self-expression. Students who are happy to be at Wayne, feel that others treat them with respect, and are comfortable expressing themselves are more likely to rate the overall climate favorably. To a smaller degree, students who feel they are treated fairly and students who feel that Wayne State is effective at retaining diverse faculty, staff, and students are also likely to give a high rating to overall climate.

Components in the bottom left are those that have a relatively weaker relationship with overall climate and that students rated relatively high/positively. These are strong areas for Wayne State University, but not as effectual in altering perceptions of overall climate. Components in this area are accessibility, freedom of speech, and safety.

Components in the bottom right cell are those that have a relatively weaker relationship with overall climate and that students rated relatively low/negatively. The only significant component in that cell is worldview/outreach. There are no components in the top right cell; if there were, they would indicate components having a strong relationship with overall climate and that students rated relatively low/negatively.

**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)
<b>Primary</b>	<ul style="list-style-type: none"> <li>• Fairness (4.0)</li> <li>• Belonging/Self-expression (3.8)</li> <li>• Diversity in recruitment &amp; retention (3.8)</li> </ul>	
<b>Secondary</b>	<ul style="list-style-type: none"> <li>• Accessibility (2.6)</li> <li>• Freedom of speech (4.1)</li> <li>• Safety (3.8)</li> </ul>	<ul style="list-style-type: none"> <li>• Worldview/Outreach (3.1)</li> </ul>

Tables 8-14 provide the same type of analysis, but this time for individual items within each of the components presented in Table 6. Areas of strength and weakness are identified in the same way as for the explanatory components. To classify an item as primary or secondary, we use the correlation of that item with the overall component to which it belongs (these correlations are output during the principal components analysis). We used the median correlation as the split point for classifying items as primary or secondary. Items above the median correlation are primary; those below the median are secondary. An item right at the median is considered primary if it is closer in value to the next higher item than the next lower item. Conversely, an item at the median is considered secondary if it is closer to the next lowest item than the next highest item.

## Areas of Strength and Action by Component

### Belonging/Self-Expression

**Belonging/self-expression** is significantly related to overall climate and has the largest impact on it with a standardized regression coefficient of .56. As such, it has been classified as a primary area in terms of priority. The average rating of all individual items in this component is 3.8, which makes it a strength for Wayne State, although with some room for improvement.

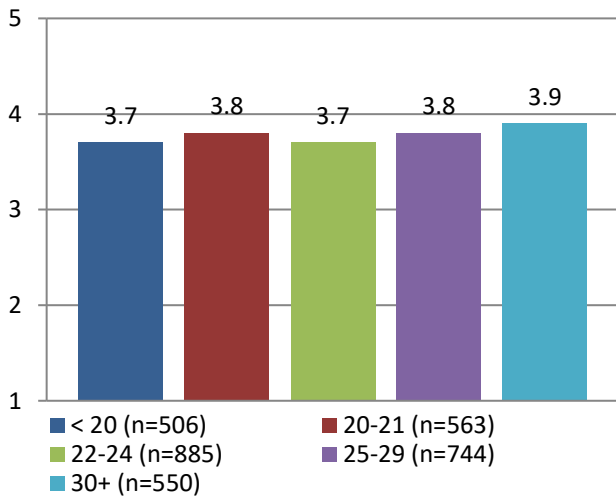
Table 8 provides the priority performance grid for individual items within this component. Areas of strength and weakness are identified in the same way as for the overall component. Three of the items have loadings that are distinctly higher than the others, so they are classified as primary. All three have means above 3.5 and are therefore considered strengths. The only item that is a weakness is how comfortable respondents feel expressing themselves, even when not consistent with what others believe. The mean on this item is 3.5.

**Table 8. 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)
<b>Primary</b>	<ul style="list-style-type: none"> <li>How happy are you to be a student at Wayne State University? (3.8)</li> <li>How comfortable do you feel being yourself in your immediate learning environment? (3.9)</li> <li>To what extent do you feel like you belong at Wayne State University? (3.7)</li> </ul>	
<b>Secondary</b>	<ul style="list-style-type: none"> <li>To what extent do you feel others at this university treat you with respect? (4.0)</li> <li>How comfortable do you feel expressing your personal beliefs or thoughts at Wayne State University? (3.7)</li> </ul>	<ul style="list-style-type: none"> <li>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? (3.5)</li> </ul>

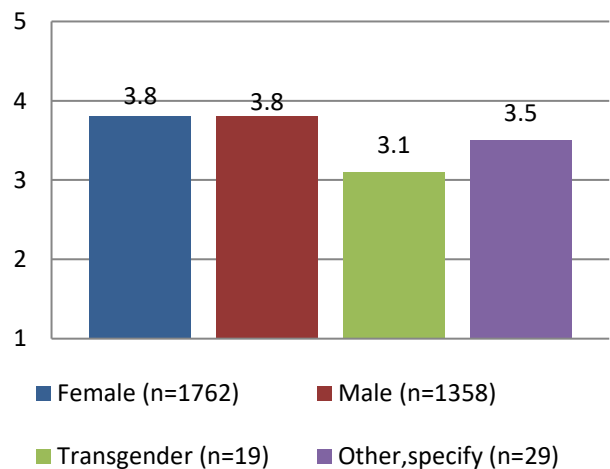
Figures 6 through 10 show the statistically significant variations in means on this component by various demographic characteristics. One noteworthy difference is evident with respect to gender identity (Figure 7). Transgender respondents have a lower rating of belonging and self-expression (3.1) than do female and male respondents, both with a mean of 3.8.

**Figure 6. Mean Scores on Belonging, by Age Group: Students**



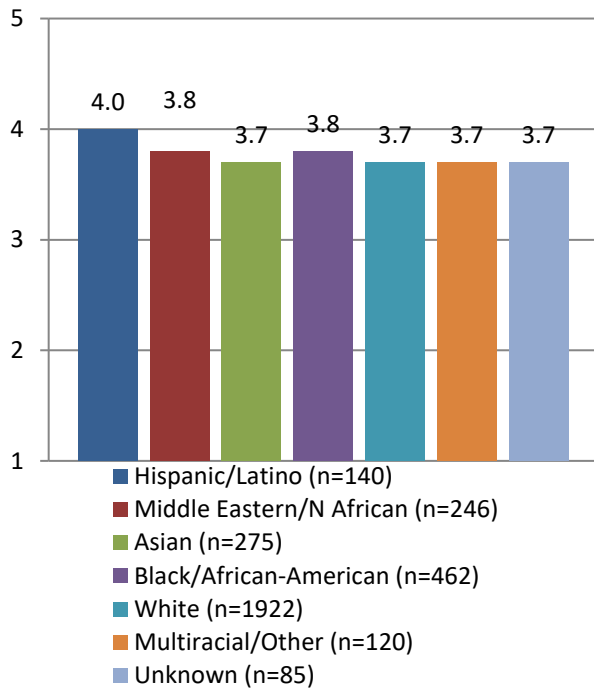
p=.009

**Figure 7. Mean Scores on Belonging, by Gender Identity: Students**



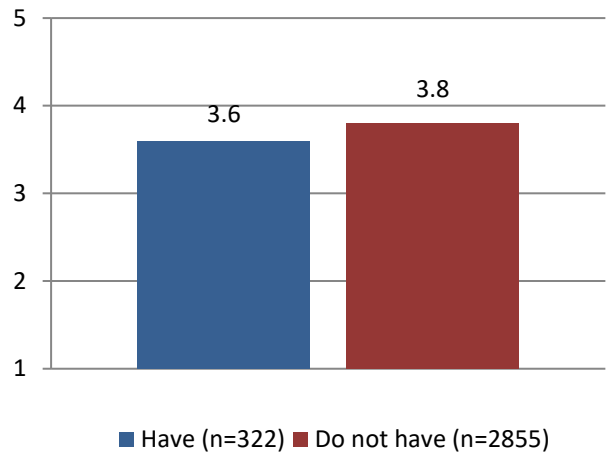
p=.000

Figure 8. Mean Scores on Belonging, by Race/Ethnicity: Students



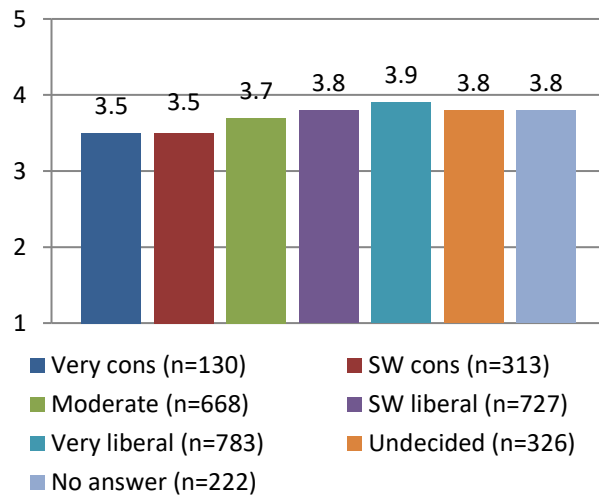
p=.004

Figure 9. Mean Scores on Belonging, by Disability Status: Students



p=.000

Figure 10. Mean Scores on Belonging, by Political View: Students



p=.000

### Diversity in Recruitment and Retention

Diversity in recruitment and retention has a significant effect on overall climate and is the second component in terms of effect size (beta=.172 in Table 6). It is classified as a primary area in terms of priority. The average rating of all individual items in this component is 3.8, which makes it a strength for Wayne State University, although with room for improvement.

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.

**Table 9. 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)
<b>Primary</b>	<ul style="list-style-type: none"> <li>• Effectiveness in recruiting a diverse staff body? (3.8)</li> <li>• Effectiveness in recruiting a diverse faculty body? (3.7)</li> <li>• Effectiveness in recruiting a diverse student body? (3.9)</li> <li>• Effectiveness in retaining a diverse student body? (3.8)</li> </ul>	
<b>Secondary</b>	<ul style="list-style-type: none"> <li>• Effectiveness in retaining a diverse staff body? (3.8)</li> <li>• Effectiveness in retaining a diverse faculty body? (3.8)</li> <li>• How well does your department/unit address issues of unfair treatment to employees related to their diversity? (3.8)</li> </ul>	

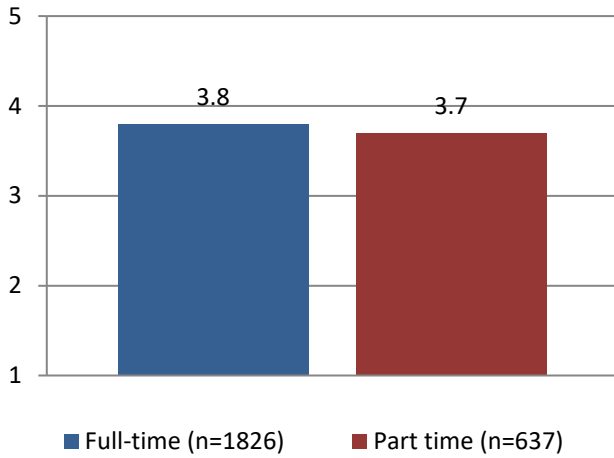
Figures 11 through 21 show the mean scores on this component by various demographic variables. Noteworthy differences are evident with respect to degree (Figure 13), gender identity (Figure 15), sexual orientation (Figure 17), and college (Figure 21).

Respondents with an undergraduate or master’s degree rate diversity in recruitment and retention higher (3.8 and 3.9, respectively) than those with a degree of “other”, with a mean rating of 3.3.

In terms of gender identity, transgender respondents have the lowest rating of diversity in recruitment and retention (mean = 3.4), while male respondents have the highest rating (3.9). By sexual orientation, gay and heterosexual respondents rate diversity the highest (both with a mean of 3.8). The lowest rating is among respondents who identified as queer (3.3).

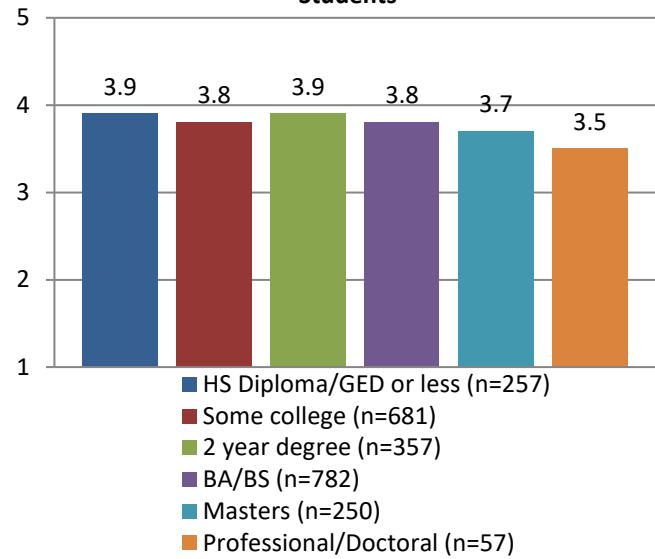
Respondents in the College of Social Work rate this components highest (4.1), while respondents in the Graduate School or Fine, Performing, and Communication Arts rate it lowest (3.6).

**Figure 11. Mean Scores on Diversity in Recruitment and Retention, by Full or Part-Time Status: Students**



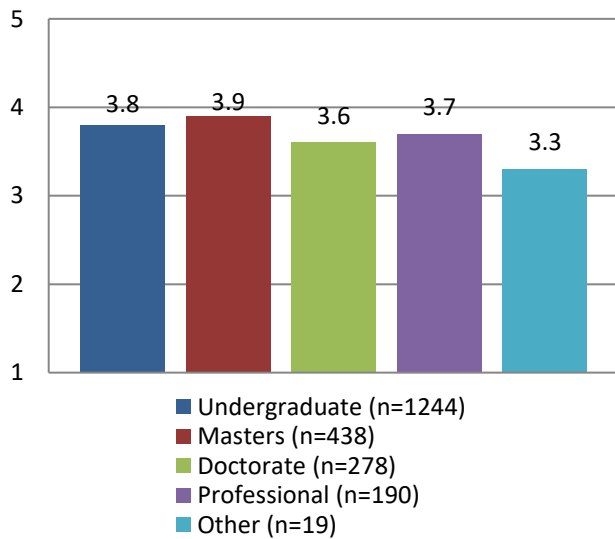
p=.037

**Figure 12. Mean Scores on Diversity in Recruitment and Retention, by Education: Students**



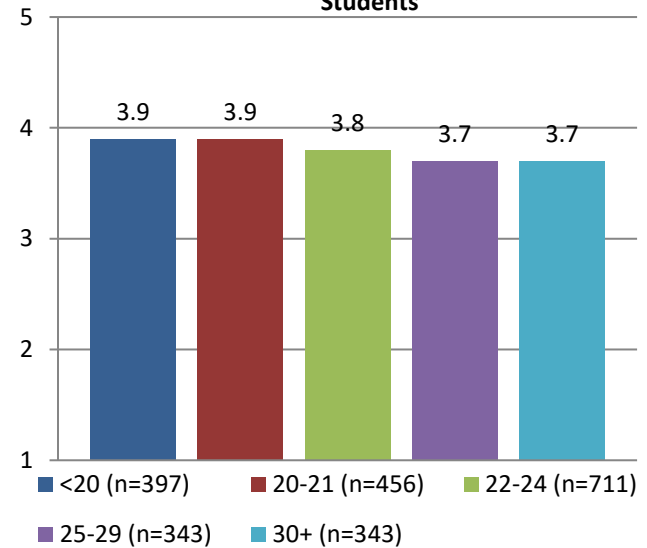
p=.000

**Figure 13. Mean Scores on Diversity in Recruitment and Retention, by Degree: Students**



p=.000

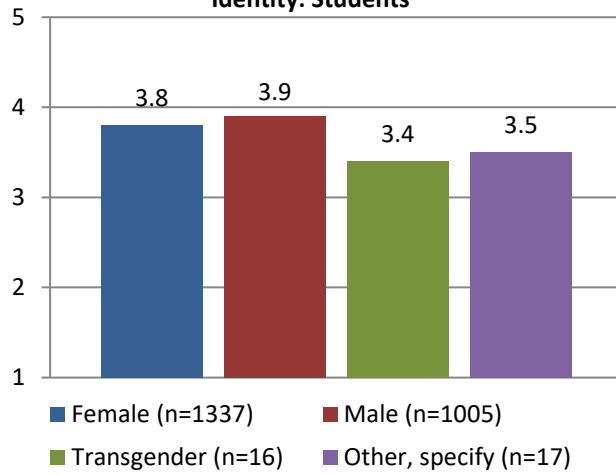
**Figure 14. Mean Scores on Diversity in Recruitment and Retention, by Age Group: Students**



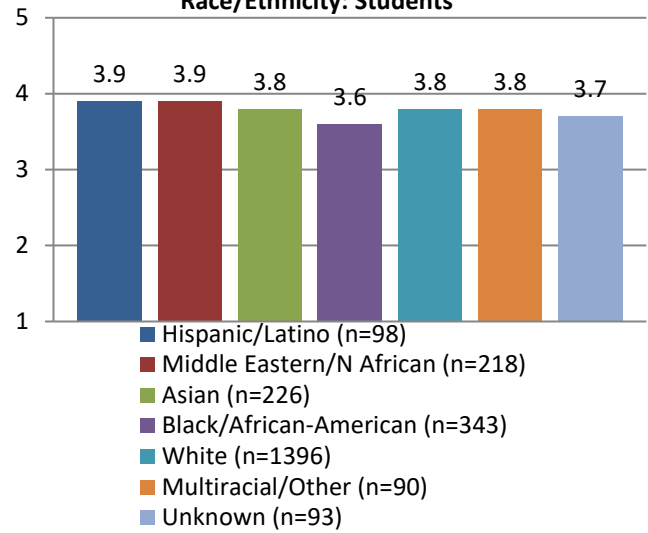
p=.033



**Figure 15. Mean Scores on Diversity in Recruitment and Retention, by Gender Identity: Students**



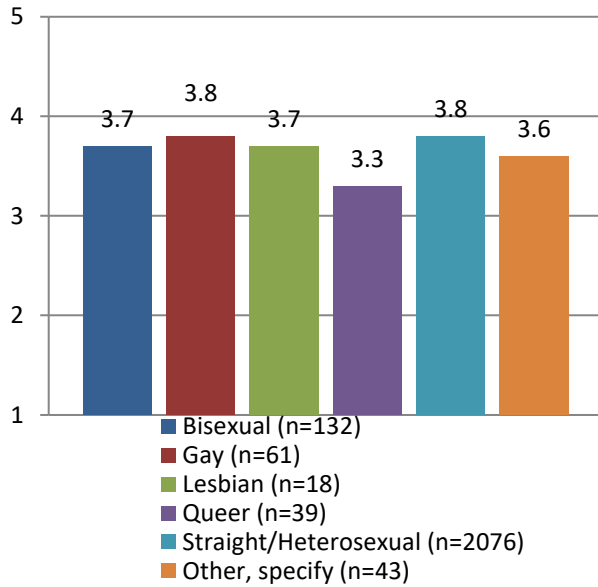
**Figure 16. Mean Scores on Diversity in Recruitment and Retention, by Race/Ethnicity: Students**



p=.000

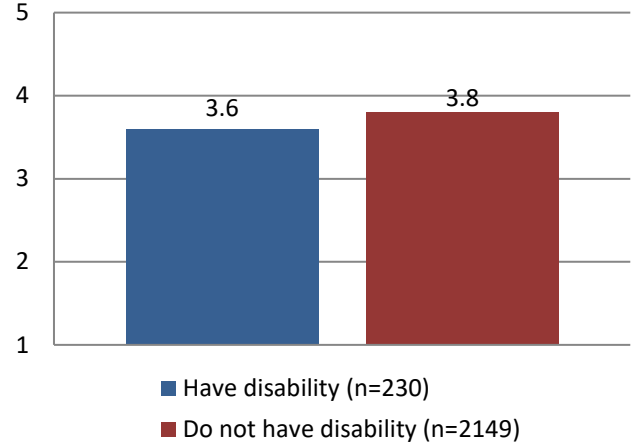
p=.000

**Figure 17. Mean Scores on Diversity in Recruitment and Retention, by Sexual Orientation: Students**



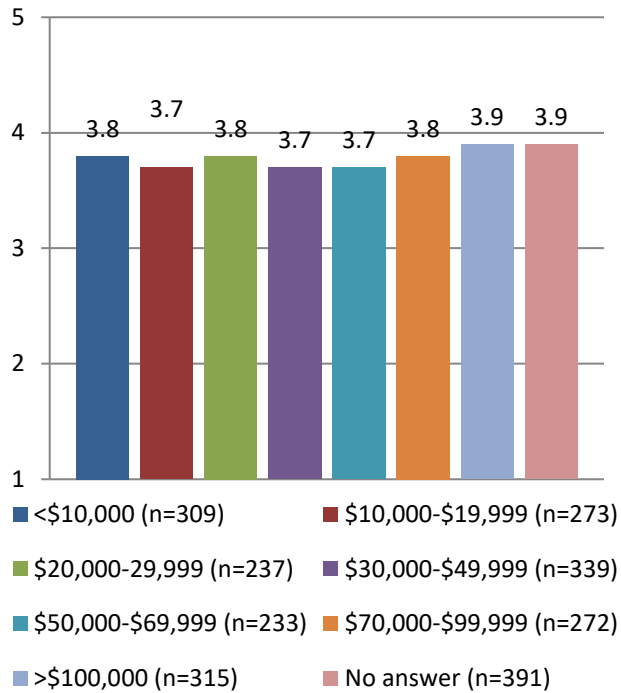
p=.000

**Figure 18. Mean Scores on Diversity in Recruitment and Retention, by Disability Status: Students**



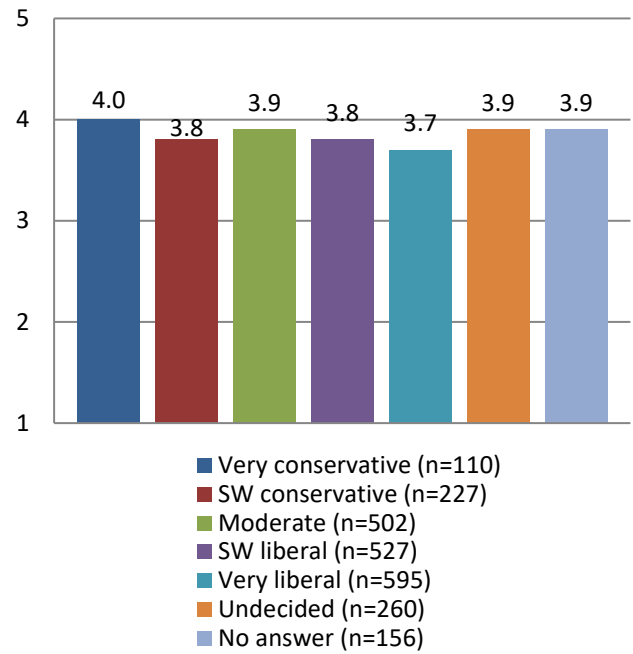
p=.001

**Figure 19. Mean Scores on Diversity in Recruitment and Retention, by Income: Students**



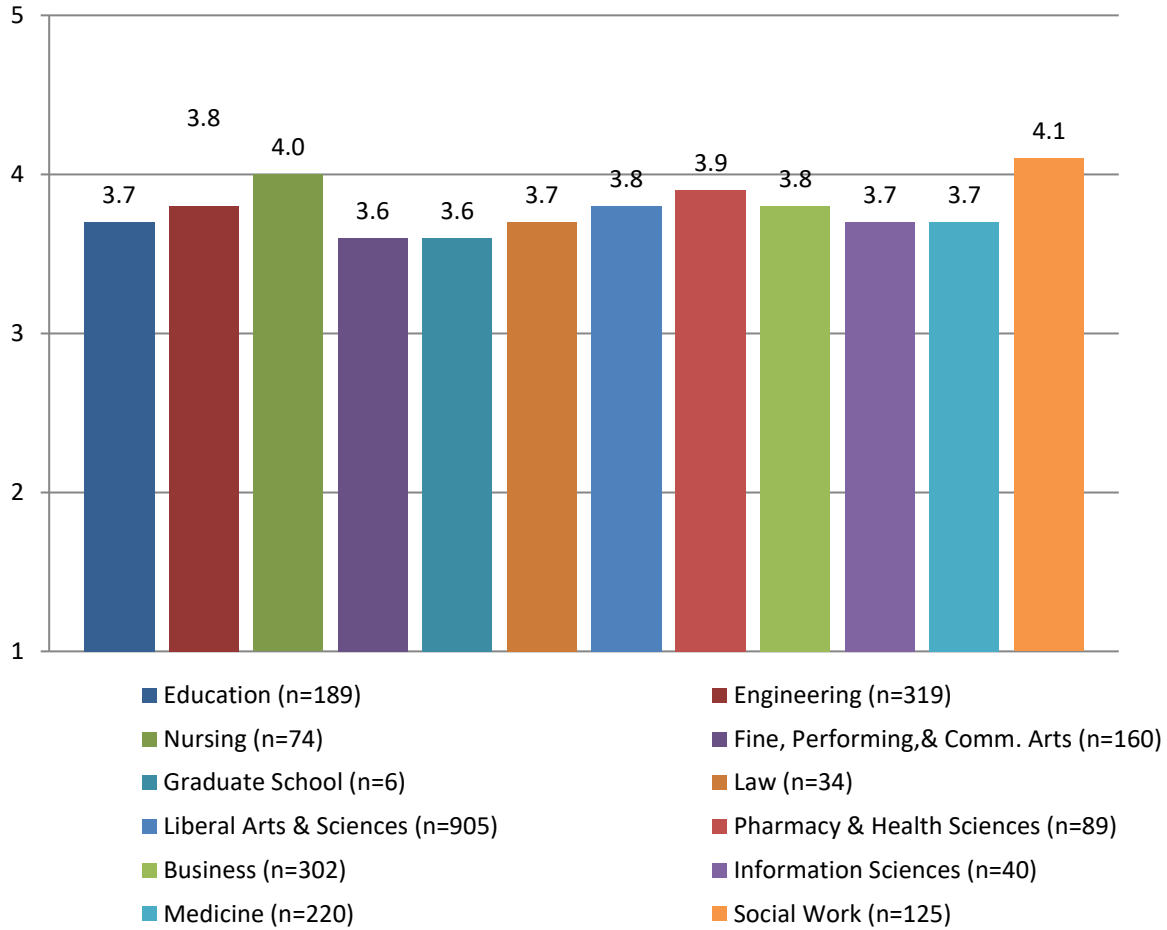
p=.040

**Figure 20. Mean Scores on Diversity in Recruitment and Retention, by Political View: Students**



p=.000

Figure 21. Mean Scores on Diversity in Recruitment and Retention, by College: Students



p=.000

**Fairness**

This component has a significant effect on overall climate and is third among seven in effect size (beta=.132 in Table 6). The average rating of all individual items in this component is 4.0 which makes it a strength for Wayne State. Table 10 provides the priority-performance grid, but this time for individual items within this component. Areas of strength and weakness are identified in the same way as for the overall component.

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

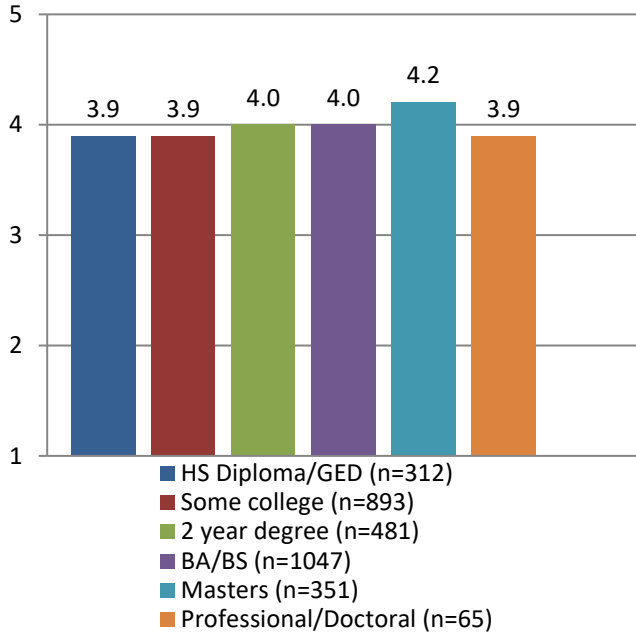
	High Ratings (mean rating > 3.5)	Low Ratings (mean rating < = 3.5)
<b>Primary</b>	<ul style="list-style-type: none"> <li>• Fairness in opportunities to participate in class (4.2)</li> <li>• Fairness in grading (3.9)</li> </ul>	
<b>Secondary</b>	<ul style="list-style-type: none"> <li>• Fairness in opportunities to participate in co-curricular activities (3.9)</li> </ul>	

Two of the items are primary, while one is secondary. All are areas of strength for Wayne State.

Figures 22 through 28 show the statistically significant differences in mean scores on fairness/satisfaction by demographic characteristics. While many of the differences are statistically significant, only one is noteworthy, college (Figure 28). Graduate School students gave the highest rating on fairness, with a mean of 4.4 and Engineering and Business students gave the lowest, both with means of 3.9.

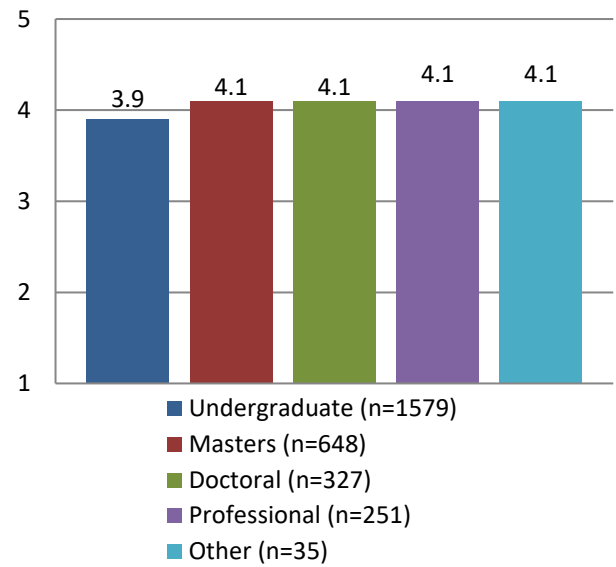
Appendix D contains the responses to follow-up questions for respondents who indicated they have been treated not at all fair or not very fair in grading and opportunities to participate in class and co-curricular activities.

Figure 22. Mean Scores on Fairness, by Education: Students



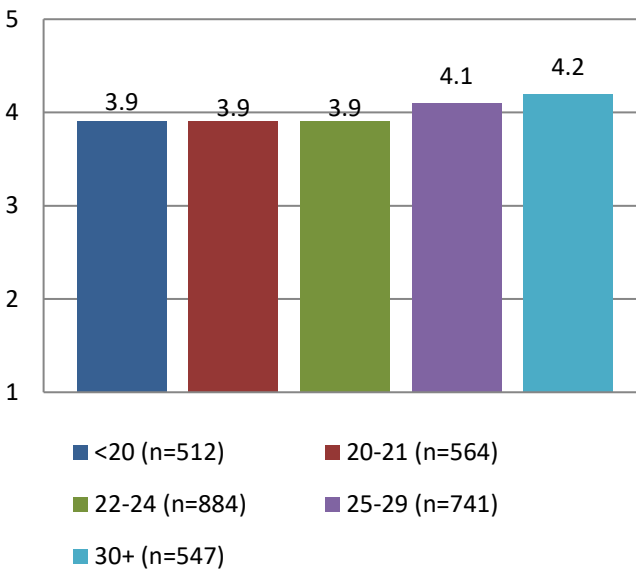
p=.000

Figure 23. Mean Scores on Fairness, by Degree: Students



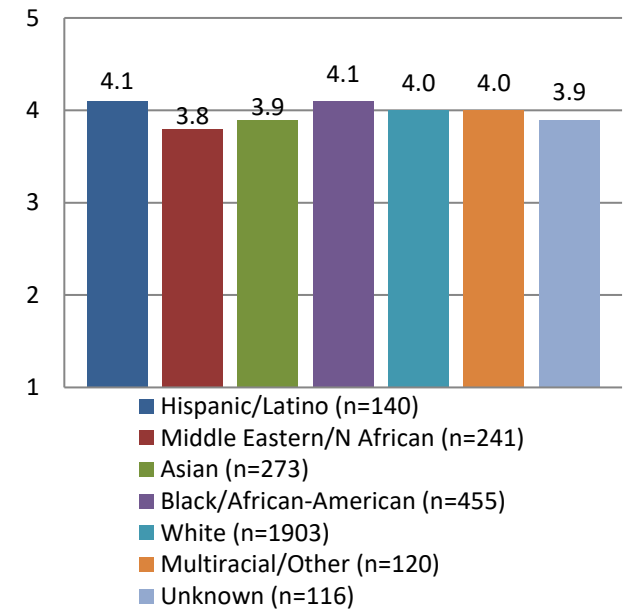
p=.000

Figure 24. Mean Scores on Fairness, by Age Group: Students



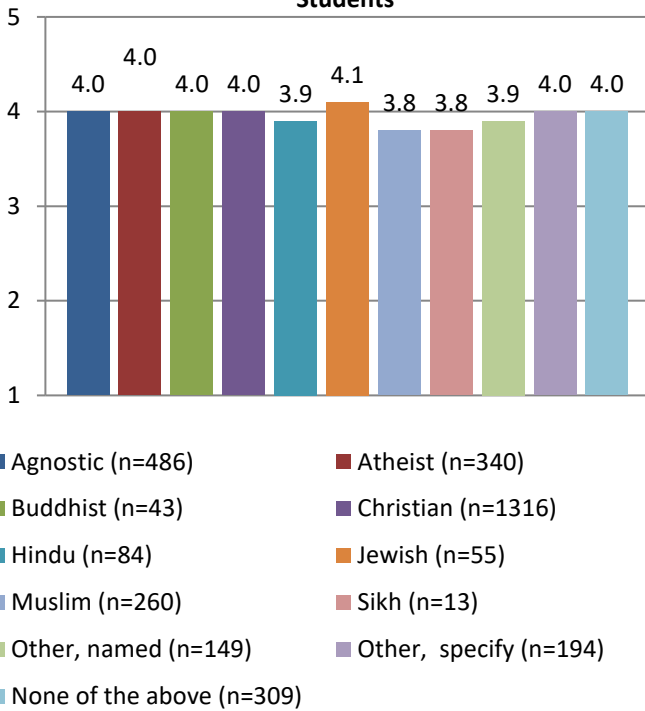
p=.000

Figure 25. Mean Scores on Fairness by Race/Ethnicity: Students



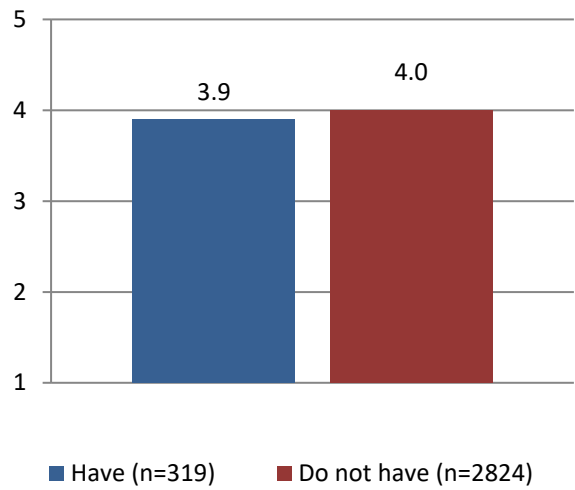
p=.000

Figure 26. Mean Scores on Fairness, by Religion: Students



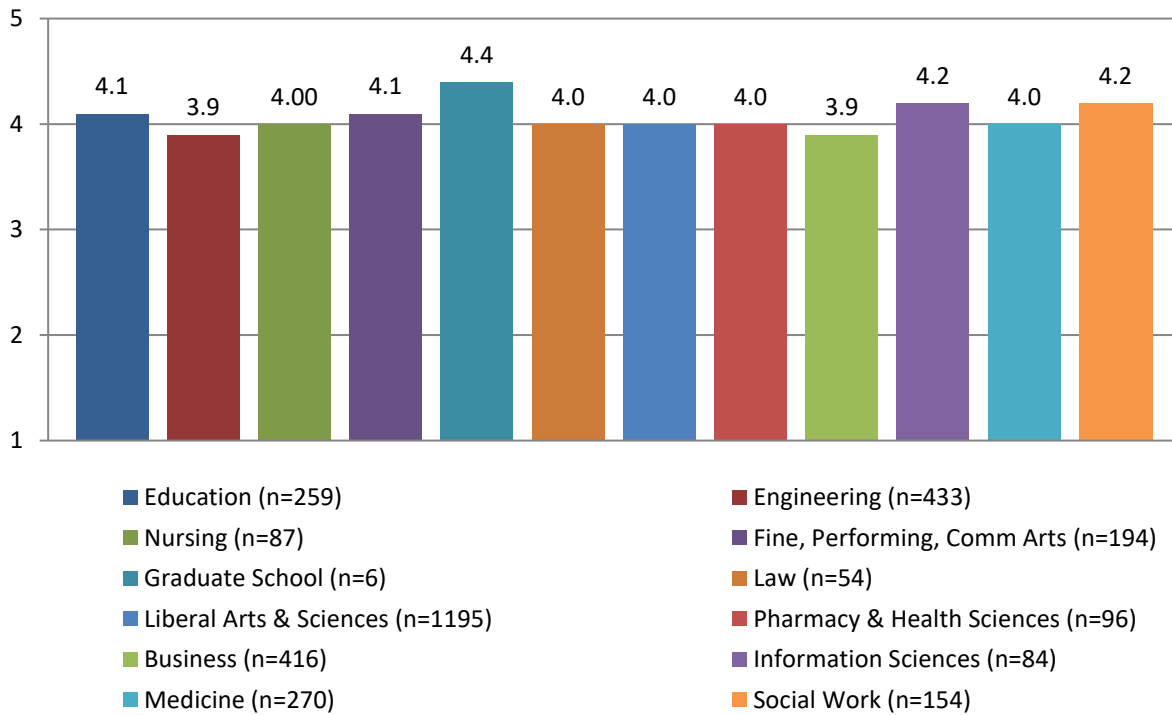
p=.016

Figure 27. Mean Scores on Fairness, by Disability Status: Students



p=.002

Figure 28. Mean Scores on Fairness, by College: Students



p=.000

### Freedom of Speech

The component labeled “freedom of speech” has a small, but statistically significant, impact on overall climate. The coefficient is negative, indicating that increasing the score on this component would produce a decrease in the rating of overall climate. Table 11 shows the two items that comprise this component. They are both considered primary, as their factor loadings are of similar size. Ideally, components should have at least three items, but we included this component because these two items did not load on any other and are too important to omit from the analysis. The item with the more general wording has a higher mean (4.5) than the item asking about certain groups of people (3.7). Both are strengths for Wayne State, as they indicate students value freedom of speech.

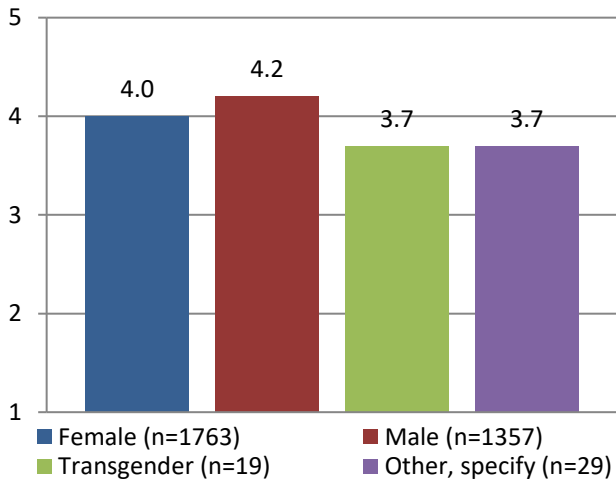
**Table 11. Individual Items on “Freedom of Speech” Component Classified as Primary or Secondary, as Areas of Strength or Action**

	High Ratings (mean rating > 3.5)	Low Ratings (mean rating <= 3.5)
<b>Primary</b>	<ul style="list-style-type: none"> <li>• How strongly do you believe that freedom of speech is important? (4.5)</li> <li>• 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)</li> </ul>	
<b>Secondary</b>		

Figures 29 through 32 show the mean scores on this component by various demographic variables. Among the four statistically significant differences, only gender identity is large enough to be noteworthy (Figure 29). Transgender respondents and those identifying as other gender have the lowest ratings of 3.7, while male respondents have the highest rating of 4.2.

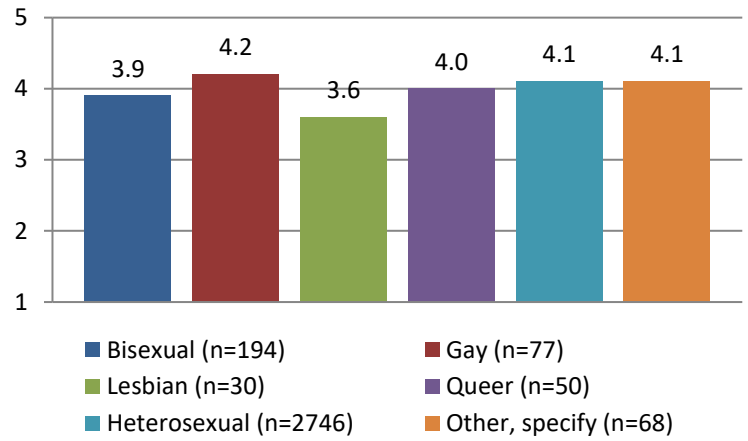


Figure 29. Mean Scores on Freedom of Speech, by Gender Identity: Students



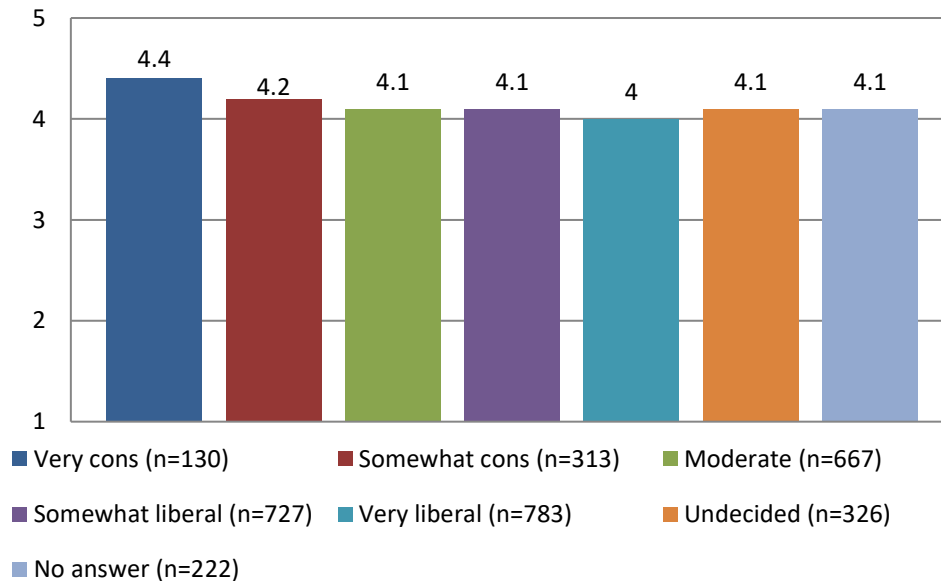
p=.000

Figure 30. Mean Scores on Freedom of Speech, by Sexual Orientation: Students



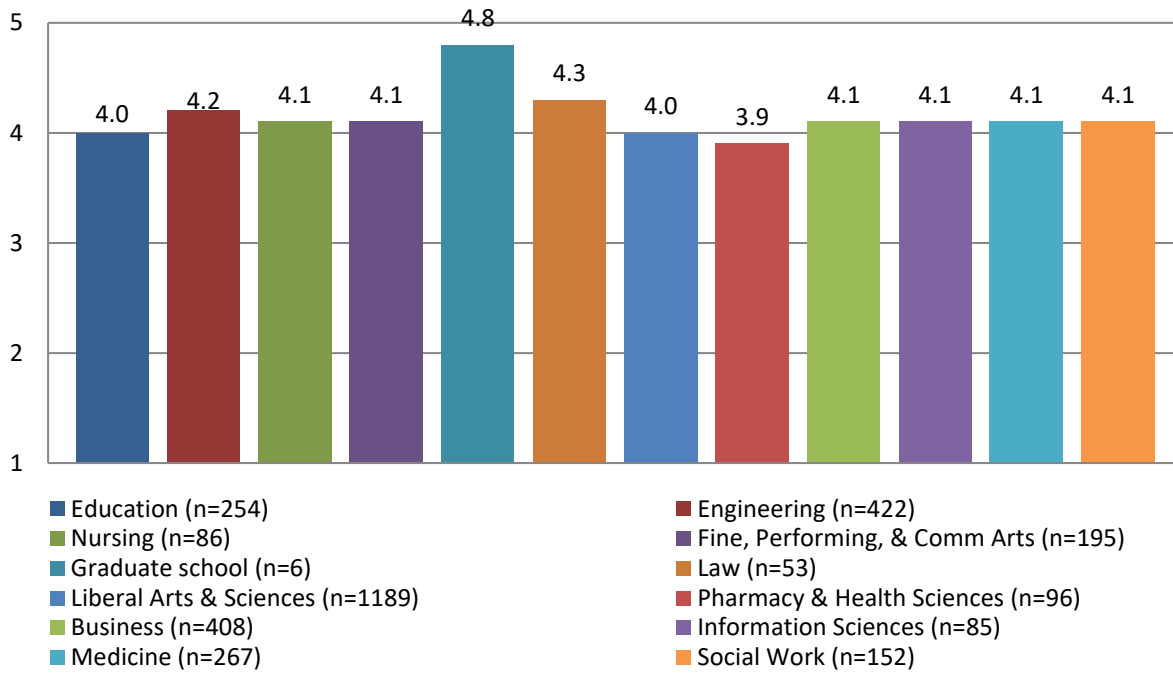
p=.000

Figure 31. Mean Scores on Freedom of Speech, by Political View: Students



p=.000

Figure 32. Mean Scores on Freedom of Speech, by College: Students



p=.000

### Accessibility

Accessibility is the one component that consists of three-point items. It has a small, but statistically significant, effect on overall climate. It is the fifth among seven in terms of effect size (beta = .064 in Table 6). The overall mean is 2.6 and translates to a mean of 4.3 on a five point scale. Table 12 shows the performance priority grid for this component<sup>8</sup>. Two items are classified as primary and the third is classified as secondary. All are areas of strength.

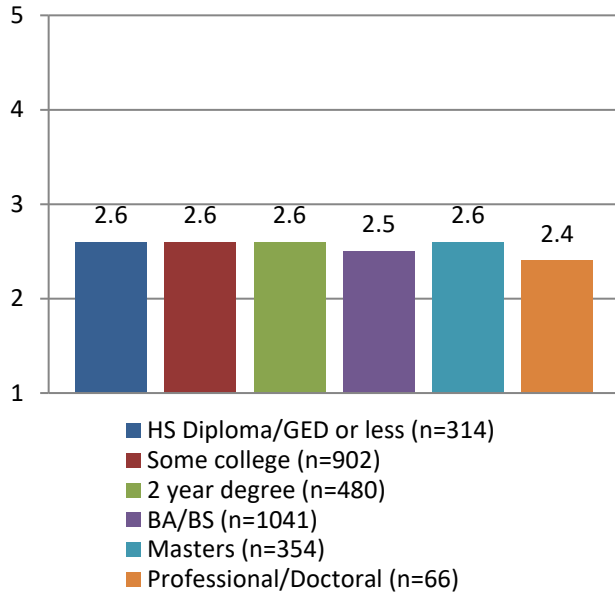
Table 12. Individual Items on “Accessibility” Component Classified as Primary or Secondary, as Areas of Strength or Action

	High Ratings (mean rating > 3.5)	Low Ratings (mean rating ≤ 3.5)
Primary	Accessibility: Educational materials (2.5) Accessibility: Technology (2.6)	
Secondary	Accessibility: Physical spaces (2.6)	

<sup>8</sup> The questionnaire included six items asking about accessibility, but those asking about instructors, student aid, and employment did not load on any component and detracted from the reliability of the component constructed from the three items in Table 12.

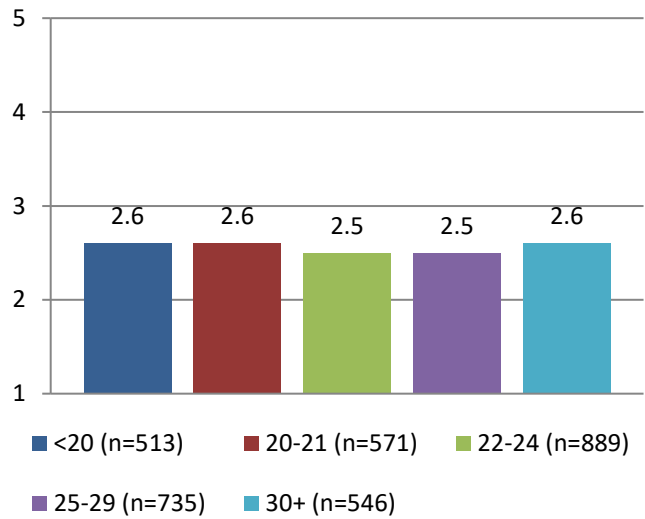
Figures 33 through 38 show the mean scores on this component by various demographic variables. Among the six statistically significant differences, none are large enough to be noteworthy (i.e.  $\geq .5$ ).

**Figure 33. Mean Scores on Accessibility, by Education: Students**



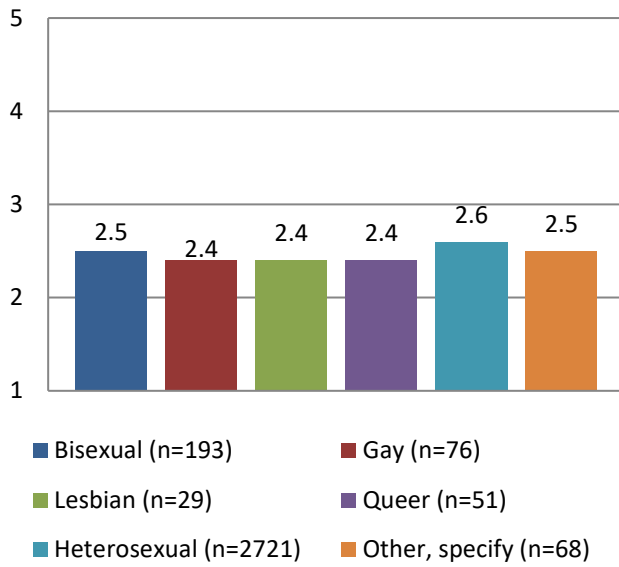
p=.001

**Figure 34. Mean Scores on Accessibility, by Age Group: Students**



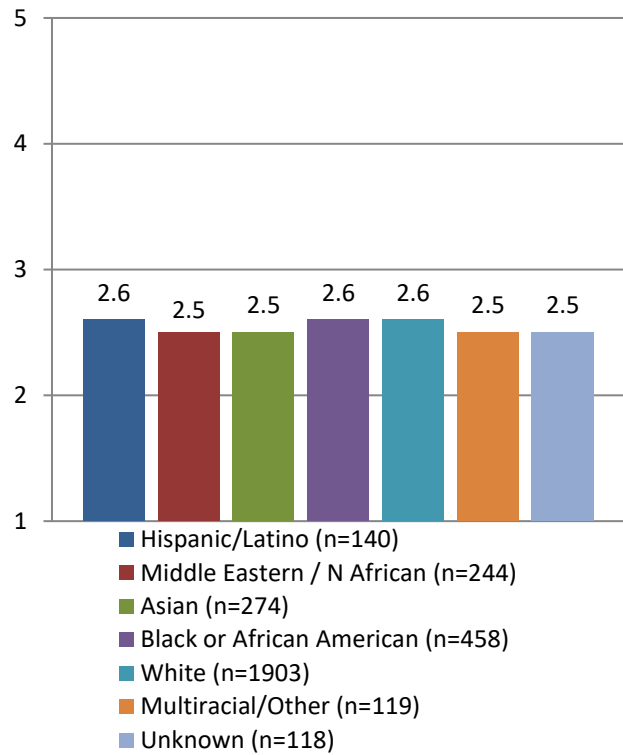
p=.002

Figure 35. Mean Scores on Accessibility, by Sexual Orientation: Students



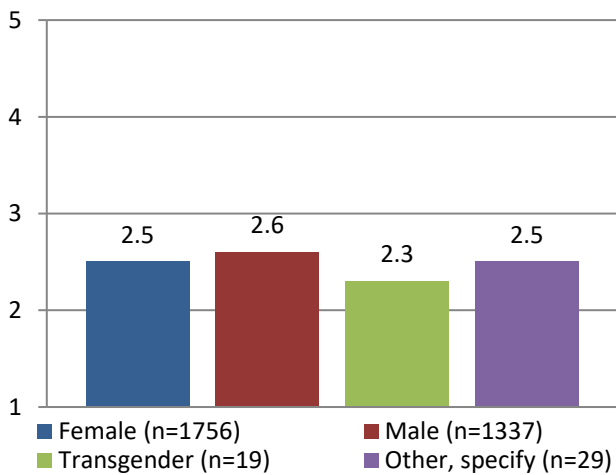
p=.001

Figure 36. Mean Scores on Accessibility, by Race/Ethnicity: Students



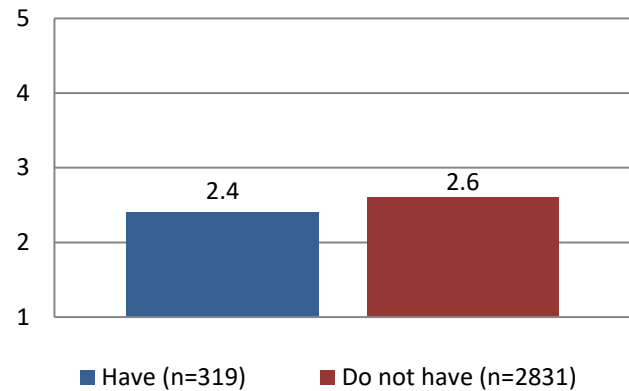
p=.000

Figure 37. Mean Scores on Accessibility, by Gender Identity: Students



p=.004

Figure 38. Mean Scores on Accessibility, by Disability Status: Students



p=.000

Safety

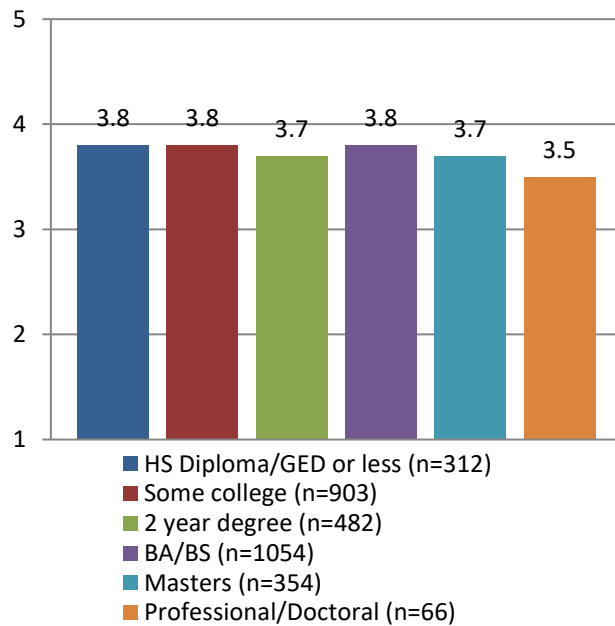
Safety is the sixth of seven components with a statistically significant effect on overall climate. The effect size is low, with a beta of .043. Two of the items in the component are primary, as their factor loadings are substantially higher than the third. Of those two, one is a strength, the other is an area of improvement (Table 13). However, the item with a low rating is the safety around the area of the university, which is likely not something the university can influence. With respect to safety on campus and in the immediate work environment, both are strengths.

Table 13. Individual Items on “Safety” Component Classified as Primary or Secondary, as Areas of Strength or Action High Ratings (mean rating > 3.5) Low Ratings (mean rating <= 3.5)

Primary	<ul style="list-style-type: none"> <li>Physical safety of the university (3.9)</li> </ul>	<ul style="list-style-type: none"> <li>Physical safety of the area around the university (3.1)</li> </ul>
	<ul style="list-style-type: none"> <li>Physical safety of your immediate work environment (4.3)</li> </ul>	
Secondary		

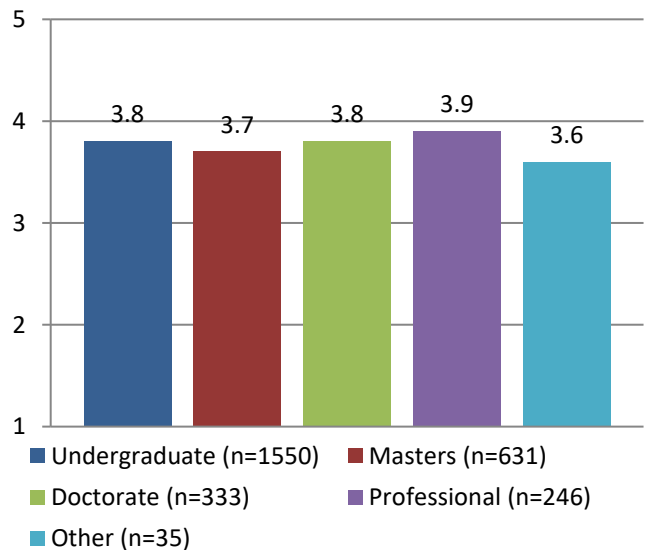
Figures 39 through 48 show the mean scores on this component by various demographic variables. Among the 11 statistically significant differences, none are large enough to be noteworthy (i.e. >=.5).

Figure 39. Mean Scores on Safety, by Education: Students



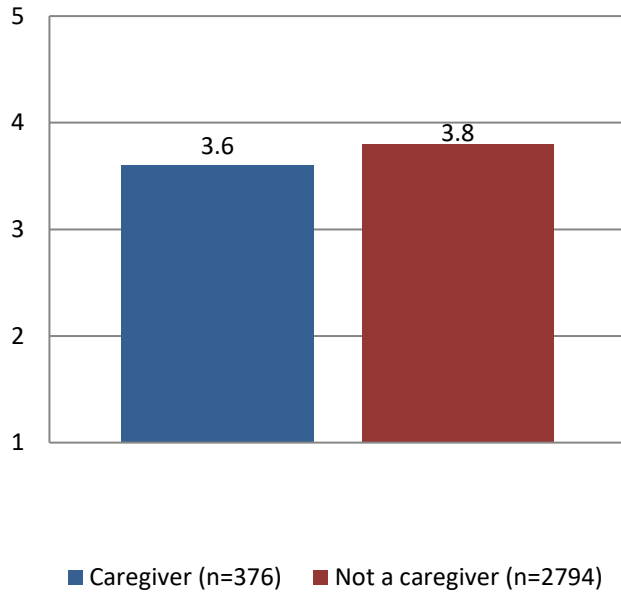
p=.005

Figure 40. Mean Scores on Safety, by Degree: Students



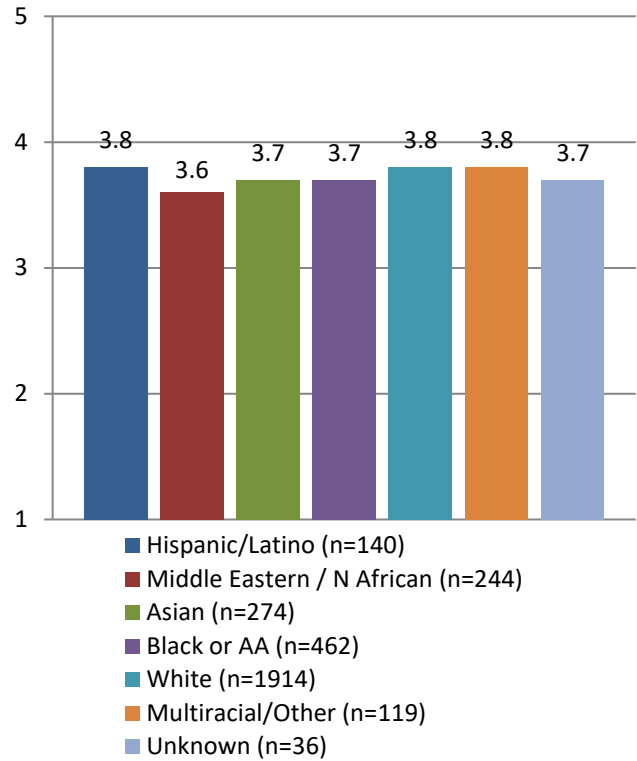
p=.004

Figure 41. Mean Scores on Safety, by Caregiver Status: Students



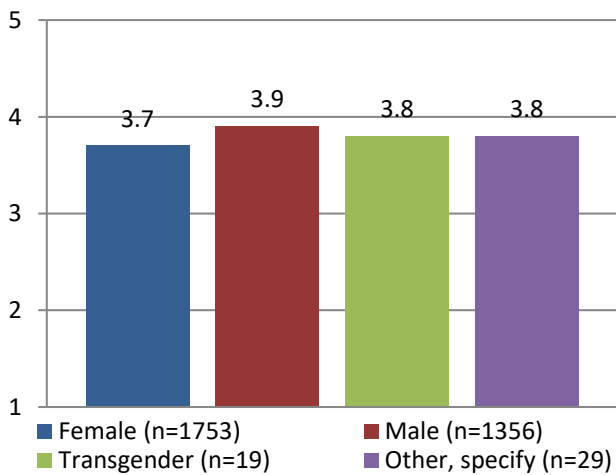
p=.000

Figure 42. Mean Scores on Safety, by Race/Ethnicity: Students



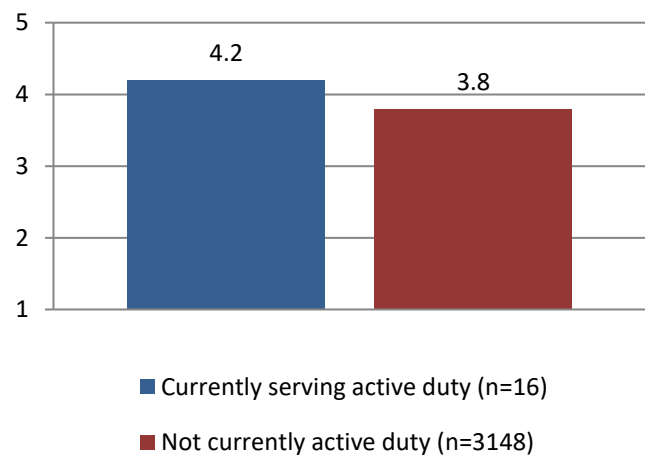
p=.000

Figure 43. Mean Scores on Safety, by Gender Identity: Students



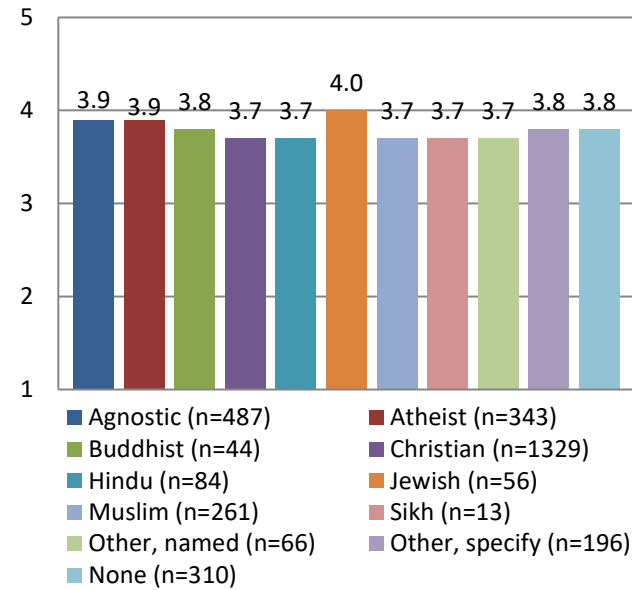
p=.000

Figure 44. Mean Scores on Safety, by Military Status: Students



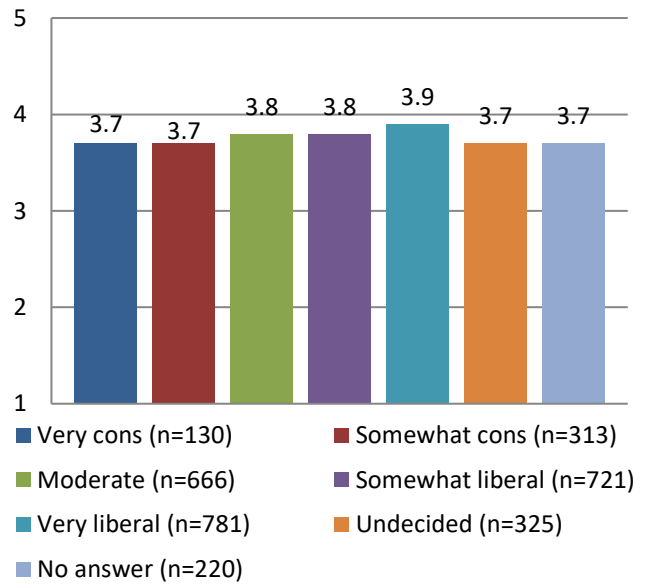
p=.014

Figure 45. Mean Scores on Safety, by Religion: Students



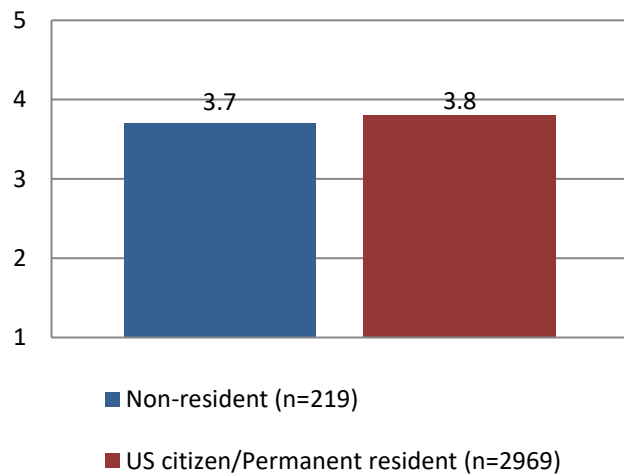
p=.000

Figure 46. Mean Scores on Safety, by Political View: Students



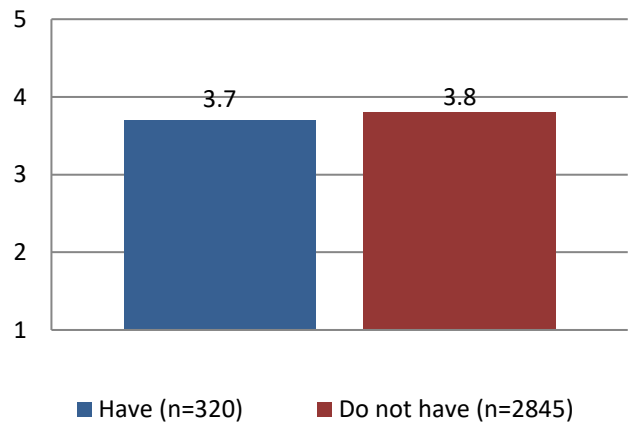
p=.000

Figure 47. Mean Scores on Safety, by Citizenship Status: Students



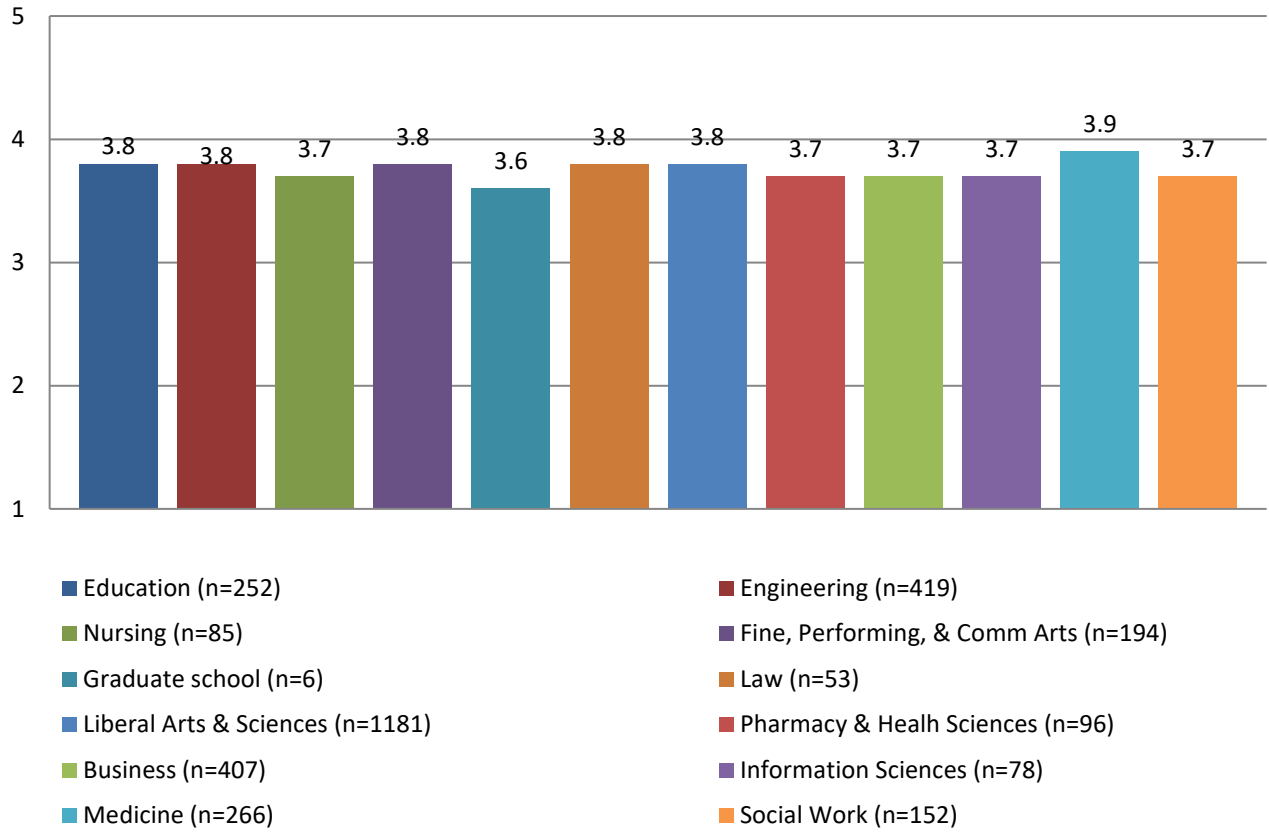
p=.007

Figure 48. Mean Scores on Safety, by Disability Status: Students



p=.009

Figure 49. Mean Scores on Safety, by College: Students



p=.042



**Worldview/Outreach**

Worldview was the final area that had a small but significant effect on overall climate (beta = -0.043 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 3.1, which makes it an area of action for Wayne State University.

Table 14 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 student efforts to educate others on diversity-related topics or to challenge others on issues of discrimination could improve student assessment of worldview/outreach.

**Table 14. Individual Items on “Worldview/Outreach” Component Classified as Primary or Secondary, as Areas of Strength or Action**

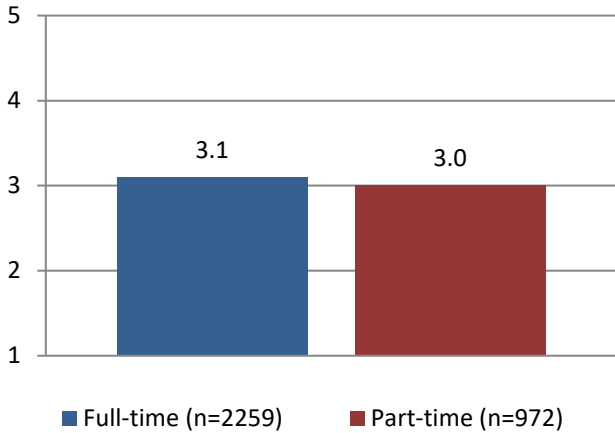
	High Ratings (mean rating > 3.5)	Low Ratings (mean rating <= 3.5)
<b>Primary</b>		<ul style="list-style-type: none"> <li>• In the past 12 months, how often ... Made an effort to educate others on diversity-related topics? (2.8)</li> <li>• In the past 12 months, how often ... Challenged others on issues of discrimination? (2.6)</li> </ul>
<b>Secondary</b>		<ul style="list-style-type: none"> <li>• In the past 12 months, how often ... Made an effort to get to know people different from you? (3.5)</li> <li>• In the past 12 months, how often ... Become aware of how your worldview affects your own thinking about diversity and inclusion? (3.4)</li> </ul>

Figures 50 through 62 show the mean scores on this component by various demographic variables. Noteworthy differences are evident with respect to gender identity (Figure 54), political view (Figure 59), sexual orientation (Figure 60), and college (Figure 62). Males have the lowest ratings on worldview/outreach (2.9) and transgender respondents have the highest, with a mean of 3.5.

By political view, respondents describing themselves as very conservative had a rating of 2.7 for this item, while very liberal respondents had a rating of 3.4. In terms of sexual orientation, those identifying as queer gave the highest rating of 3.7 and those identifying as straight or heterosexual gave the lowest rating of 3.0.

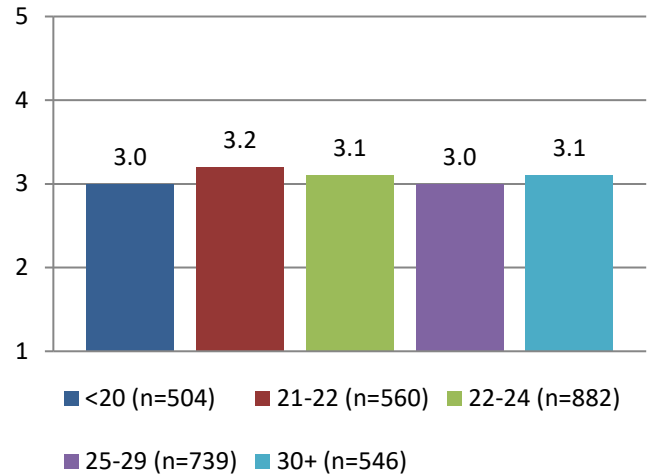
Students of the College of Engineering had the lowest rating for worldview/outreach (2.8) and students of the College of Social Work had the highest rating (3.7).

Figure 50. Mean Scores on Worldview, by Full or Part-Time Status: Students



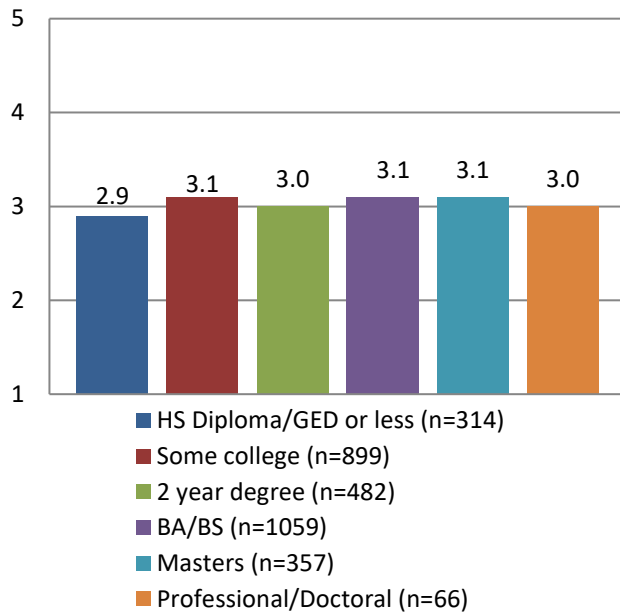
p=.001

Figure 51. Mean Scores on Worldview, by Age Group: Students



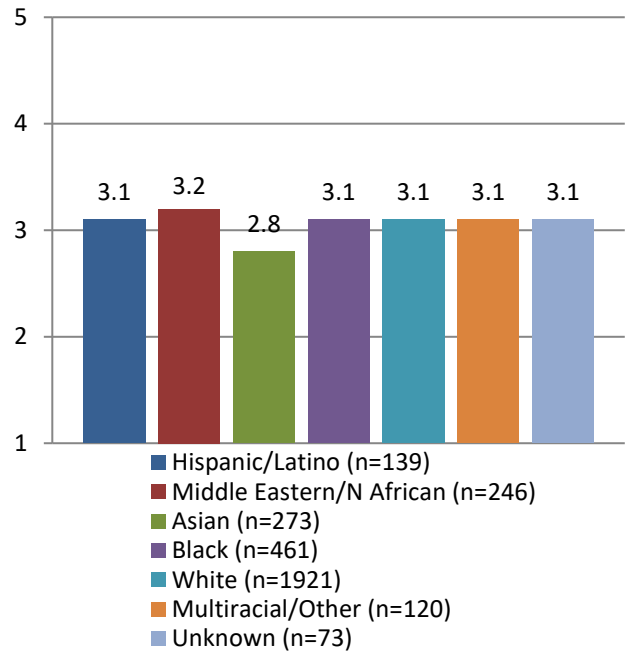
p=.001

Figure 52. Mean Scores on Worldview, by Education: Students



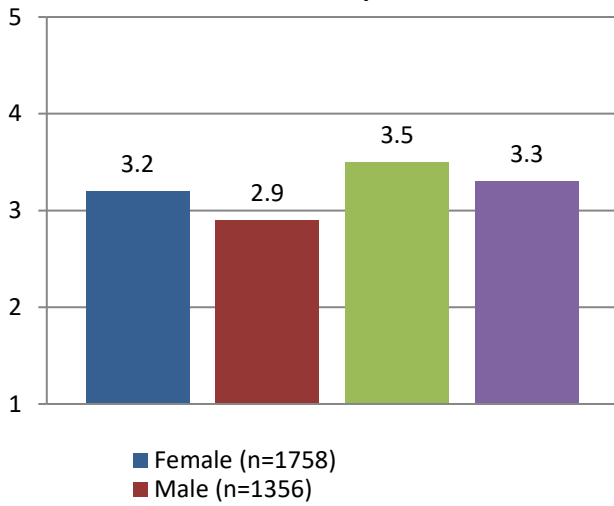
p=.000

Figure 53. Mean Scores on Worldview, by Race/Ethnicity: Students



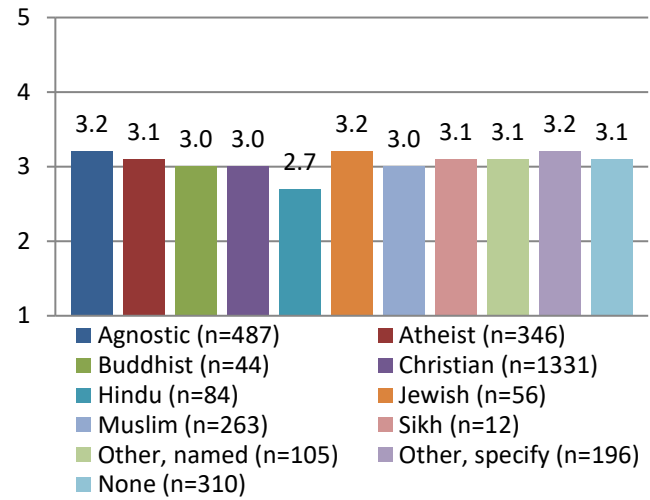
p=.000

Figure 54. Mean Scores on Worldview, by Gender Identity: Students



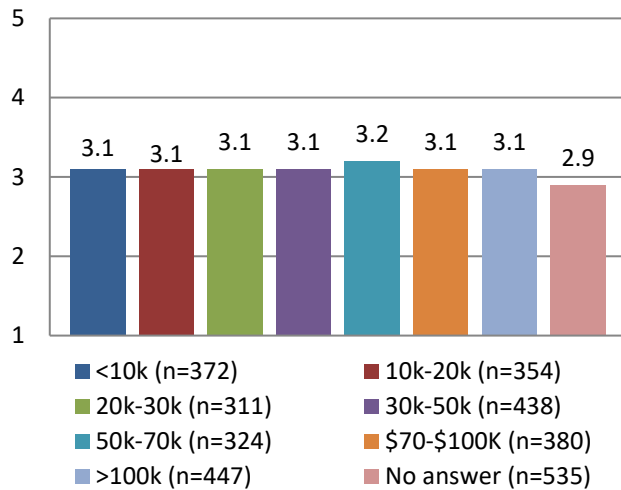
p=.000

Figure 55. Mean Scores on Worldview, by Religion: Students



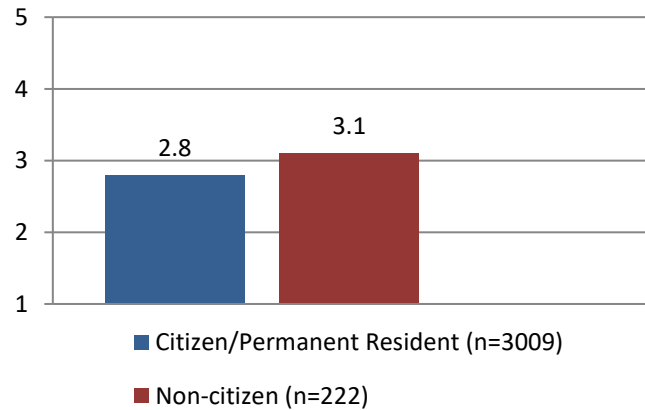
p=.001

Figure 56. Mean Scores on Worldview, by Income: Students



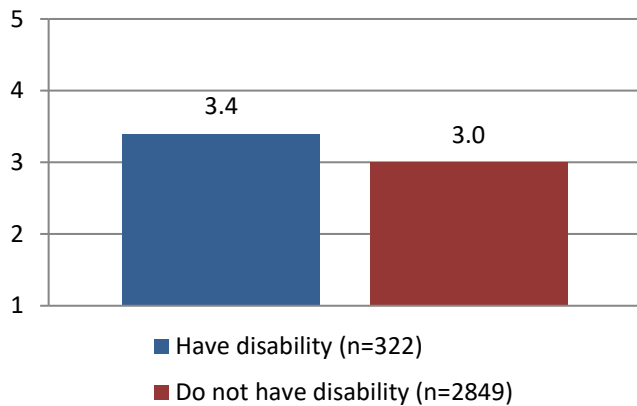
p=.000

Figure 57. Mean Scores on Worldview, by Citizenship Status: Students



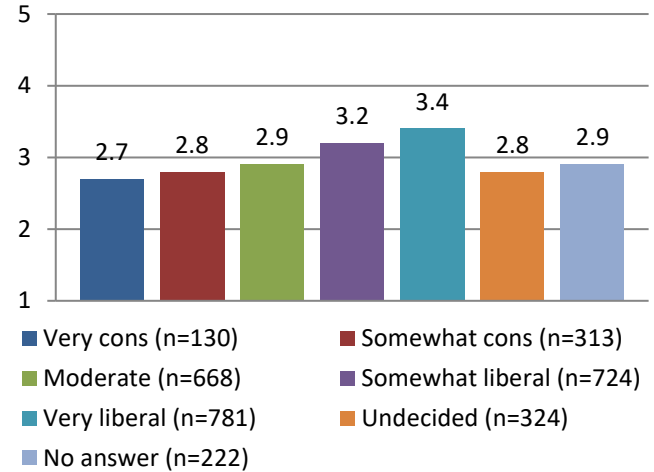
p=.000

Figure 58. Mean Scores on Worldview, by Disability Status: Students



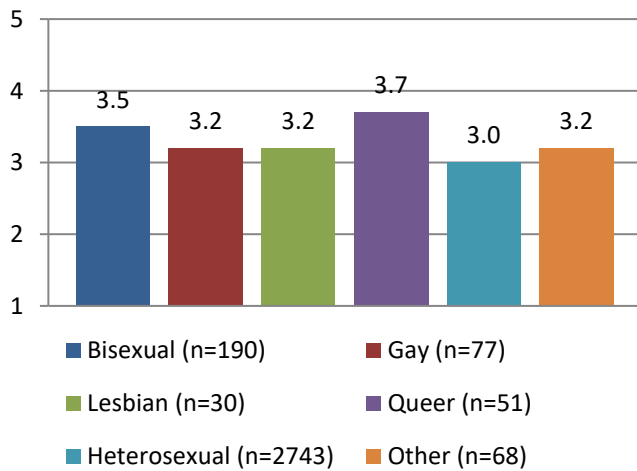
p=.000

Figure 59. Mean Scores on Worldview, by Political View: Students



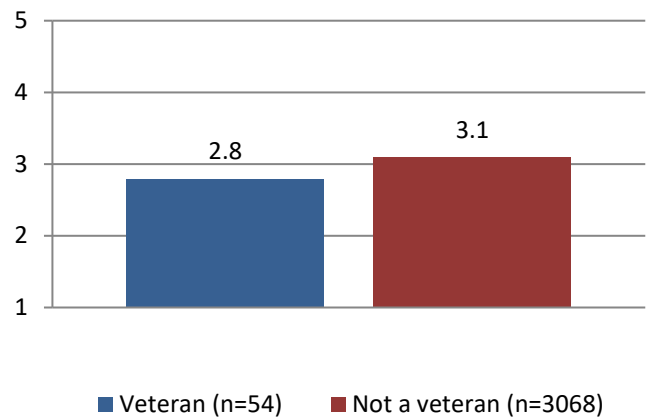
p=.000

Figure 60. Mean Scores on Worldview, by Sexual Orientation: Students



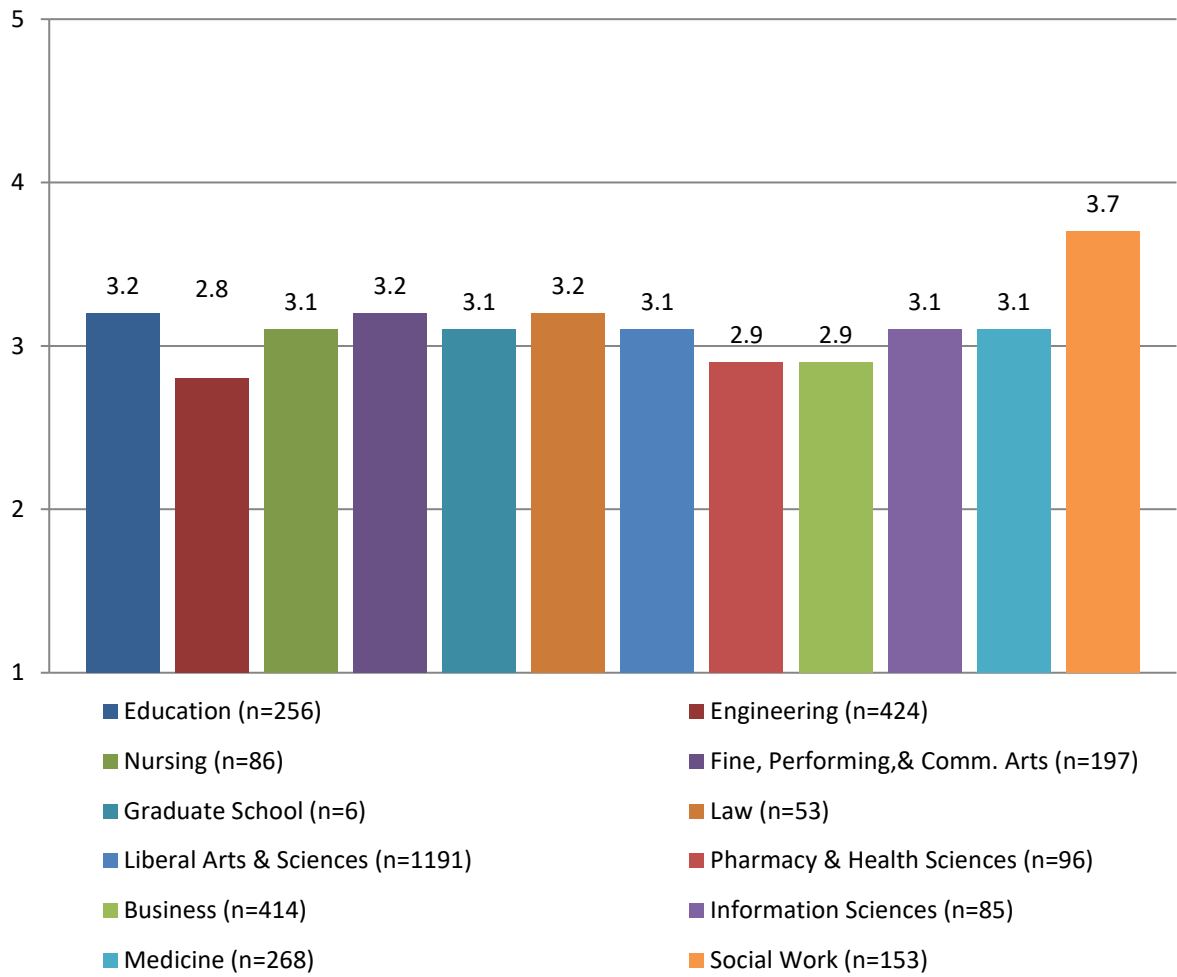
p=.000

Figure 61. Mean Scores on Worldview, by Veteran Status: Students



p=.042

Figure 62. Mean Scores on Worldview, by College: Students



p=.000

## 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 more than the number of respondents answering the question.

There were 1,795 students who provided suggestions for improving the climate. Table 15 summarizes these themes and the number of mentions for each.

**Table 15. Suggestions for Improving Climate**

Themes	Number of Cases Mentioning Theme
Safety	414
Diversity related issues, Tolerance	252
Space, Physical facilities	117
Activities/Workshops	108
Faculty/staff issues	97
Community, Belongingness	88
Resources (financial and other)	62
Communication	59
Parking	51
Alternative students	49
Student support	46
Administration, Leadership	25
Teaching/Courses	24
Accessibility, Accommodation	23
Food issues	15
Intimidation, Fear, Harassment	15
Smoking issues	8
Other	94
Overall good	71
None/NA	178

1,604 student respondents provided a response to the question about how issues raised in the survey could be addressed. Table 16 summarizes the themes evident in these responses and the number of mentions for each.

**Table 16. Specific Actions for Addressing Issues Raised in the Survey**

Themes	Number of Cases Mentioning Theme
Safety	260
Diversity related issues, Tolerance	211
Faculty/Staff issues	128
Communication	124
Resources	69
Space, Physical facilities	61
Student support	59
Teaching/Courses	57
Community, Belongingness	53
Activities/Workshops	47
Intimidation, fear, harassment	45
Parking	69
Administration, Leadership	61
Accessibility, Accommodation	59
Awareness	57
Alternative students	53
Food issues	47
Smoking issues	45
Other ideas	80
Overall good	32
None, N/A	277

## Summary of Results

Overall, students at Wayne State University rate the climate as good. Both the score on the overall component as well as the means of the three items comprising it are closest to good on a five point scale. These ratings vary little by demographic characteristic; although some statistically significant differences are present, the magnitude of those differences is small.

The component with the strongest relationship with overall climate is belonging/self-expression. The rating on this component is 3.8, which makes it an area of strength for Wayne State, but with some room for improvement. Students who are happy to be students at Wayne State and feel they are respected and can express themselves, have higher ratings on overall climate. Thus, anything that can increase this sense of belonging and comfort will result in a stronger rating on overall climate. With the exception of gender identity, this component varies little by demographic group. Transgender students rate this component lower than male or female students.

Diversity in recruitment and retention and fairness have modest effects on overall climate. Their mean scores are both above the cutoff between strength and area of action, but at 3.8, there is room for improvement in both. Those improvements would increase ratings in overall climate, but not as much as improvements in perceptions of belonging and self-expression.

Freedom of speech, accessibility, safety, and worldview/outreach are also related to overall climate, although the associations are quite small.





# Appendix A

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## Student Questionnaire

### 2018 WSU Climate Survey - Students (1216) Main

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#### Consent

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

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

#### Who is sponsoring this study?

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

#### Where is this study being done?

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

#### Who is administering the survey?

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

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

You should allow approximately 20 minutes for the survey.

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

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

SRL's report will never present responses broken out by more than one demographic variable. For example, the report will not analyze responses for staff by gender 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](mailto:isabelf@uic.edu) or 312.996.2414.

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

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

Thank you for your participation!

---

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 students 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 / program 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 - Students*

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

**If you are affiliated with more than one department/program, please answer this question with reference to the department/program 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

*Professors / Instructors*

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 students 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 students 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 faculty body?*

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

**A diverse staff body?**

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

**A diverse student body?**

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

---

***Accessibility***

**Accessibility:**

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

**Physical spaces**

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

**Educational materials**

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



**Technology**

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

**Professors / Instructors**

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

**Financial Aid**

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

**Student Employment**

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

---

**Department/unit Fairness**

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

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

**Grading**

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

**Opportunities to participate in class**

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

**Opportunities to participate in co-curricular activities**

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

---

***Factors Causing Unfair Treatment\_ Grading***

**You indicated that grading was [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\_Opportunities to participate in class*

You indicated that opportunities to participate in class were [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\_Co-curricular activities*

You indicated that opportunities to participate in co-curricular activities 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: \_\_\_\_\_
- 

### ***How well issues addressed***

*How well does your department/program address issues of unfair treatment to students 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 program 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 program in retaining ....

**A diverse faculty body?**

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

**A diverse staff body?**

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

**A diverse student body?**

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

***Witnessed Behaviors***

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

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

**Threats of physical violence**

- Never       Not very often       Moderately often       Very often       Extremely often

**Actual physical violence**

- Never       Not very often       Moderately often       Very often       Extremely often

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

- Never       Not very often       Moderately often       Very often       Extremely often

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

- Never       Not very often       Moderately often       Very often       Extremely often

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

- Never       Not very often       Moderately often       Very often       Extremely often

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

- Never       Not very often       Moderately often       Very often       Extremely often

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

- Never       Not very often       Moderately often       Very often       Extremely often

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

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

### **Source of Behavior**

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

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

Professor/Instructor

Human resources consultant

Immediate supervisor

Staff member

Student

Wayne State University police

Don't know (unidentified individual)

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

*Prefer not to answer*

---

### Motivations for Offensive Conduct

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

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

### Experienced Behaviors

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

#### Threats of physical violence



**Wayne State University Climate Survey: Student**

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**

## Wayne State University Climate Survey: Student

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.

Professor/Instructor

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?*

Academic Advisor

- Chief Diversity Officer
- College office / Dean
- Dean of Students
- Department/Program head
- Professor/Instructor
- General Counsel
- Human Resources
- Office of Equal Opportunity
- Office of Multicultural Student Engagement
- Ombudsperson
- President's office
- Provost's office
- Student Organization(s)
- 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*

## Wayne State University Climate Survey: Student

*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 learning 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 student 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 learning environment?**

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

***Respect***

**To what extent do you feel others at this university treat you with respect?**

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

***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.*

- Financial reasons
  - Family responsibilities
  - Work responsibilities
  - Dissatisfaction with academic degree program
  - 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.

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### *Freedom of Speech*

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

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

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

### *Comfort Expressing Personal Beliefs*

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

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

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

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

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

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

## Freedom of Speech<sup>2</sup>

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 learning 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 learning environment?**

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

**The university?**

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

**The area around the university?**

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

*Additional Comments1*

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

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

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*Additional Comments2*

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

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*Additional Comments<sup>3</sup>*

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

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*Education*

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

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

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

***Gender, Sexual Orientation***

*Please indicate your gender identity:*

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

*Which of the following best describes you?*

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

***Military status***

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

- Currently serving active duty
- Not currently serving active duty

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

- US military veteran
  - Not a veteran
-

## Caregiving

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

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

## Disability

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

- Have
- Do not have

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

- Acquired Brain Injury
- ADHD
- Developmental Delay
- Hearing impairment
- Mobility
- Psychological
- Specific Learning Disability
- Speech/Language Impairment
- Systemic/Chronic Health
- Visual impairment
- Other - Please Specify: \_\_\_\_\_

Have you requested an accommodation through Student Disability Services (SDS), or have you not done that?

- Have requested
- Have not requested

## Religion

Which of the following best describes you?

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

## Political View

Which of the following best describes your political view?

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



## Race

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

\*Click on the terms to see a definition.

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

## Household income

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

- Less than \$10,000
- \$10,000 to \$19,999
- \$20,000 to \$29,999
- \$30,000 to \$39,999
- \$40,000 to \$49,999
- \$50,000 to \$59,999
- \$60,000 to \$69,999
- \$70,000 to \$79,999
- \$80,000 to \$89,999
- \$90,000 to \$99,999
- Greater than \$100,000
- Prefer not to answer*

***Thank you!***

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

# Appendix B

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## *Text of E-mail Invitation*

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

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

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

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

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

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

{Unique survey link here}

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

Sincerely,

Isabel Farrar  
SRL Research Programs Specialist

# Appendix C

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

The figures on the following pages present the mean ratings on the components that were not significantly related to overall climate. Only mean ratings that vary significantly by demographic characteristic are shown. Keep in mind that with a large enough sample size, substantively trivial differences can still be statistically significant.

Figure C1. Mean Scores on *Experienced Offensive Comments/Bullying*, *Witnessed Offensive Comments/Bullying*, and *Important of Diversity*, by Full-time/Part-time Status: Student

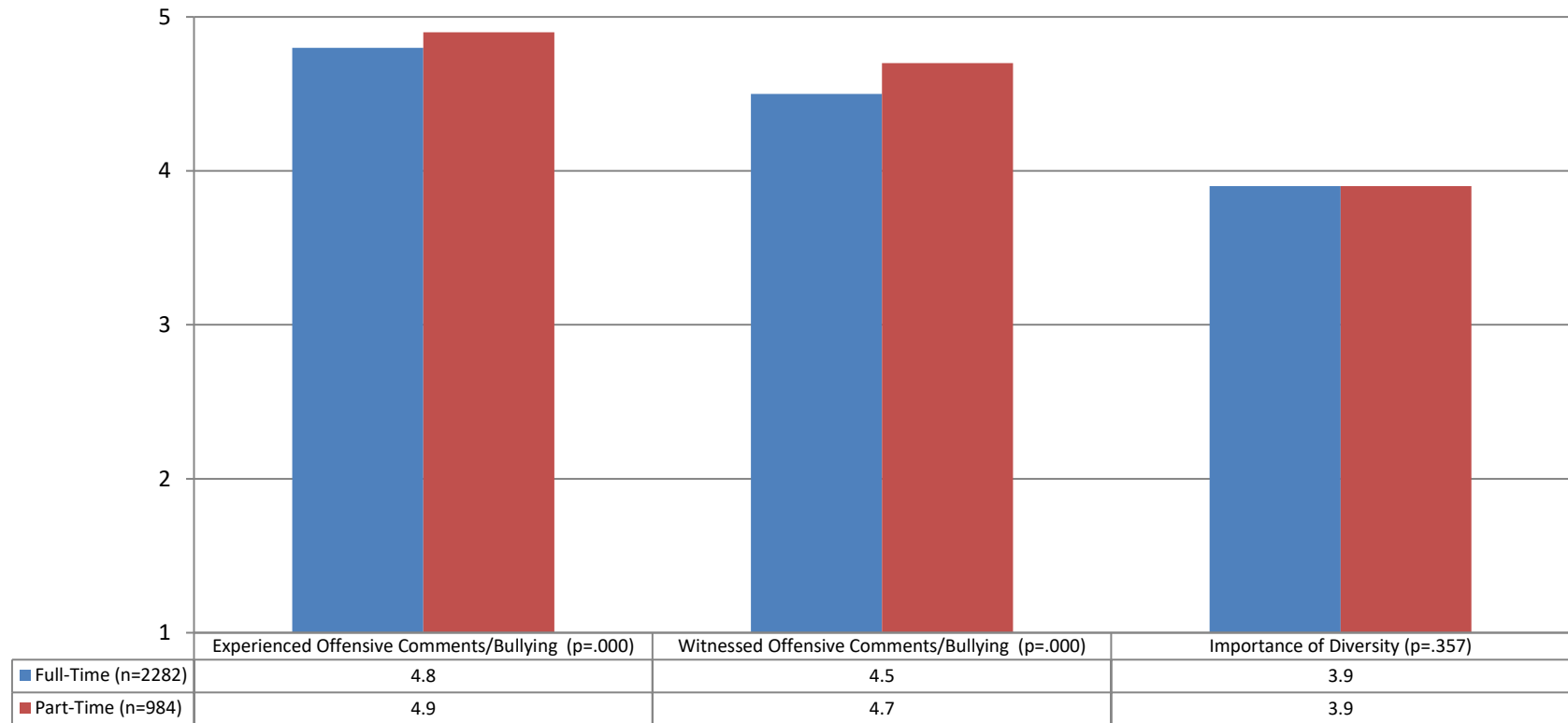


Figure C2. Mean Scores on *Experienced Offensive Comments/Bullying*, *Witnessed Offensive Comments/Bullying*, and *Importance of Diversity*, by Degree: Students

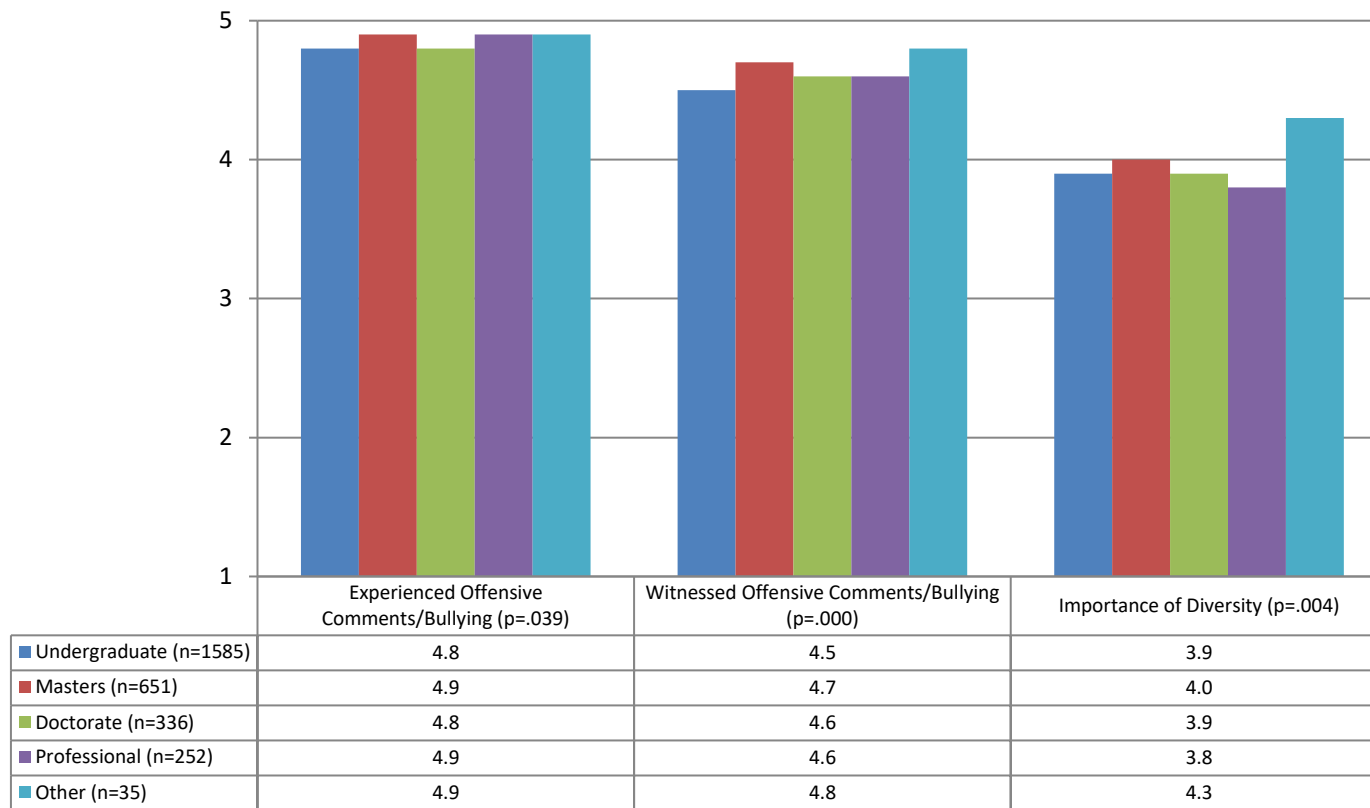
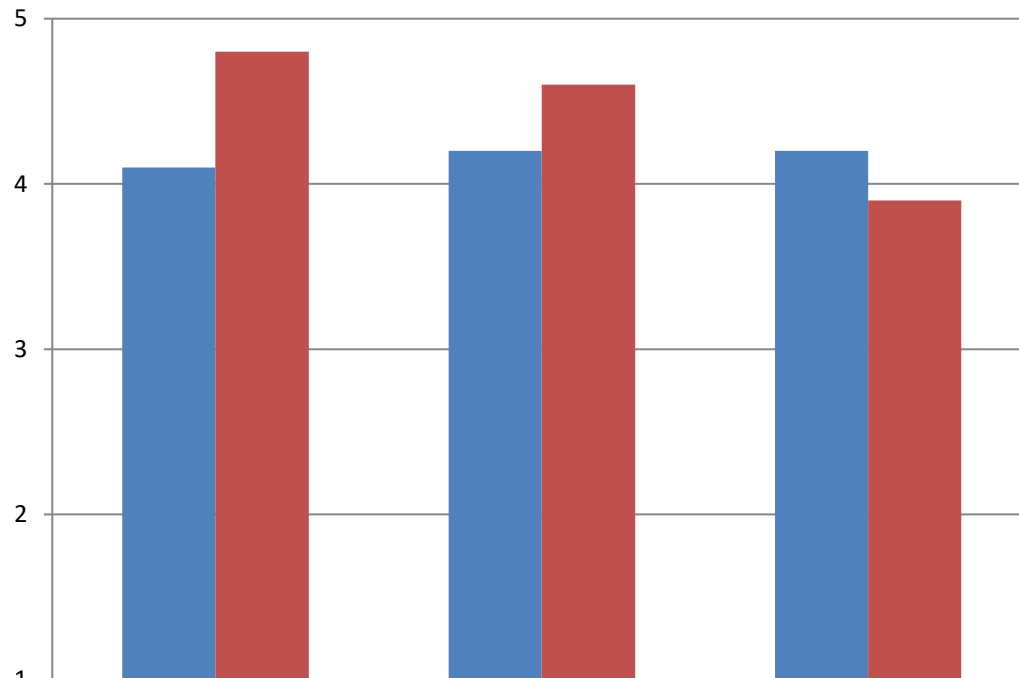


Figure C3. Mean Scores on *Experienced* Offensive Comments/Bullying, *Witnessed* Offensive Comments/Bullying, and Importance of Diversity: Students



	Experienced Offensive Comments/Bullying (p=.000)	Witnessed Offensive Comments/Bullying (p=.002)	Importance of Diversity (p=.264)
■ Currently serving active duty (n=18)	4.1	4.2	4.2
■ Not currently serving active duty (n=3154)	4.8	4.6	3.9

Figure C4. Mean Scores on *Experienced Offensive Comments/Bullying*, *Witnessed Offensive Comments/Bullying*, and *Importance of Diversity*, by Education: Student

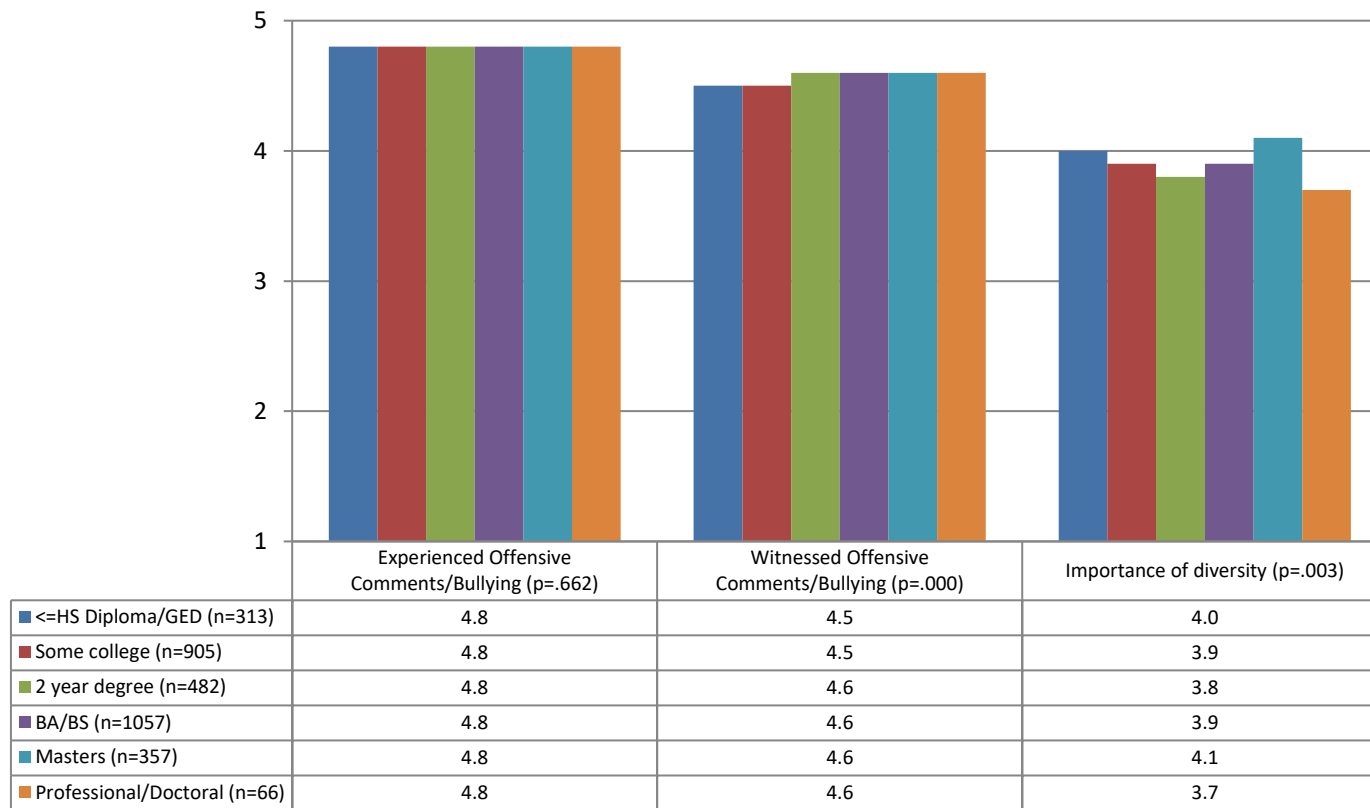




Figure C5. Mean Scores on Experienced Offensive Comments/Bullying, Witnessed Offensive Comments/Bullying, and Importance of Diversity, by Race: Student

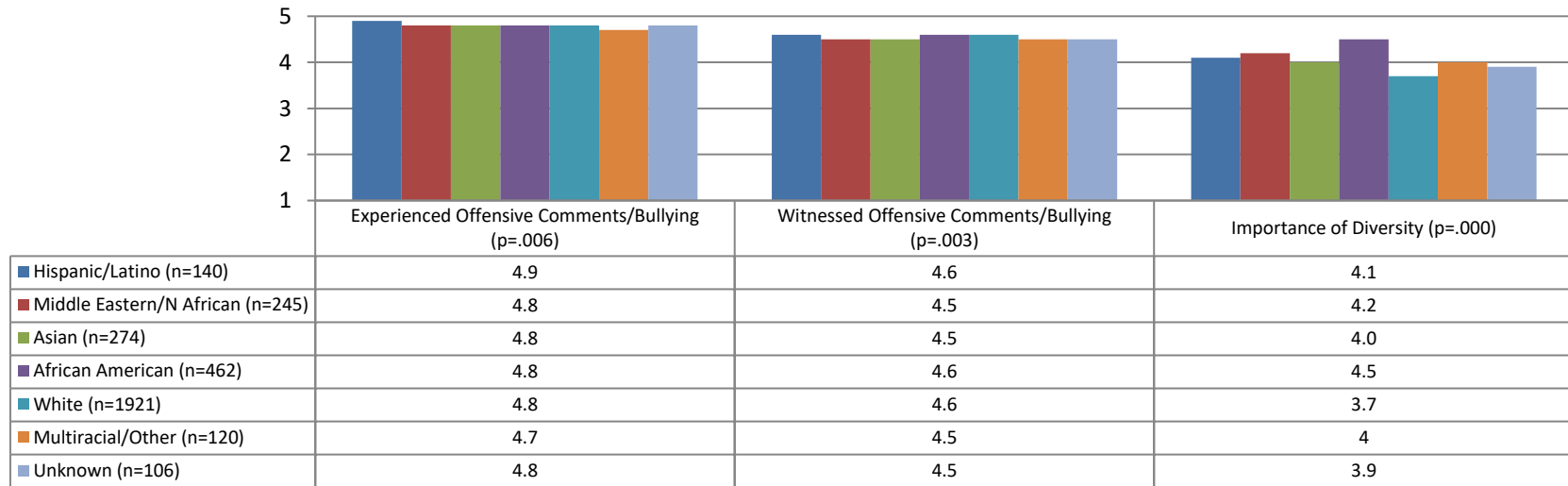


Figure C6. Mean Scores on *Experienced Offensive Comments/Bullying*, *Witnessed Offensive Comments/Bullying*, and *Importance of Diversity*, by Age: Student

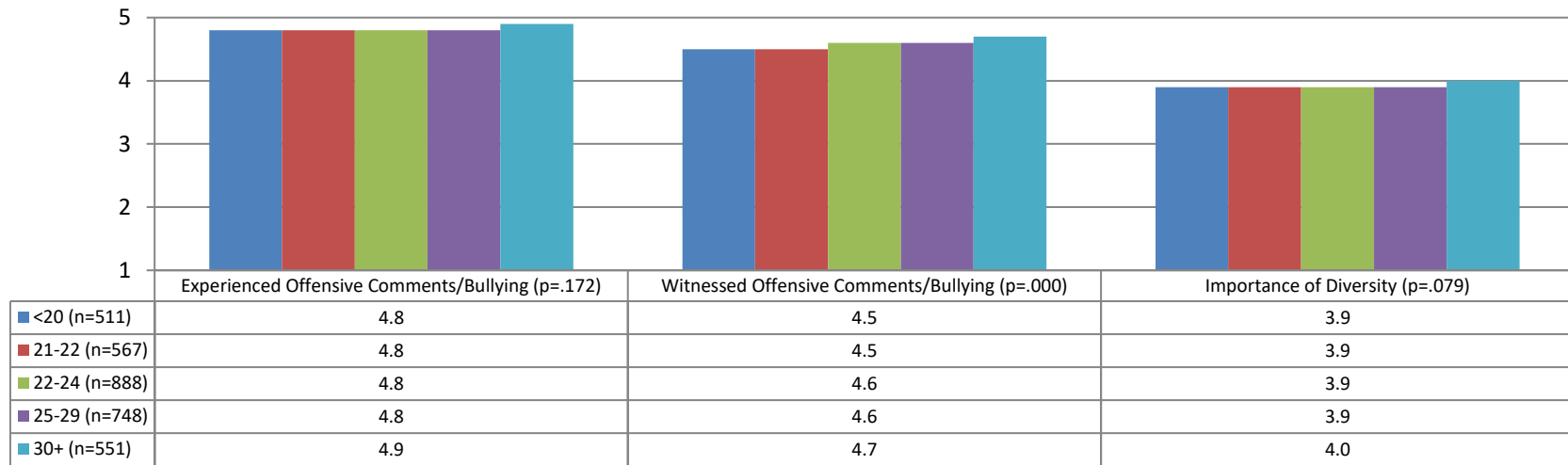


Figure C7. Mean Scores on *Experienced Offensive Comments/Bullying, Witnessed Offensive Comments/Bullying, and Importance of Diversity, by Gender: Student*

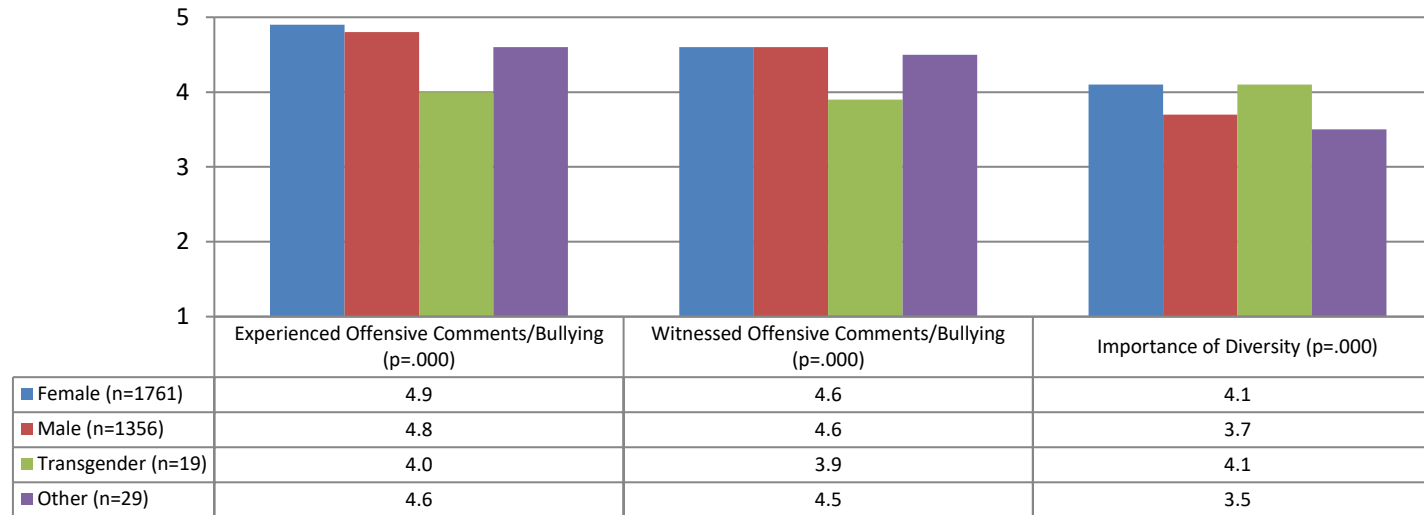


Figure C8. Mean Scores on *Experienced Offensive Comments/Bullying*, *Witnessed Comments/Bullying*, and *Importance of Diversity*, by Religion: Student

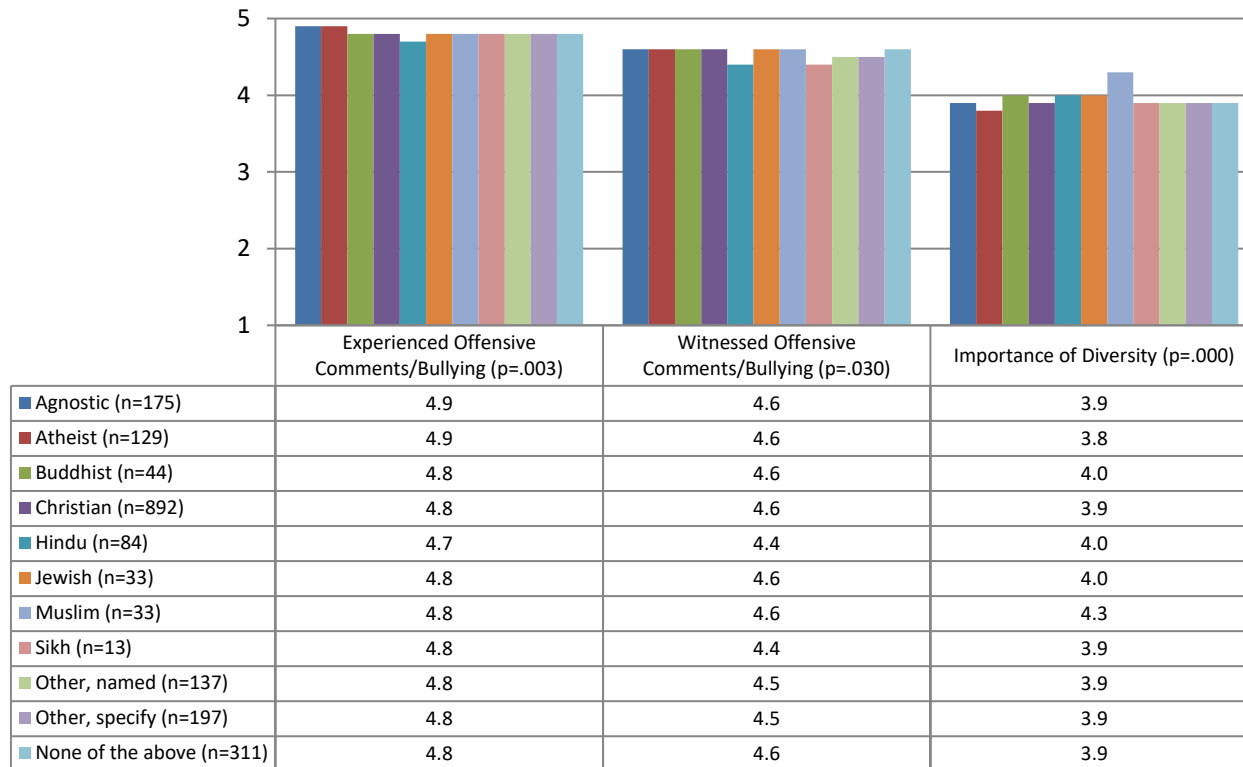


Figure C9. Mean Scores on *Experienced Offensive Comments/Bullying*, *Witnessed Offensive Comments/Bullying*, and *Importance of Diversity* by Income: Student

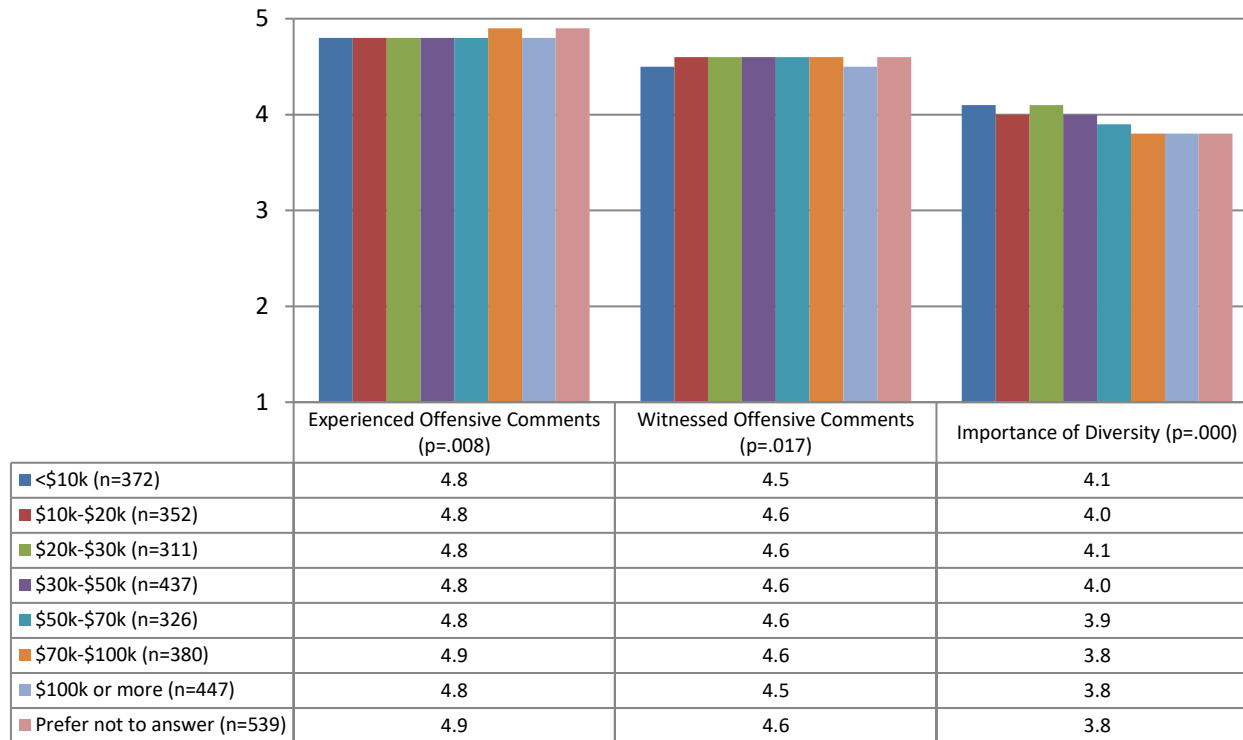


Figure C10. Mean Scores on *Experienced Offensive Comments/Bullying*, *Witnessed Offensive Comments/Bullying*, and *Importance of Diversity*, by Citizenship: Student

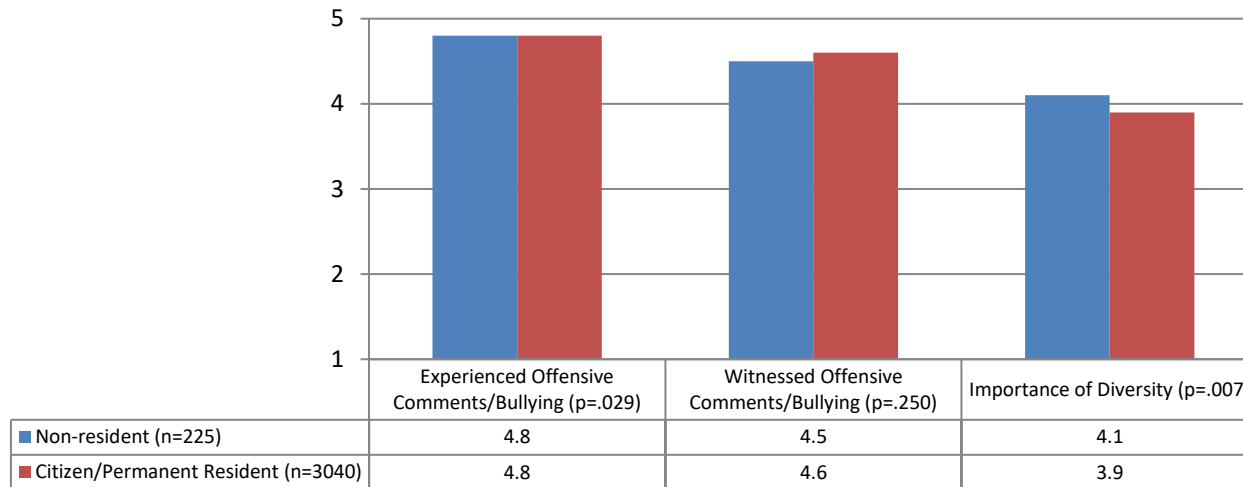


Figure C11. Mean Scores on Experienced Offensive Comments/Bullying, Witnessed Offensive Comments/Bullying, and Importance of Diversity, by Disability Status: Student

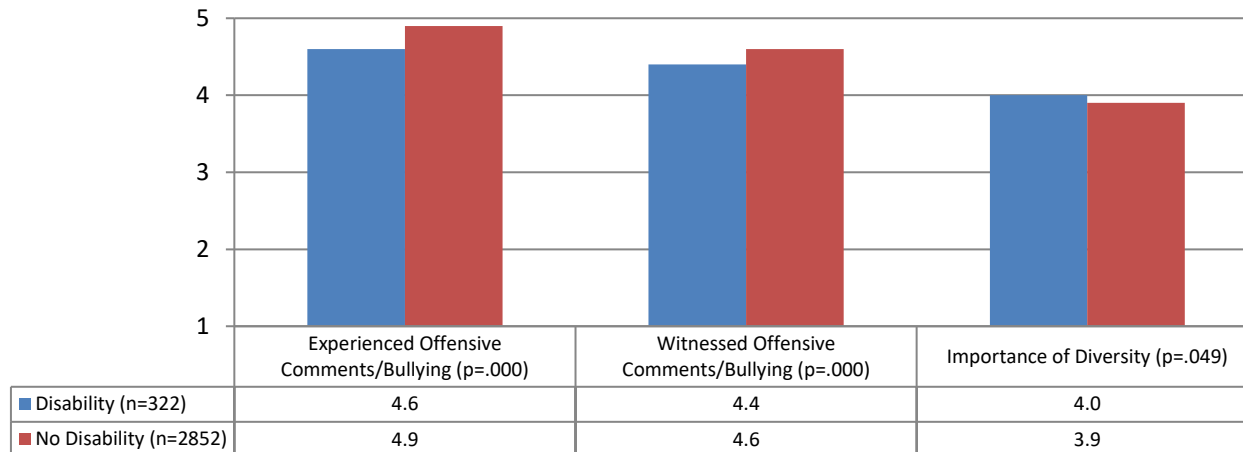


Figure C12. Mean Scores on Experienced Offensive Comments/Gestures, Witnessed Offensive Comments/Gestures, and Importance of Diversity by Political Perspective: Student

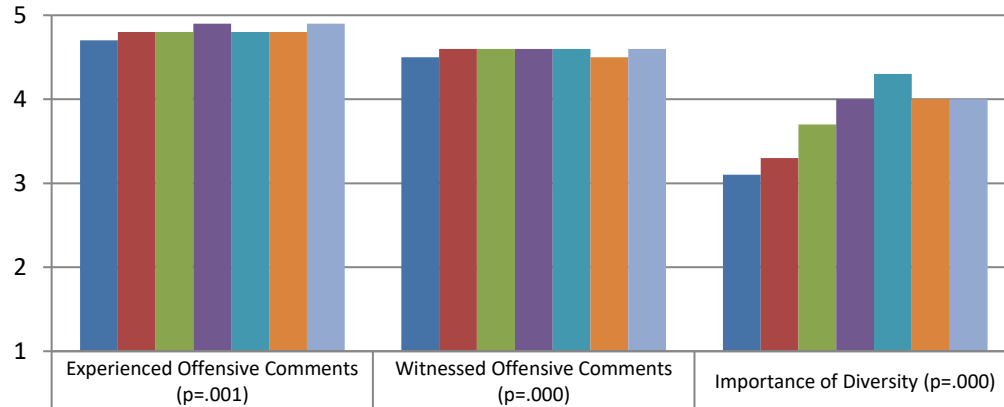




Figure C13. Mean Scores on *Experienced Offensive Comments/Bullying*, *Witnessed Offensive Comments/Bullying*, and *Importance of Diversity*, by Sexual Orientation: Student

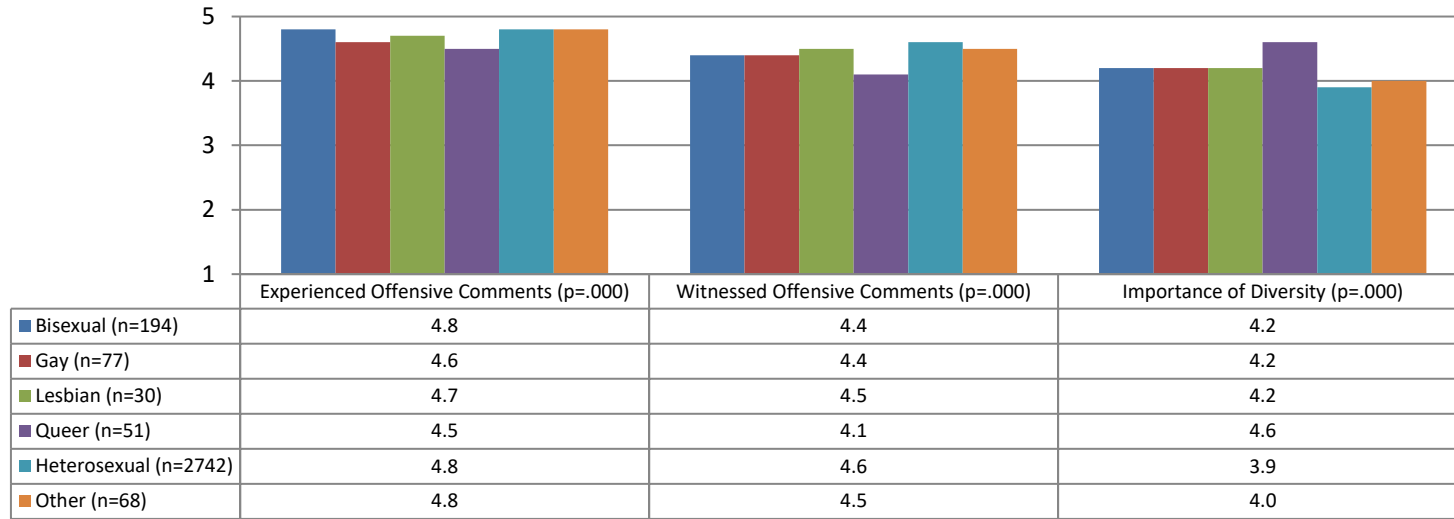


Figure C14. Mean Scores on *Experienced Offensive Comments/Bullying*, *Witnessed Offensive Comments/Bullying*, and *Importance of Diversity* by Veteran Status: Student

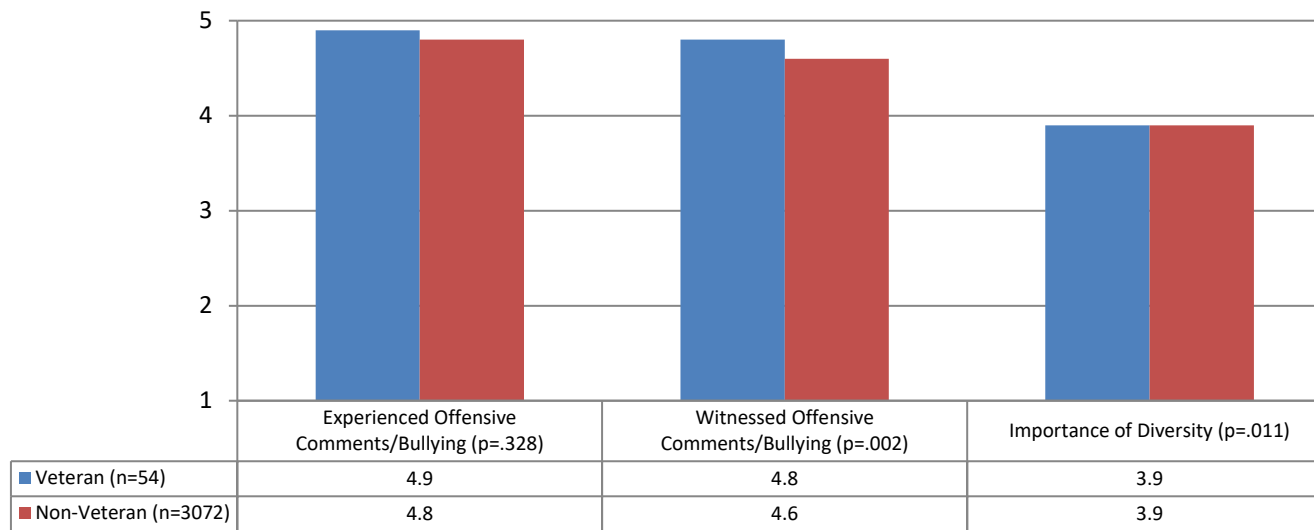


Figure C15. Mean Scores on *Experienced Offensive Comments/Bullying*, *Witnessed Offensive Comments/Bullying*, and *Importance of Diversity* by Caregiver Status: Student

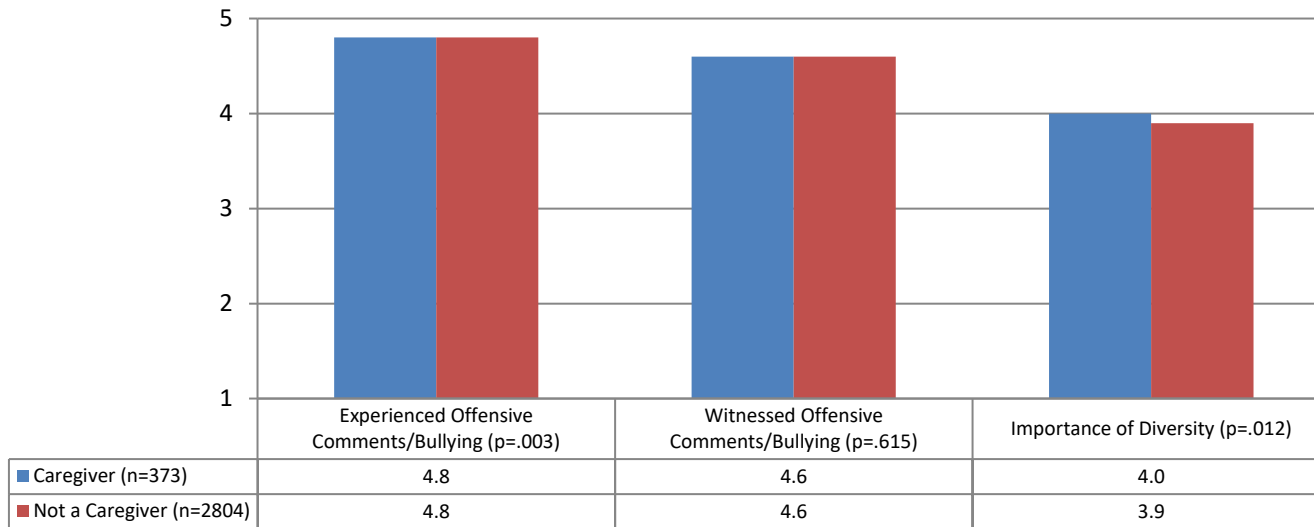
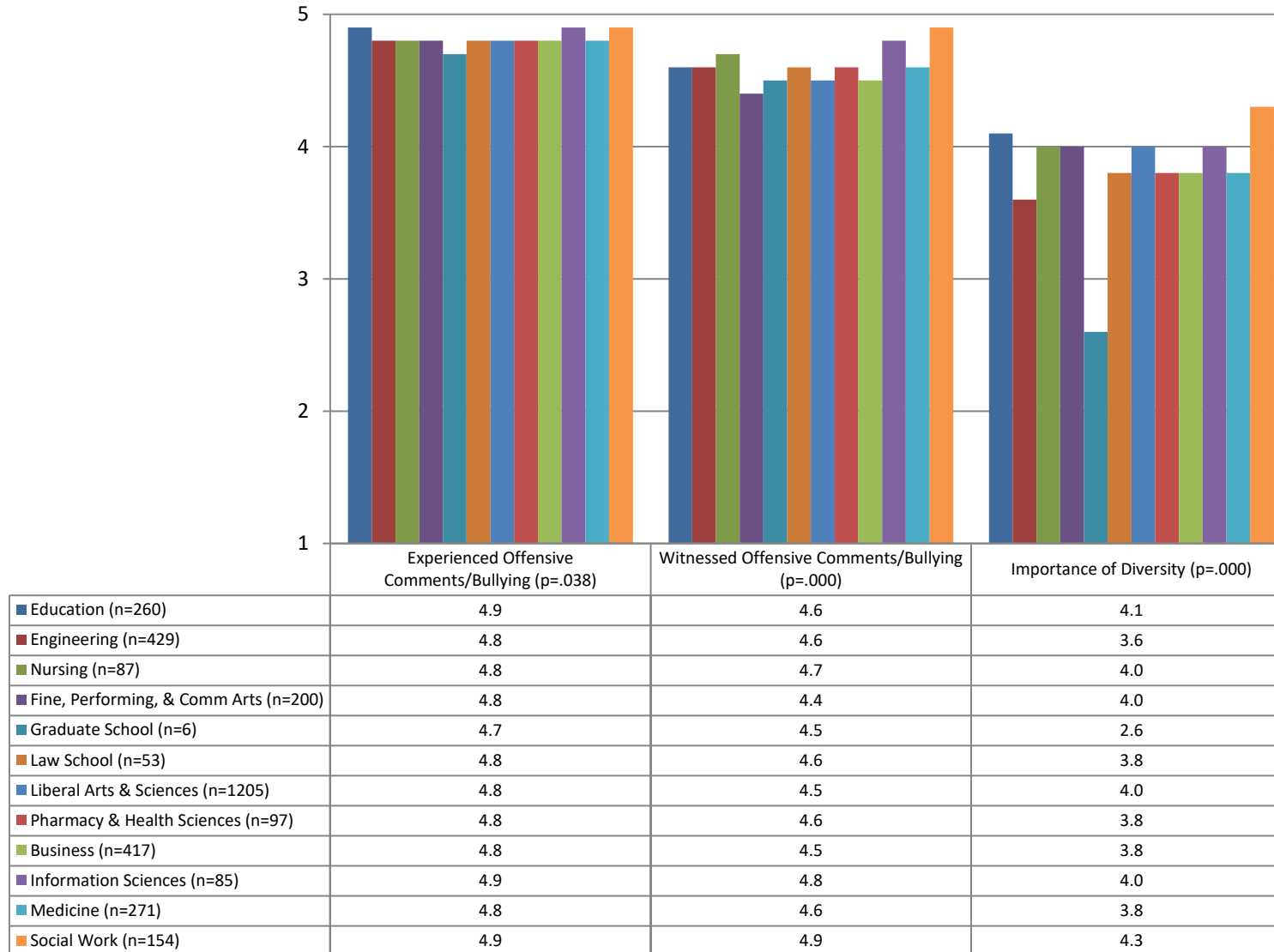


Figure C16. Mean Scores on *Experienced Offensive Comments/Bullying*, *Witnessed Offensive Comments/Bullying*, and *Importance of Diversity* by College: Student



# Appendix D

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

**Table D1. Fairness in evaluation and activities**

	Not at all fair		Not very fair		Moderately fair		Very fair		Extremely fair	
	n	%	n	%	n	%	n	%	n	%
Fairness in grading	48	1.5%	116	3.6%	841	25.9%	1457	44.8%	787	24.2%
Fairness in opportunity to participate in class	15	0.5%	38	1.2%	499	15.4%	1507	46.5%	1182	36.5%
Fairness in opportunities to participate in co-curricular activities	38	1.4%	114	4.3%	673	25.4%	1123	42.4%	702	26.5%

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

	Practice or policy		
	Fairness in grading (n=164)	Fairness in opportunity to participate in class (n=53)	Fairness in opportunity to participate in co-curricular activities (n=152)
	% of Respondents Attributing to Factor		
Ability/disability status	9.3%	10.8%	8.6%
Age	11.9%	14.8%	22.7%
Citizenship status	4.7%	8.0%	6.0%
Gender identity	12.4%	17.3%	8.0%
Height	0.0%	6.8%	5.9%
Marital or family status	0.9%	7.0%	3.3%
Military or veteran status	0.3%	3.3%	1.3%
National origin	7.7%	5.9%	8.0%
Political beliefs	11.1%	14.7%	14.8%
Race/ethnicity	21.8%	20.0%	19.9%
Religious/spiritual beliefs	7.0%	13.3%	10.6%
Sexual orientation	4.9%	6.2%	4.7%
Socioeconomic status	9.7%	9.5%	10.7%
Weight	1.0%	8.5%	8.0%
Some other factor	24.4%	13.7%	21.6%

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

	Have treated you unfairly	Have not treated you unfairly	No contact
Administrators (n=3253)	10.5%	69.4%	20.1%
Professors/Instructors (n=3271)	18.3%	80.4%	1.2%
Staff (n=3266)	9.7%	85.5%	4.7%
Students (n=3265)	12.3%	85.8%	2.0%
WSU police (n=3272)	3.9%	63.1%	33.0%

Knowledge of units to assist with experiences of unfair treatment (n=3286)

- There are such units—41.8%
- There are no such units—8.9%
- Unsure—49.3%

Ever brought an issue of unfair treatment to the attention of one of these offices/units? (n=1372)

- Yes—7.2%
- No—92.8%

**Table D4. Effectiveness of units in addressing issues of unfair treatment (n=98)**

Not at all effective	15.7%
Not very effective	12.2%
Moderately effective	25.0%
Very effective	22.0%
Extremely effective	19.1%
Not enough information to say	6.0%

**Table D5. Reason for not following-up on unfair treatment (n=3288)**

	<b>Not selected</b>	<b>Selected</b>
Was not sure where to go	96.2%	3.8%
Did not think anything would come from it	88.9%	11.1%
Afraid to tell anyone	97.8%	2.2%
Thought it was a minor issue	85.7%	14.3%
Never witnessed/experienced any unfair treatment	24.6%	75.4%
Other	96.3%	3.7%

**Table D6. Confidence in filing a complaint or grievance regarding unfair treatment**

Not at all confident	4.7%
Not very confident	15.5%
Moderately confident	37.3%
Very confident	25.5%
Extremely confident	17.1%
<b>Total</b>	<b>100.0%</b>



# Appendix E

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*Student Demographics, Completes Compared to Entire Sample Frame*

**Wayne State University Climate Survey: Student**

**Table E. Student Demographics, Completes Compared to Entire Sample Frame**

Completions		Entire Sample Frame	
CHARACTERISTIC	%	CHARACTERISTIC	%
<b>Full or Part-Time Status (n = 3,286)</b>		<b>Full or Part-Time Status (n = 26,542)</b>	
Full-time	75.9	Full-time	68.5
Part-time	24.1	Part-time	31.5
<b>College (n = 3,286)</b>		<b>College (n = 26,542)</b>	
College of Education	8.2	College of Education	8.9
College of Engineering	12.8	College of Engineering	13.8
College of Nursing	3.0	College of Nursing	2.7
Fine, Performing, & Comm. Arts	6.1	Fine, Performing, & Comm. Arts	7.3
Graduate School	0.2	Graduate School	0.1
Law School	1.5	Law School	1.7
Liberal Arts & Sciences	37.8	Liberal Arts & Sciences	36.0
Pharmacy & Health Sciences	3.2	Pharmacy & Health Sciences	3.7
School of Business	11.0	School of Business	14.6
School of Information Sciences	2.3	School of Information Sciences	1.7
School of Medicine	8.7	School of Medicine	5.9
School of Social Work	5.1	School of Social Work	3.7
<b>Degree (n=2,867)</b>		<b>Degree (n=22,484)</b>	
Undergraduate	53.7	Undergraduate	58.5
Masters	22.6	Masters	24.1
Doctoral	13.4	Doctoral	8.7
Professional	9.1	Professional	7.3
Other	1.2	Other	1.4
<b>Citizenship Status (n=3,286)</b>		<b>Citizenship Status (n=26,542)</b>	
Non-resident	9.1	Non-resident	7.3
US Citizen/Permanent Resident	90.9	US Citizen/Permanent Resident	92.7
<b>Race/Ethnicity (n = 3,286)</b>		<b>Race/Ethnicity (n = 26,542)</b>	
White	58.8	White	57.7
African-American	12.1	African-American	14.9
Latino	4.6	Latino	4.4
Asian	8.3	Asian	8.4
Other	9.6	Other	7.6
Two or more	3.2	Two or more	3.3
Unknown	3.5	Unknown	3.7
<b>Gender (n = 3,286)</b>		<b>Gender (n = 26,542)</b>	
Male	34.7	Male	44.4
Female	65.3	Female	55.6
<b>Age Group (n=3,286)</b>		<b>Age Group (n=26,542)</b>	
< 20	18.2	< 20	17.5
20-21	17.6	20-21	17.6
22-24	21.6	22-24	24.4
25-29	22.4	25-29	22.3
30+	20.2	30+	18.3

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